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К 7 Д



Choose and Use

Г. Т. КОСТЕНКО

КАКОЕ СЛОВО ВЫБРАТЬ

Пособие для учащихся
9—10 классов
средней школы

ИЗДАТЕЛЬСТВО «ПРОСВЕЩЕНИЕ»
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УЧЕБНИК
К 72 G. T. KOSTENKO

CHOOSE AND USE

Book for Pupils
of the 9—10th Forms
of the Secondary School

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В английском языке, так же как и в русском, существуют слова-синонимы, близкие по значению, но различные по своей сочетаемости с другими словами. От того, правильно ли употреблено то или иное слово, зависит часто смысл высказывания в целом.

«Какое слово выбрать», пособие по синонимике для учащихся 9—10-х классов средней школы, поможет учащимся правильно излагать свои мысли на английском языке. Оно является продолжением пособия для учащихся 6—8-х классов средней школы «Выбери правильное слово», авторов Костенко Г. Т. и Павлович Р. П., выпущенного издательством «Просвещение» в 1968 году.

По своей структуре данное пособие построено по образцу предыдущего и содержит занимательные тексты, диалоги, шутки, пересказ по серии картинок, разнообразные упражнения, помогающие активно усвоить случаи употребления лексики.

Книга иллюстрирована и снабжена постраничными примечаниями.

INTRODUCTION

“Choose and use” is a book for you, senior pupils. Its aim is to help you learn the differences between some English words that are very often confused with one another. One Russian word may have two or more English translations. Take, for instance, the Russian word *кроме* which has two meanings in English: *besides* and *except*; or the Russian verb *предлагать* which has two English verbs corresponding to it: *to offer* and *to suggest*; or, again, the Russian word *хозяин*, which has three equivalents in English: *owner*, *master* and *host*. These words cannot be used interchangeably. Compare the following Russian sentences with their English translations and you will see this for yourselves.

Кто хозяин этого дома? — Who is the *owner* of the house?
Кто в этом доме хозяин? — Who is the *master* in this house?
Хозяин дома тепло принял гостей. — The *host* of the house received the guests warmly.

There are many such words. But which ones does one choose and how must they be used? This book is intended to be a practical guide to the correct use of some of them. It consists of 40 groups of words, 20 of them for 9th form pupils, and 20 for the 10th form.

At the beginning of every group, explanations are given with the help of pictures or examples in context. These are followed by various exercises and some reading matter—funny stories, jokes, riddles, etc.—which give additional training in an enjoyable way. At the end of the book you will find keys to some of the exercises and riddles.

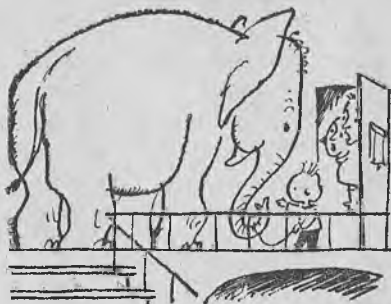
We recommend that the book be used in the following way. Begin by studying the explanations, reading them more than once if necessary, to ensure complete understanding. When this has been done, pass on to the exercises which are meant to be used for oral training primarily, alone or in groups together with your class-mates. Do all of them—numerous repetitions will lead to a better mastery of the given lexical material. If they are all done properly they will develop your ability to find the right words to fit your thoughts.

Choose and use them correctly.

THE NINTH FORM

TO HOLD, TO KEEP

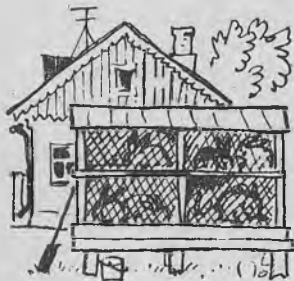
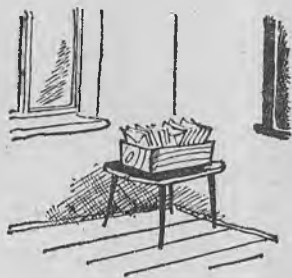
"Where shall we keep it?"



Tanya is holding the letter in her hand which her class got from their friends in Bulgaria.



They keep the letters they receive from their foreign friends in a special box for everyone to read.



Borya, Lena's brother, keeps rabbits. He feeds them, cleans their boxes and gives them his best attention.



Lena is **holding** a rabbit in her hands. This is one of her pets.



The coats are not heavy. Only one nail **holds** them up.



In summer they **keep** their dresses in cellophane¹ bags so that they will not be eaten by moths.²

REMEMBER:

To hold means to have in the hands, to support with the hand, arms, etc., or by any other means, e.g. to hold a book (a hammer, a parcel, a picture).

To keep means to maintain³ or to preserve,⁴ e.g. to keep sheep, birds, fish, etc. To keep books on a shelf, to keep food in a frig⁵, etc.

Exercises

1. Fill in the blanks with *to hold* or *to keep*, using the correct tense. Explain your choice.
 1. The coat is quite wet; ... it near the fire for a few minutes.
 2. The eagle is ... the prey⁶ in its sharp beak.⁷
 3. Will you ... the bag for me?
 4. The little girl was ... her father's hand.
 5. Where do you ... your tortoise?⁸
 6. A poorly-dressed man was sitting in front of the fire. He was ... his head in his

¹ cellophane [ˈseləfeɪn] — целлофановый

² moth — моль

³ to maintain [menˈteɪn] — содержать

⁴ to preserve [prɪˈzə:v] — сохранять

⁵ a frig coll. (a refrigerator) — холодильник

⁶ prey — добыча

⁷ beak — клюв

⁸ tortoise [ˈtɔ:təs] — черепаха

- hands. 7. If you ... my box a minute, I'll go and get you a chair. 8. We must not ... library books more than ten days. 9. We must ... the tram ticket till we are out of the tram. 10. Where do you ... your wollen dress in summer?

II. Give English equivalents of the following, then make up sentences of your own, using these phrases:

держатъ знамя в руке, держать лошадей (коров, рыбок и т. д.), держать зонтик, держать руки над головой, держать деньги в сберкассе (savings-bank), держать что-либо во рту, держать (хранить) оружие, держать что-либо в клюве (beak), держать продукты в погребе (cellar), держать книги в книжном шкафу, держать кого-либо за руку, держать одежду в шкафу (wardrobe).

III. Translate these short dialogues into English.

1.

- Не пойму, что случилось с ручкой. Не пишет.
— Да ты ее неправильно держишь. Дай-ка я покажу тебе, как держать.

2.

- Подержи, пожалуйста, мое пальто. Я надену шапку.
— Хорошо. А потом ты мое подержишь, да?

3.

- Где ты держишь Рекса?
— В коридоре. А ты где держишь своего ежа? (hedgehog)
— Пока на балконе в ящике. Но скоро отнесу его в лес.

4.

- Зачем ты держишь второго котенка? Разве одного мало?
— А вдвоем им веселее.

5.

- Ты знаешь, как нужно держать весла? (oars)
— Да, конечно. Давай покажу.

IV. Look at the pictures and say: a) how Pif stopped the leak;¹

tile [tʌɪl] — черепица

a tile is missing — недостает одной черепицы

to repair [rɪ'peə] — ремонтировать, чинить

¹ leak — течь



b) how Pif managed¹ to hang the picture at last; what holds it up now?



to hang (hung, hung) — вешать, подвешивать
 nail — гвоздь
 to fall (fell, fallen) down — падать
 a hammer — молоток
 to be satisfied [ˈsætɪsfaɪd] — быть довольным

V. Read these jokes and answer the questions following them.

1.

Woman: When I use a hammer, I always hit my hand with it. What should I do to avoid² that?

Workman: The only thing that I can think of, madam, is that you should **hold** the hammer with both hands.

Did the workman give good advice?

What do you think?

2.

“Peter,” the teacher asked, “can you tell us to what family the blue whale³ belongs?”

¹ to manage [ˈmænjɪdʒ] — справляться, суметь, умудриться

² to avoid [əˈvɔɪd] — избегать

³ blue whale [weɪl] — голубой кит

“No, I can’t,” answered Peter, “the families that I know don’t keep whales.”

Why don’t people keep whales as pets?

VI. Solve this riddle:

What hands cannot hold anything?

COMFORTABLE, CONVENIENT



People think arm-chairs are so **comfortable**, but it seems they aren’t, after all.



During the last summer holidays Alec made a trip to Moscow where his uncle lives. A TU-114 passenger jet plane¹ took him from the Far East to Moscow.

It’s very **convenient** to have these planes. They save much time. And besides they are so clean and **comfortable**.

Alec was greatly impressed by the capital. Together with his uncle he visited many places of interest: the Kremlin and Red Square, many museums and art galleries. And, of course, his uncle took him to one of the Moscow cinemas, which are very beautiful and **comfortable**.

They were a little late and it was dark when they went in. It was **inconvenient** moving about in the dark. At last they reached their seats and sat down. After about ten minutes Alec’s uncle asked, “Are you enjoying it?”

“Yes, but this seat is very **uncomfortable**. I can’t sit on it,” Alec answered.

The uncle looked at Alec and said, “No wonder² that your seat is so **uncomfortable**. You haven’t put it down.



¹ TU-114 passenger jet plane—пассажирский реактивный самолет ТУ-114
² no wonder [’wʌndə]—неудивительно

REMEMBER:

Something **comfortable** gives comfort,¹ *oppos.*² — uncomfortable.
Something **convenient** suits³ one's time and needs, *oppos.* — inconvenient.

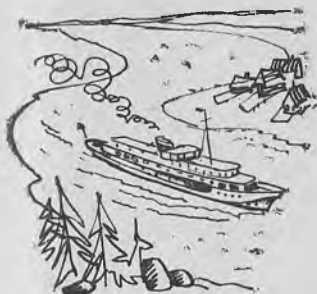
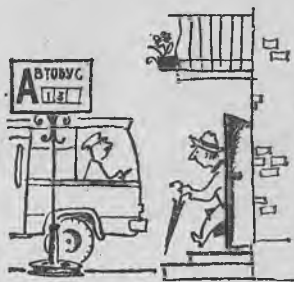
Exercises

I. Translate the following word combinations into English, then use them in sentences of your own:

удобная куртка, удобная авторучка, удобное время, удобное место, удобный трамвай, удобная форма (uniform), неудобное кресло, удобная обувь, удобное расписание (time-table), удобный стол, неудобная троллейбусная остановка (stop), неудобный инструмент, удобный переход (crossing).

II. Agree or disagree⁴ with the following statements and give your reasons⁵ for doing so.

1. It's inconvenient to live near a bus stop. It's too noisy.
Oh, no! It's very convenient. It saves much time and trouble, especially in bad weather.



2. These tourist diesel ships⁶ that make their cruises⁷ along the Moskva Canal and the Volga are very comfortable.

¹ **comfort** ['kɒmfət] — удобство, уют

² **oppos.** сокр. от **opposite** ['ɒpəzɪt] — противоположный

³ **to suit** [sju:t] — подходить, соответствовать

⁴ **to disagree** [dɪsə'grɪ:] — не соглашаться

⁵ **reasons** — соображения, обоснования

⁶ **diesel** ['di:zl] **ship** — теплоход

⁷ **cruise** [kru:z] — путешествие по воде, плавание

3. It's very convenient to have a telephone in your flat.



4. The old man feels quite comfortable in this warm room.



5. Evening is a convenient time for doing one's lessons.



6. It's very convenient to have a transistor radio. One can enjoy music any time one likes.



7. The shoes are very comfortable. They fit¹ the woman quite well.

¹ to fit (fit, fit)—подходить, быть в пору

III. Make up questions as shown in the model. Then make your class-mates answer them.

Model: It's **uncomfortable** working in this big room.
Is it **uncomfortable** working in this big room?
Is it **convenient** to have an alarm-clock? ¹

| | |
|---------------------|---|
| Is it comfortable | to go hatless ² in the hot sun |
| (uncomfortable)...? | to live far from a railway |
| Is it convenient | to sleep in this bed |
| (inconvenient)...? | to walk on an icy ³ road |
| | to sit on a branch of a tree |
| | to bathe in cold water |
| | to walk in deep snow |
| | to lie on wet grass |
| | to work in a uniform |
| | to sit in the first row ⁴ in the cinema |
| | to eat a big apple without a knife |
| | to have big planes that travel non-stop ⁵ from Moscow to Cuba |
| | to sit at a table with unequal ⁶ legs |

IV. Translate these dialogues into English.

1.

- Удобнее всего путешествовать поездом.
- Я так не думаю. Летом в вагоне (carrriage) очень жарко.
- Нет. Современные (modern) вагоны очень удобные, они просторные и светлые.

2.

- У тебя новые туфли. Какие красивые!
- Да, они красивые, но не очень удобные.
- Что, жмут? (to pinch)
- Да.
- А ты их примерял (to try on), прежде чем купить?
- Конечно! Я примерил две пары туфель, и обе были неудобны.
- Почему же ты не примерил третью?

¹ alarm-clock [ə'lɑ:m'klɒk]—будильник

² hatless ['hætlɪs]—без головного убора

³ icy ['aɪsɪ]—покрытый льдом, скользкий

⁴ row [rəʊ]—ряд

⁵ non-stop ['nɒn'stɒp]—беспосадочный

⁶ unequal ['ʌn'ɪkwəl]—неравный

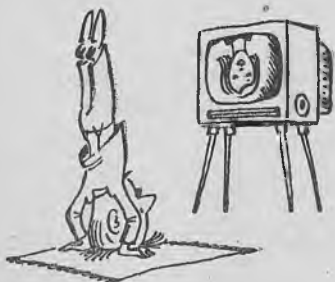
- Неудобно было отнимать время (to take one's time) у продавца (salesman). Было много покупателей (customers).
- Ну, ничего, они разойдутся (to break in). Новая обувь часто кажется неудобной вначале.

3.

- Ты знаешь, Лида (I say, Lida), занятия английского кружка будут завтра не в 3 часа, а в 5.
- Почему?
- Мы решили, что так удобнее.
- А Таня не знает. Давай позвоним ей.
- Нет, не нужно. Не совсем удобно звонить в такое позднее время. Завтра утром позвоним ей.

V. Speak on the pictures. Use the active words of the lesson.

to interview [ˈɪntəvju:] — брать интервью
 basket-ball player — баскетболист
 radio-commentator [ˈreɪdiəʊˈkɒmentətə] —
 радиоккомментатор



to stand on one's head — стоять на голове

TV set [ˈtiːviːˈset] — телевизор

to be out of order — быть неисправным

embroidery [ɪmˈbrɔɪdəri] — вышивка
 knick-knack — безделушка
 instead of a pillow [ˈpɪləʊ] —
 вместо подушки



tailor [ˈteɪlə] — портной
size [saɪz] — размер
hole [haʊl] — дыра, отверстие
to be a perfect fit — хорошо подходит
(о платье, шляпе...)



TIME FOR FUN

He: Can you see all right?

She: Yes.

He: Is your seat comfortable?

She: Yes.

He: Will you exchange¹ places with me?

IT IS INTERESTING TO KNOW THAT

...the clothes of Indians made of deerskin² were so comfortable that white men soon copied³ them.

...the shape⁴ of handkerchiefs was not always what it is now. Ancient Egyptians⁵ made them round. Later they were replaced by triangular⁶ ones until at last people recognized⁷ that the square shape is the most convenient.

ALSO, TOO, EITHER

“May I also have a swim?”

Boris has made a mistake in the use of the word *also*. His friend Victor has made this mistake *too*. Boris didn't know how the word *also* is used in the English language. And his friend did not know it



¹ to exchange [ɪksˈtʃeɪndʒ] — обменяться

² deerskin [ˈdiəskɪn] — оленья шкура

³ to copy — копировать

⁴ shape — форма

⁵ ancient Egyptians — древние египтяне

⁶ triangular [traɪˈæŋɡjʊlə] — треугольный

⁷ to recognize [ˈrekəɡnaɪz] — признавать

either. The teacher noticed that another pupil had **also** made the same mistake.

"Don't you know the rule **either**?" she asked. "Then you must read about the different uses of these words." And she gave the pupil a grammar book. Now he is reading it very carefully because he wants to speak English very well. His friend is **also** studying the rule about the uses of the three words, because he wants to have a good command¹ of English, **too**.

Do you want to know English very well, **too**?

Then read what the boys are reading:

Also and **too** are used in affirmative² and interrogative³ sentences; **too** is more common in conversational⁴ English and is always placed at the end of the sentence.

Either is used in negative⁵ and interrogative-negative sentences; e.g. Haven't you seen the film, **either**?

Exercises

1. Complete the following dialogues as shown in the model.

Model: A: I like to travel by car.

B: I like it, **too**. (I also like it.)

1. A: We bathed in the sea every day.

B: We

2. A: My sister always drinks tea in the morning.

B: I

3. A: Peter knows a lot of funny stories.

B: My brother

4. A: I had a lot of guests on my birthday this year.

B: Oh, how strange, I

5. A: My mother always cooks the dinner well.

B: My mother

6. A: I am very fond of jazz music.

B: I

7. A: My father can drive a car.

B: And my father

¹ to have a good command—хорошо владеть

² affirmative [ə'fə:mətɪv]—утвердительный

³ interrogative [ɪntə'rɒgətɪv]—вопросительный

⁴ conversational [kɒnvə'seɪʃənl]—разговорный

⁵ negative [ˈnegətɪv]—отрицательный

8. A: If it doesn't rain, I'll go swimming.
 B: I
9. A: The film was so sad that my little sister began to cry.
 B: My sister
10. A: She keeps her books carefully arranged¹ on the shelf.
 B: I

II. Complete the sentences according to the model.

Model: If you don't go there, I won't go there, **either**.
 If Mike swims across the river, I'll do it, **too**.

1. If you watch TV till 10 o'clock, I'll . . .
2. If he doesn't help other players, I won't . . .
3. If the 9th form pupils arrange their art exhibition, we'll . . .
4. If she can't telephone so late, I can't . . .
5. If he won't tell you about it, I won't . . .
6. If Valya doesn't want to take medicine, I won't . . .
7. If Bob is going by plane, I'll . . .
8. If you won't take part in the performance, we won't . . .

III. Make these sentences negative as shown below.

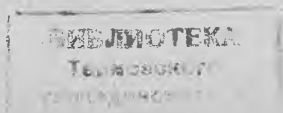
Model: I am **also** free tonight.—I'm not free tonight, **either**.
 Have you met him, **too**?—Haven't you met him **either**?

1. Valya has promised to come, **too**.
2. Mike **also** likes to play draughts.
3. Does Lucie go in for skating, **too**?
4. I **also** remember the score² of the last hockey game.
5. Does Kate **also** like this sort of cheese?
6. He tried to explain it to us, **too**.
7. My brother is going to enter a music school, **too**.
8. Did Ann **also** travel by plane?
9. We heard the clock strike five, **too**.
10. Does she **also** know how it all happened?
11. He complains³ about it, **too**.
12. Mary **also** agrees with you.

¹ to arrange [ə'reɪndʒ]—расставлять, устраивать

² score [skɔ:]—счет

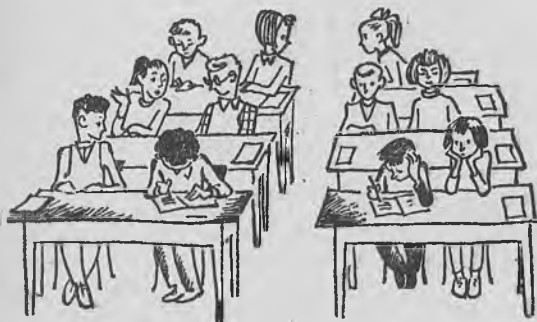
³ to complain [kəm'pleɪn]—жаловаться



IV. Look at the pictures and read the statements about them. Contradict these statements, using the words *also, too, either*.

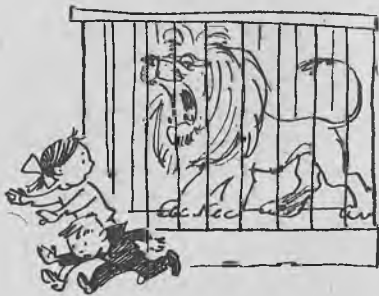
Model: "My father is a turner. Mike's father is a teacher."

"No, Mike's father is not a teacher. He is a turner, **too**."



"Pete didn't finish his work. But his friend did."

"No, his friend did not finish it, **either**."



1. Vanya caught a big fish today. His brother caught nothing.

2. The little boy got frightened¹ when the lion roared.² But his sister didn't.

¹ to get frightened ['fraɪnd]—испугаться

² to roar [rɔ:]—рычать



3. This bus is full, but the other one is empty.

4. One bird was set free and flew away. The other wasn't set free.



5. Mother is dusting a coat.
Mike is mending a chair.



6. Lena goes in for lawn tennis.
But Valya, her friend, does not go in for it.

V. Read the jokes, inserting *also*, *too* or *either* into the blank spaces.

1.

Jack and Bob were arriving back at college after the summer vacation.

"What have you been doing this summer?" one asked the other.

"Working in my dad's office.¹ And you?"

"I've been loafing,²"

2.

Teacher: I hope I didn't see you looking at Fred's book, Tommy.

Tommy: I . . . hope that you didn't, sir.

3.

"Why is the history professor sore³ at you?"

"I don't know myself. The professor asked me what German chieftain⁴ captured⁵ Rome. So I said to him: "It was Hannibal, wasn't it?" The professor said: "Don't ask me. I'm asking you." So I said: "I don't know . . . , professor."

4.

Willie: I have an awful toothache.

Tommie: I'd have it pulled out if it was mine.

Willie: Yes, if it was yours I'd have it pulled out,

5.

Teacher: Didn't you hear me say three times, "John, will you please come to the blackboard?" I spoke loudly.

John: Oh, that's all right, miss; we were making a lot of noise,

6.

"Why are you late for your work, Mr. Brown?"

"I overslept, sir."

"Why, do you sleep at home . . . ?"

TO WATCH, TO OBSERVE

"I didn't play, honest I didn't!
I only watched!"

¹ office — контора

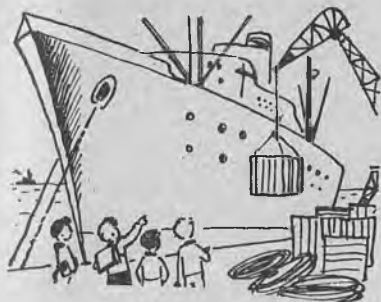
² to loaf — бездельничать, слоняться без дела

³ to be sore (at) — быть злым, раздраженным

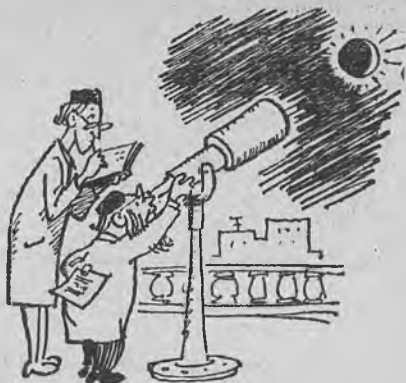
⁴ chieftain ['tʃi:ftən] — вождь

⁵ to capture ['kæpʃə] — захватывать





It's extremely interesting to watch ships unload¹ their cargoes.²



A group of scientists is observing an eclipse³ of the sun.



They watched the eagle till it was out of sight over the hill.



My friend observes the behaviour of birds.

¹ to unload ['ʌn'ləʊd] — разгружать

² cargo ['kɑ:gəʊ] — груз

³ eclipse [i'klips] — затмение

REMEMBER:

To watch means to be a spectator,¹ simply to look and see what is happening.

To observe means to look very carefully in the hope of learning something new, especially in science.

Exercises

I. Fill in the blanks with *to watch* or *to observe* in the required form.

1. If you can find the planet Jupiter and have a telescope you can ... its four large satellites,² first seen by Galeleo in 1610.
2. The physicist³ remained late in the laboratory to ... the result of his experiment. When he left he told his assistant to ... the instruments to see that everything was in its place.
3. Are you going to play or only to ...? 4. When it is getting dark, one can ... the birds come home to the tall trees where they spend the night.
5. My father and I always ... international football matches on TV.

II. What are these people doing? Say, using the verbs *to watch* and *to observe*.

race [reis] — гонки

to paint — рисовать

cosmonaut ['kɒzməʊt] — космонавт

space [speɪs] — космос, вселенная

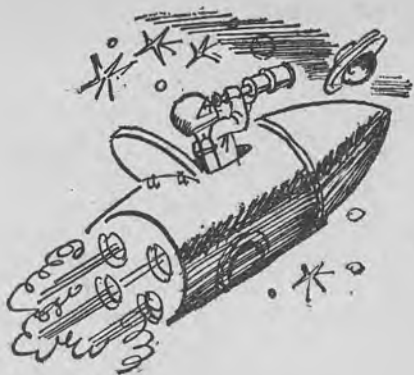
experiment [ɪks'perɪmənt] — эксперимент, опыт



¹ spectator [spek'teɪtə] — зритель

² satellite ['sætəlaɪt] — спутник

³ physicist ['fɪzɪsɪst] — физик



III. Replace the italicized parts of the following sentences by the verbs *to watch* or *to observe*. Use the correct tense.

1. Lying in the grass we used *to look with interest at* planes landing and taking off. 2. "What is your job in the experimental garden?"—"I *look and study* the development of rice in it". 3. The pioneers *looked with interest at* a textile worker operating¹ several frames.² 4. When the man finished cutting the log³ and rose, he noticed that the woman was *looking at him curiously* from behind the curtain. 5. "The experiment is over! We may go home now!"—"No! I'd like to stay a little longer and *look carefully at* the instruments." 6. The boys heard the strange voices and stood *to look with interest at* the man stepping towards them.

IV. Read this story and insert the verbs *to watch* or *to observe* in the blanks.

Mike likes to ... the sky and the clouds. He likes to notice how they move and what their shape are. He boasts⁴ that he can forecast⁵ the weather. But Nina, his sister, does not believe him because he made a mistake once.

It was during the summer holidays. To begin with Mike was right every time. Seven days in a row⁶ he said it would rain and it did. But on the eighth day he said it would be fine. Nina was very glad because that meant she could go to the meadow⁷ to ... insect⁸ life. She quickly collected her things and set off.

What nice flowers she saw in the meadow! Suddenly a small insect flew on to the flower and settled down⁹ inside it. How annoying! Nina had been planning for a long time to ... insect life but there was nothing to

Nina stood ... the insect. But it did not move. Nina decided to touch¹⁰ it. She stretched out her hand. A drop of rain fell

¹ to operate ['ɒpəreɪt]—зд. работать

² frame—станок

³ log—бревно

⁴ to boast [bəʊst]—хвастать

⁵ to forecast (forecast, forekast) ['fɔ:kəst]—предсказывать

⁶ in a row—подряд

⁷ meadow ['meɪəu]—луг, лужайка

⁸ insect ['ɪnsekt]—насекомое

⁹ to settle down—устроиться

¹⁰ to touch [tʌtʃ]—дотрагиваться

on it. Imagine, rain! Nina ran home. Long before she reached it she was wet. Coming to the house she saw Mike in the window ... her. Nina was very angry. But Mike said: "It's your own fault.¹ You should be more observant.² You didn't even see the clouds!"

"I had no time to look at the sky because I was ... that stupid insect."

"That insect was cleverer than you," Mike said. "It felt that it was going to rain and hid itself in the bluebell."

Nina thought it over and decided that Mike was probably right. All the same she doesn't believe his forecasts any more.

V. Here is a story in pictures. Tell it.

What did Pif see through his telescope?



a full moon—полная луна
telescope ['teliskoup]—телескоп
hole [houl]—отверстие, зд. воронка

TIME FOR FUN

* * *

*Angler:*³ You've been watching me for three hours. Why don't you try fishing yourself?

Onlooker: I haven't got the patience.⁴

¹ fault [fɔ:lt]—вина

² observant [əb'zə:vənt]—наблюдательный, внимательный

³ angler ['æŋglə]—рыбак

⁴ patience ['peɪʃəns]—терпение

FOR, DURING

"This only happens **during** the rain. But on the whole it's a very good room."

"Care for a game¹ of chess?"

"Yes, certainly. But I've been out of practice² **for** a long time."

"That's nothing. I'm not very good at chess. I've only been playing it **for** about a year."

"But I heard you did well **during** the school tournament.³

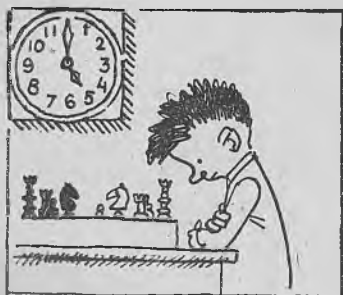
"It was sheer chance."⁴

"Then I can hope for a win?⁵ You play white. Yours is the first move... Oh, bother, there goes the bell. Let's play **during** the long break."



For answers the question "How long?"

During answers the question "When?".



He's been playing **for** three hours ...



...and has lost half of his hair **during** that time.

¹ care for a game— не хочешь ли сыграть?

² out of practice ['præktɪs]— быть не в форме, долго не тренироваться

³ tournament ['tuənəmənt]— турнир, состязание

⁴ sheer chance ['ʃɪə'ʧæns]— простая случайность

⁵ to hope for a win— надеяться на победу

REMEMBER:

The noun after **for** may have:

a, an (*the indefinite article*)—for a long time

no article (*the plural form*)—for two weeks

a numeral—for five years

some, several, and the like—for some time, for several hours

The noun after **during** may have:

the (*the definite article*)—during the holidays

a demonstrative pronoun (this, that, those, etc.)—during this year, etc.

a possessive pronoun (my, his, her, etc.)—during our trip, during his talk, etc.

for ages—очень долго, целую вечность

for ever—навсегда

Exercises

I. Fill in the blanks with the preposition *for* or *during*.

- | | |
|---------------------------|----------------------------|
| 1) ... the lesson | 8) ... his stay in London |
| 2) ... the journey | 9) ... the afternoon |
| 3) ... hours | 10) ... the last few days |
| 4) ... most of his life | 11) ... the last few weeks |
| 5) ... two days | 12) ... the storm |
| 6) ... the football match | 13) ... the meal |
| 7) ... a century | |

II. Say the whole sentence in English.

1. My uncle has lived in Minsk (всю свою жизнь).
2. We have had no rain (около месяца).
3. This museum was half destroyed (во время Отечественной войны).
4. I shall remember my school years (навсегда).
5. He had grown terribly thin (за этот год).
6. We talked our business (во время конференции).
7. Don't stand under a tree (во время грозы).
8. It's forbidden to talk (во время урока).
9. I haven't seen you (целую вечность).
10. We heard the cough of the sick man (всю ночь).

11. It stopped snowing at last but only (на несколько часов).
12. I am afraid it will last (много дней).
13. We keep sheep in this shade (в зимнее время).

III. Make up short dialogues as shown in the model.

- Model:* B: When did you visit Sevastopol? (1)
 M: During my summer holidays. (2)
 B: (For) how long did you stay there? (1)
 M: For about a fortnight. (3)

Use the following words and word combinations:

| 1. | 2. | 3. |
|------------------------------|-----------------|-----------------|
| to learn to skate | winter holidays | about a month |
| to come to see, to stay | his illness | fifteen minutes |
| to speak to somebody | the break | five minutes |
| to learn to sing a song | the rehearsal | half an hour |
| to paint a picture, to paint | the journey | three days |

IV. Build up the questions to the italicized parts of the sentences. Your comrades will answer them.

1. Moscow publishing houses put out a lot of new books *during the jubilee year*. 2. The wing of the plane was broken *during take-off*.¹ 3. I haven't been there *for three years*. 4. Nora is ill and she will not go to school *for a few days*. 5. It can be done *during dry weather*. 6. Workers at plants, factories and offices always do gymnastic exercises *during their working day*. 7. Mother worked very hard *for over a month*. 8. An expedition on a drifting ice floe² was first proposed³ *during the first International Polar Year (1931—1932)*. 9. Their family had lived in Germany *for 25 years*. Then they left it *for ever*. 10. *During the last 10 years* one million foreign tourists have visited the USSR Exhibition of National Economic Achievements. 11. Many people gave up their lives for liberty *during the war against fascism*.

V. Read this dialogue. Then answer the question that follows it.

- "Why don't you go in for sports?"
 "I have no time. I'm awfully busy."
 "Why are you so busy?"

¹ take-off — взлет

² drifting ice floe [flou] — дрейфующая льдина

³ to propose [prə'pouz] — предлагать

"I have six lessons every day."

"What do you do after classes?"

"I have my dinner. Then I start doing my homework, and I have to do it for several hours."

"But your evenings are free, aren't they?"

"Certainly not, I'm still doing my homework. And then I sit up late at night watching TV."

"When do you manage to sleep then?"

"During the lessons."



Why does it take the boy so much time to do his homework?

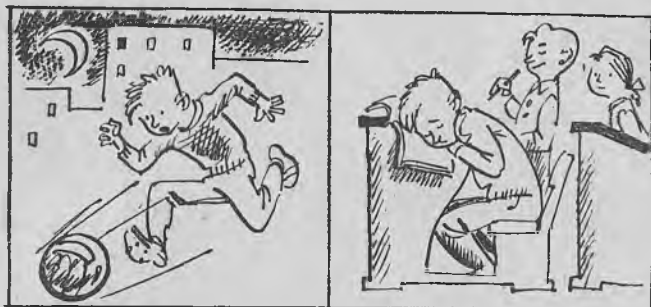
VI. Tell in words the story told by the pictures, using *for* and *during*.



1. What is the man going to do?
2. Is he having a good rest?
3. Does he sleep for a long time?
4. What happened during his sleep?

hammock ['hæmək] — гамак
janitor ['dʒænitə] — дворник
to water ['wɔ:tə] — поливать

VII. Make up questions about the pictures, beginning them with *when* or *for how long*. Let your class-mates answer your questions.



VIII. Say how you spend your time. What do you do in the day-time, in the evening? For how long do you do it?

IX. Say what you usually do during: a) breaks at school, b) physical training lessons, c) meetings of the English-speaking club, d) your vacation, e) a rainy day.

TIME FOR FUN

Jones (meeting friends): Why the broad grin?¹

Brown: I've just come from my dentist's.²

Jones: Is that anything to laugh about?

Brown: Yes, he wasn't in and won't be for two days.



AMONG CENTENARIANS³

"Haven't seen you
for ages!"

¹ broad grin — широкая улыбка

² dentist — зубной врач

³ centenarian [senti'nɛəriən] —
долгожитель

Uncle Bob: Well, Frankie, what are you going to do during this vacation?

Frankie: Last year I had mumps¹ and chicken-pox.² This year I don't know what I am going to do.

HUGE, TREMENDOUS

"What are those **huge** baskets for?"

"Just for shopping!"



You know that Egyptian pyramids are among the wonders³ of the world.

All the tourists who go to Egypt always go to see these **huge** monuments that surprise everyone by their size and weight.⁴

A **tremendous** effort was needed to build such pyramids and they were built with so few aids.⁵

It is hard to believe that **huge** stone blocks weighing as much as ten tons were pushed into position⁶ with levers and rollers.⁷



¹ mumps — свинка (болезнь)

² chicken-pox — ветряная оспа

³ wonder ['wʌndə] — чудо

⁴ weight [weɪt] — вес

⁵ aid [aɪd] — приспособление, пособие

⁶ to push [puʃ] into position — устанавливать

⁷ levers and rollers — ломы и ролики

Each pyramid was built on a foundation of **huge** rocks.¹ It is interesting to note that the **huge** pyramids were planned so that each edge² faced a point of the compass.

There is good reason to think that as well as forming the tombs³ of kings, these **huge** structures played their part in the observation of the stars and planets, which was of **tremendous** importance for the agriculture.

REMEMBER:

Huge is used to describe the great weight or size of things or animals.

Tremendous is used with abstract nouns, such as effort, progress, success, change, importance, difference, etc.

Compare: a **huge** building.

But a building of **tremendous** size.

Exercises

I. Give the English for the following word combinations:

огромный континент, огромный взрыв, огромный интерес, огромный успех, огромный шум, огромный прогресс, огромный план, огромный костер, огромная скала, огромная клетка (cage), огромная сумма денег, огромная благодарность, огромная акула (shark), огромная лаборатория, огромная плотина (dam), огромное впечатление, огромные изменения.

II. Fill in the blanks with *huge* or *tremendous*.

1. A mountain stream⁴ ran down from a ... rock and near it there stood a small house. 2. There are ... holes on the surface of the moon. 3. They stood amazed at a ... rainbow in the sky. 4. A ... change has taken place in the city since we left it. 5. Our country has made ... progress in the exploration⁵ of cosmic space. 6. The two students of Moscow University brought home from Cuba a ... collection of sea animals and plants.

¹ rock — скала

² edge [edʒ] — край

³ tomb [tu:m] — гробница

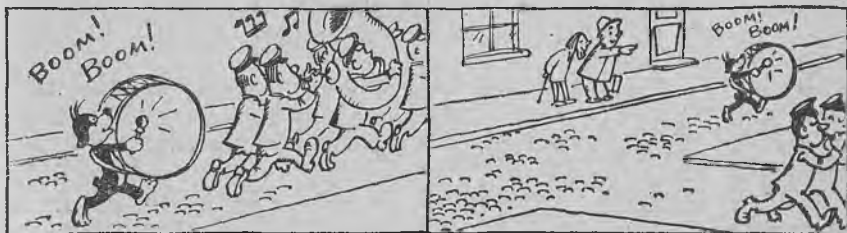
⁴ stream — поток

⁵ exploration [,eksplə:'reɪʃn] — исследование

7. Our century has achieved¹ a ... development of chemistry and physics. 8. We used to gather on the shore to meet our mariners² coming home with ... catches³ of Baltic fish. 9. All progressive people admire the ... political, economic, social and cultural developments that have taken place in our country since the October Socialist Revolution. 10. Our door was suddenly opened, and a ... man stood before us. 11. A ... fresh water lake has been discovered beneath the bed of the Aral Sea, the biggest natural reservoir⁴ in Central Asia. 12. This ... work took him over four years because he was often interrupted⁵ with other demands.⁶

III. Look at the pictures and correct the statements that are not true to fact. Use the words *huge* and *tremendous* where necessary.

1. On hearing the music from the street, Pif, who liked it very much, made up his mind to join the orchestra.
2. He took his small drum and followed the musicians.
3. All the instruments in the orchestra were of a small size and the musicians did not need to make tremendous efforts to play them.
4. Pif made a soft noise with his drum to accompany the playing.
5. Pif was so proud of himself that he saw nothing around him.
6. He didn't see the orchestra turn to the right, so Pif kept on walking straight ahead—in small steps.



¹ to achieve [ə'tʃi:v]—достигать

² mariner ['mæɪnə]—эд. рыбак

³ catch—улов

⁴ natural reservoir ['nætʃrəl 'rezəvɔː]—естественный резервуар

⁵ to interrupt—перебивать, мешать

⁶ demands [dɪ'mɑːndz]—эд. заказы

7. As Pif's playing was of tremendous importance to the orchestra his absence was immediately noticed.
8. People took little interest in what was going on. Only a huge dog was impressed by the scene.

Now tell the story of the pictures with all the changes you made.

IV. Make up a story about these pictures. First translate the following word combinations into English, then use them in your story:

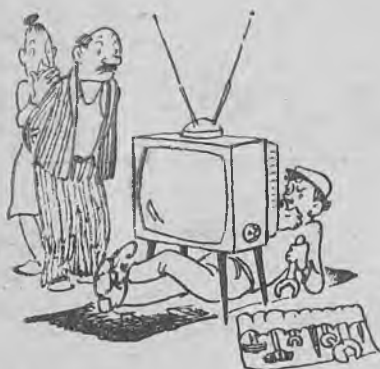
огромное облако дыма, огромный интерес, огромная гора окурков, огромное изменение.

See also the words below for help.



to suffocate [ˈsʌfəkeɪt] — задыхаться
 gas helmet [ˈɡæs ˈhælmɪt] — противогаз
 pile [paɪl] — куча
 cigarette-ends [ˌsɪɡəˈretˈendz] — окурки

V. Write two sentences about each of the pictures, using *huge* or *tremendous*. The questions below may help you to do it.



1. What makes the old man and his wife doubt¹ the repairer?²
2. Is television a thing of importance in everyday life? Why?

¹ to doubt [daʊt] — сомневаться, подвергать сомнению

² repairer [rɪˈreɪə] — человек, производящий ремонт, мастер

1. Why is the visitor so surprised?
2. Will such dieting bring a tremendous change in Hans' health?



TIME FOR FUN

"I see by the newspaper that the concert we attended last night was a tremendous success."

"Yes, I had no idea we enjoyed it half so much at the time."

IT IS INTERESTING TO KNOW THAT

... huge butterflies live in Northern Australia and New Guinea, with a wing-spread of 26 centimeters. The meat of these butterflies is used for food.

... there is an oak-tree of tremendous size (36 meters high and 6 meters in circumference¹) near Dnieprogress, in the Ukraine. It is about 700 years old. Bogdan Khmelnytsky used to have his radas² under it.

... chess figures in the old days were of tremendous size. They represented kings, knights in armour,³ their horses and so on.

TO CARRY, TO BRING, TO TAKE

"Sharik, friend, take the day-book to Papa!"



¹ in circumference [sə'klɪmfərəns]—

в окружности

² rada—укр. рада, совет

³ knights in armour—рыцари в доспехах



When you walk along the streets you always meet people **carrying** something. Look! The porter ¹ is **carrying** a trunk. ² The woman can't **carry** it herself, it's heavy. She is **carrying** a basket. The postman is **carrying** his mail-bag. The boy is **carrying** his violin, he is probably going to the music school. The girl is **carrying** books under her arm. The woman is **carrying** her baby. Even the dog is **carrying** something. Where are they **carrying** all those things? Some are **bringing** them. Others are **taking** them.

The speaker



The porter is **taking** the trunk to the railway station. The girl is **taking** the books to the library.



The postman is **bringing** letters and newspapers to the readers. The woman is **bringing** her baby home.

¹ porter — носильщик

² trunk — чемодан

REMEMBER:

The verb **to carry** does not indicate direction.¹

The verb **to bring** indicates direction towards the speaker or to his home.

The verb **to take** indicates direction away from the speaker.

Proverbs: He that **brings** good news, knocks hard.

What a day may **bring**, a day may **take away**.

Exercises

1. Study the following sentences, then answer the questions about them.

Model:

1. "The teacher **brought** a large map of England to class yesterday." Was the speaker a member of the class? (Answer: Yes, he was. The verb **brought** shows that the teacher came towards the speaker as well as towards other members of the class.)

2. "The teacher **took** a large map of England to the class yesterday." Was the speaker a member of the class? (Answer: No, he wasn't. The verb **took** shows that the teacher went away from the speaker.)

3. "The trunk is very heavy, I cannot **carry** it." Does the speaker have to take the trunk in any particular² direction? (Answer: We can't tell from the sentence. The verb **carry** does not indicate direction.)

- | | |
|--|--|
| 1. Please bring Mary a cup of tea. | Is the speaker at the same place as Mary when he speaks? |
| 2. Please take a cup of tea to Mary. | Is the speaker in the same place as Mary when he speaks? |
| 3. John is carrying his little brother on his back. | Are they going home? |
| 4. Did you take that letter to Comrade Borodin? | Is the speaker in the same place as Comrade Borodin? |
| 5. Somebody has brought the parcel and put it on the table. | Is the speaker in the same room as the parcel? |

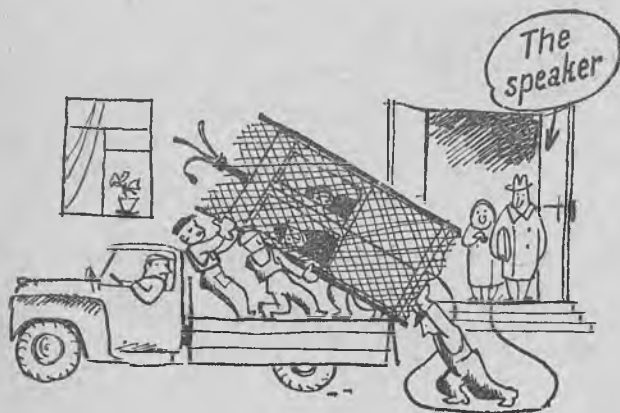
¹ **direction** — направление

² **particular** [pə'tɪkjʊlə] — ояределенный

6. Will you **carry** the flowers, Valya? Does the speaker want Valya to go in any particular direction with the flowers?
7. He **brought** his sister a box of sweets last night. Does the speaker live nearer the brother or the sister?
8. I shall **take** my sister to the party. Will the party be at the house of the speaker?
9. I shall **bring** my sister to the party. Where will the party be?
10. Victor **took** me home from the theatre last night. Was the speaker at home when she spoke?
11. Victor **brought** me home from the theatre last night. Is the speaker at home when she speaks?

II. Describe the actions of the people in the pictures, using the verbs *to carry*, *to bring* or *to take*. Notice the situation of the speaker.

rucksack — рюкзак
cock [kɔk] — петух



lift [lɪft] — лифт
repair [rɪ'pɛə] shop — ремонтная мастерская

Grandfather Frost —
Дед-Мороз
New Year presents —
новогодние подарки

111. Fill in the blanks with the verbs *to carry*, *to bring* or *to take* in the required form.

1. Supporting the sick and ... the younger children the people made the journey down once more, then a last trip to save as much of their stores¹ as they could 2. The autumn



came and ... with it heavy clouds. 3. I have ... home several interesting magazines. "Read them tonight," I said to my brother, "because I must ... them to the library tomorrow." 4. Please ... this letter to the mail-box.² 5. "... a raincoat, the weather may change."—"But I always ... it in my bag." 6. The arteries³ ... blood⁴ throughout the body. 7. Look! How hard-working ants⁵ are! None of them come home without ... something. 8. Tell him to go away and ... his dog with him. 9. The clerk ... in the paper and laid it down on the table. 10. Charlie arrived and ... the doctor in his car. 11. I am sorry I've ... you here. The climate is not good for you. 12. The old woman asked the girl to ... the tray⁶ to the people sitting in the shade of the tree. 13. In some countries people ... loads⁷ on their heads. 14. He ... us unpleasant news. 15. The guide ... us to museums and galleries.

- IV. Answer the following questions:

Where do schoolchildren carry their books?

Where do people carry their handkerchiefs?

Where do housewives carry food-stuffs?⁸

¹ stores [stɔ:z] — запасы

² mail-box — почтовый ящик

³ artery — артерия

⁴ blood [blʌd] — кровь

⁵ ant — муравей

⁶ tray — поднос

⁷ loads — грузы

⁸ food-stuffs ['fudstʌfs] — продукты

Who in your family brings home: 1) food, 2) books from the library, 3) news from school?

V. Make up short stories about the pictures. The questions for help are below.

1. Why is it difficult for Oleg Popov to travel?
2. What does the man on the road say to Oleg Popov?
3. Now Oleg Popov feels much more comfortable, doesn't he? Why?



1. The woman wants to have the curtains cleaned. What does she ask Pif to do?
2. Why does he think he cannot carry them through the streets?
3. Does he find a good way out? What is it?

to the cleaner's—в чистку
wrapping paper ['ræpɪŋ]—оберточная бумага



1. What does the visitor say to the clerk in the lost-and-found office?
2. Why does the clerk look worried?

lost-and-found office—бюро находок
elephant—слон
to look worried—беспокоиться



TIME FOR FUN

Hotel keeper: Here are a few views¹ of our hotel for you to take with you, sir.

Guest: Thanks, but I have my own views of your hotel.

* * *

*Tourist abroad (pointing to menu*²): Waiter, bring me some of this.

Waiter: Sir, the orchestra is now playing that.

* * *

Lady: Why are you carrying that umbrella over your head? It is not raining and the sun is not shining either.

Small girl: You see, when it rains, Pa wants it, when it shines, Ma wants it, so now is the only time I can use it.

* * *

“Waiter, bring me a ham sandwich.”

“With pleasure.”

“No, with mustard.”³

IT IS INTERESTING TO KNOW THAT

...there are coins⁴ twelve feet⁵ in diameter and so heavy that it takes several men to carry one. These coins can be found on the West Pacific islands. They are made of stone, with a hole in the centre, and the natives still use them as a means of exchange.⁶

¹ view [vju:]—1) вид; 2) точка зрения

² menu ['menju:]—меню

³ mustard ['mʌstəd]—горчица

⁴ coin [kɔɪn]—монета

⁵ foot (pl. feet)—фут (мера длины)

⁶ means of exchange—средства обмена

...the Indians of Central America were using rubber¹ balls almost 1000 years ago. They carried them along everywhere and between their battles and voyages of discovery they played games with rubber balls. The Indians collected their rubber from a tree, which they called the weeping² tree, because it wept tears of raw³ rubber when it was cut. The first sample⁴ of this rubber materials arrived in Europe in 1738. It was brought here by a French explorer named Charles de la Condamine.

UNDER, BELOW

“No hitting below the belt,⁵ please.”



The whole of the landscape⁶ (the forest, the hills, the buildings) is **below** the helicopter, but only a small portion⁷ of it (a truck and the people near it) is **under** the helicopter.



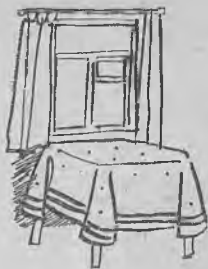
-
- ¹ rubber — резина
² to weep (wept, wept) — плакать
³ raw [rɔ:] — сырой
⁴ sample ['sɑ:pl] — образец
⁵ to hit (hit, hit) below the belt — спорт. термин, нанести удар ниже пояса
⁶ landscape ['lænskəɪp] — пейзаж
⁷ portion ['pɔ:ʃən] — часть



under a tree



under his feet



under the window



below sea-level¹



below the mountain

Emer *Flu*

below the line

REMEMBER:

Under shows position, vertically lower than something else.
Below means lower but not in a vertical direction.

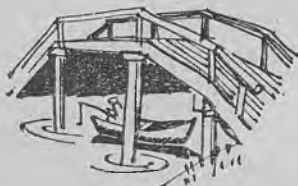
Exercises

I. State² in one word the position of the things or people in each picture:

¹ sea-level ['levl] — уровень моря

² to state — указывать

Below or under?



11. Fill in the blanks with *below* or *under*.

1. Don't stand ... the crane,¹ it's dangerous. 2. The dogs helped to find the people buried ... the snow. 3. But the teeth of the fox did their part,² and soon the large bird fell down dead upon the rocks 4. Shall I also write the post-office number ... the address? 5. It was good to sleep ... a roof again, but they were up early in the morning, ready to start work. 6. Unless you travel to the equator you will never see this star, as it is

¹ crane—подъемный кран

² did their part—сделали свое дело

always ... the horizon. 7. The Caspian Sea is more than 28 metres ... the level of the oceans. 8. They stood on deck ... the tent admiring the banks. 9. In the cellar¹ ... the ruins they suddenly heard a soft 'meaou'. 10. The bodies of seals² do not give off much heat because they have a thick layer of fat³ ... their skins. 11. Hang the picture ... the map.

III. Complete the following word combinations with *below* or *under*. Then use these combinations in sentences of your own.

1) to lie ... the tree; 2) to be ... sea-level; 3) to hide ... the umbrella; 4) to see a river far ...; 5) to swim ... the water; 6) to find grass ... fresh snow; 7) to see clouds ...; 8) to hide oneself ... a table; 9) to write ... the line; 10) to have a spot right ... the left eye; 11) to carry ... the arm; 12) to sit ... a tent; 13) to live one storey⁴

IV. Make up stories about these pictures. The questions may help you to do it.

1. Where does Pif like to have a sleep?
2. Does his uncle allow him to sleep on the bedspread?⁵
3. Does he find a way out? Where does he sleep now?
4. Is he having a quiet⁶ sleep? Why not?



1. Which man attracts⁷ everybody's attention? (broad-brimmed hat—широкополая шляпа)

¹ cellar ['selə]—погреб, подвал

² seal—тюлень

³ thick layer ['leɪə] of fat—толстый слой жира

⁴ storey ['stɔ:ri]—этаж

⁵ bedspread ['bedspred]—постельное покрывало

⁶ quiet ['kwaɪət]—тихий, спокойный

⁷ to attract [ə'trækt]—привлекать

2. Why do people smile when they look at the man?
3. Why did everyone wish to be near the man when it started raining?



V. Read the jokes and retell them in indirect speech.

A soldier got on the bus with a bomb under his arm, sat down and calmly put it on his lap.

"What's that you're holding?" asked the conductor. "It's an unexploded bomb. I got the order to take it out of town," was the answer.

"You idiot," said the worried conductor. "You don't want a thing like that on your lap—put it under your seat."

* * *

"I spent 8 hours over my history book last night."

"Eight hours!"

"Yes, I left it under my bed when I went to sleep."

***IT IS INTERESTING TO KNOW
THAT***

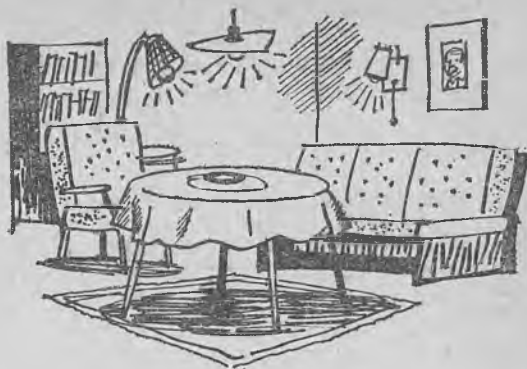
...the water spider takes its own air with it under the surface of water.

ABOVE, OVER

You can never be too careful holding an umbrella **over** your head.



There are three lamps **above** the table but only one is just **over** it.



When reaching the Himalayas one can see great peaks¹ **above** the mountains.



The spaceship² with a cosmonaut on board is right **over** our country.



The mother is holding the umbrella **over** her daughter to protect³ her from the sun.

¹ peak — пик, вершина

² spaceship — космический корабль

³ to protect [prə'tekt] — защищать

REMEMBER:

Above means higher than somebody or something, *oppos.*— **below**.
Over means vertically higher, *oppos.*— **under**.

Exercises

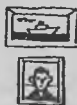
I. Fill in the blanks with *above* or *over*.

1. Heavy clouds were hanging ... the mountains but there was no rain. 2. The airplane was flying right ... the river. 3. Indians usually hang fish and meat ... a fire to smoke. 4. Teachers' room is somewhere ... us on the third or fourth floor, if I'm not mistaken. 5. A big bird was slowly flying ... the pines.¹ 6. Stars glittered² ... our heads. 7. Mount Kazbek is 5047 metres ... sea-level. 8. Storeys are built one ... another. 9. He picked up her three bags and put them on the rack³ ... her head. 10. Though clouds pass ... the Sahara Desert⁴ and raindrops really do fall from them, they never reach the ground, as the heat turns them into vapour.⁵ 11. Soviet scientists are planning to build a manned observatory⁶ in space ... the atmosphere. 12. The dog's head appeared ... the water again. 13. At that moment he looked up and saw a squirrel sitting on the branch ... them.

II. Answer the question, using *above*, *over*, *below* or *under*.



Where are the things?



balcony ['bælkəni]—балкон
signboard ['saɪnbɔ:d]—вывеска
entrance ['entrəns]—вход



¹ pine—сосна

² to glitter—сверкать

³ rack—полка для багажа

⁴ the Sahara Desert [sə'hɑ:ɾə 'dezət]—пустыня Сахара

⁵ vapour ['veɪpə]—пар

⁶ manned observatory [əb'zə:vətɔ:ri]—искусственная лаборатория

III. Read the following stories and fill in the blanks with *above*, *over*, *below* or *under*.

PAVLOV AT CAMBRIDGE

The 19th of July 1912 was a great holiday at Cambridge University in Great Britain. Thousands of people came to see foreign scientists receive their diplomas. The thing is that the University of Cambridge, one of the oldest in the world, honours¹ the great scientists of all countries by giving them the honorary degree² of doctor. Among those who were to receive their diplomas on that day was Ivan Petrovitch Pavlov, the great Russian physiologist.

The ceremony took place in a big hall. Those who were to receive the honorary degree took their places in alphabetical order³ and the procession moved slowly towards the Chancellor⁴ who gave the scientists their diplomas one by one. The students watched the ceremony from the gallery.

Now it was Pavlov's turn. As he was moving ... the gallery the students let down a toy dog right into his arms. (The dog, as you know, played a very important part in all Pavlov's experiments on the activity of the higher nervous system.⁵) Pavlov looked up, saw all the young smiling faces ... him and immediately understood what they meant. He knew that when Charles Darwin was getting his doctor's degree at Cambridge, the students of that time gave him a toy monkey.⁶ That was how they showed that they supported⁷ his theory of the origin⁸ of man. Now Pavlov was being honoured in the same way.

That was one of the happiest moments of his life.

THE SWORD OF DAMOCLES

There is an old story about a Greek courtier⁹ called Damocles¹⁰. He thought he would be much happier if he could be

¹ to honour ['ɒnə]—чествовать, удостоивать чести

² honorary degree ['ɒnərəɪ di'grɪː]—почетная степень

³ in alphabetical order [ˌælfə'betɪkəl'ɔːdə]—в алфавитном порядке

⁴ the Chancellor ['tʃænsələ]—зд. председатель

⁵ the activity of the higher nervous system—деятельность высшей нервной системы

⁶ toy monkey ['tɔɪmʌki]—игрушечная обезьяна

⁷ to support—поддерживать

⁸ origin ['ɔrɪdʒɪn]—происхождение

⁹ courtier ['kɔːtjə]—придворный

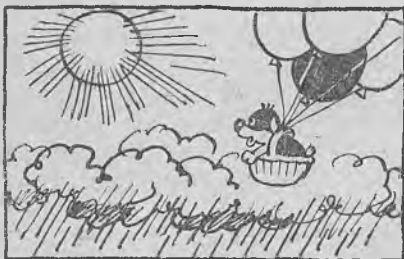
¹⁰ Damocles ['dæməklɪz]—Дамокл (по древнегреческому преданию приближенный сиракузского тирана Дионисия, жившего в 4 в. до н. э.)

Dionysius the King, whom he envied¹ very much. Now Dionysius heard of this and told his servants to give Damocles the King's place in the banqueting hall. Accordingly Damocles sat in the King's place and was treated² in every way as if he were the King himself.

All went happily until Damocles looked upwards. There ... his head he saw a sharp sword³, held only by a single hair. Any slight mischance⁴ might cause⁵ the hair to break, when the sword would fall and kill him who sat ... it. Damocles got no more pleasure out of the feast⁶, and never again did he want to take the place of a king.

Now the expression "The Sword of Damocles" is used to mean imminent danger.⁷

IV. Look at the pictures and say what ways there are of getting protection from the rain. Use the words *above*, *over*, *below* or *under*.



basket [ˈbɑːskɪt] — корзина
balloon [bəˈluːn] — шар

pilot [ˈpaɪlət] — пилот
to protect oneself — защищаться
to turn upside down — перевернуть
вверх дном

¹ to envy [ˈɛnvɪ] — завидовать

² to treat — обращаться, обходиться

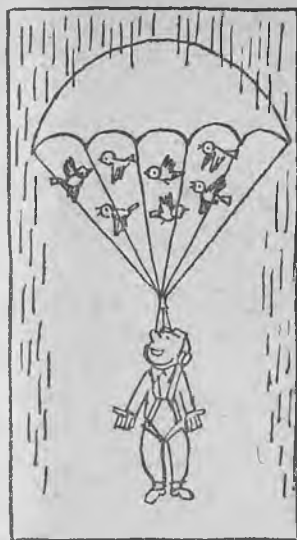
³ sword [sɔːd] — меч, кинжал

⁴ slight mischance [mɪsˈʃɑːns] — малейшая оплошность

⁵ to cause [kɔːz] — причинить, быть причиной

⁶ feast [fiːst] — праздник, пиршество

⁷ imminent danger [ˈɪmɪnənt ˈdeɪndʒə] — грозящая опасность



parachute [ˈpærəʃu:t] — парашют
 parachutist [ˈpærəʃu:tɪst] — парашютист
 parachute landing — приземление на парашюте
 flight [flaɪt] — полет
 flock [flɒk] — стая (птиц)

circus artist [ˈsɜ:kəs ˈɑ:tɪst] — цирковой артист
 top — верхний
 from top to bottom — сверху до низу

TIME FOR FUN

Teacher: What do we see over our heads in fine weather?

Jimmy: The blue sky, sir.

Teacher: And when it rains?

Jimmy: An umbrella, sir.

IT IS INTERESTING TO KNOW THAT

... five or six centuries¹ ago houses in London did not have numbers² but signs³ to distinguish⁴ them from each other. In giv-

¹ century [ˈsenʃəri] — век

² number — номер

³ sign [saɪn] — знак, вывеска

⁴ to distinguish [dɪsˈtɪŋɡwɪʃ] — отличать, различать

ing his address a man would say, "I live in Bedford Street. There is a sign of two peacocks¹ over the entrance to my house. At night you will see two lanterns² over my balcony."

TO DRESS, TO PUT ON, TO WEAR

"Now, look how you are **dressed!**
You've **put it on** wrongly again!"



In the morning when I was **dressing**, Mother came into my room and said, "**Put on** two sweaters, Mike. It's very cold today."—"Oh, no, Mother. I'd rather not.³ You know it's so warm in school. I'll feel very hot if I **wear** two sweaters." "It's warm inside. But it is very frosty and windy in the street. You'll catch a cold."—"No, I'll **put on** my fur⁴ cap and my woollen scarf.⁵ Besides my overcoat is very warm, you know."

I did as I said. But when I went out into the street it was so cold that at first I regretted⁶ I hadn't **put on** two sweaters. Then I remembered that the warmth⁷ of our body depends⁸ not only on the things we **wear** but also on our "inner lining,"⁹ as some people call it, that is on our moving around and on the things we eat.

I started walking more quickly and soon felt warm and comfortable in my clothes.

REMEMBER:

To dress means to put on clothes.

To put on means to place clothes on any part of our body, *oppos.*—**take off**.

To wear means to have on the body or about the person.

¹ peacock ['pɪkək]—павлин

² lantern ['læntən]—фонарь

³ I'd rather not—мне бы не хотелось

⁴ fur— меховой

⁵ woollen scarf—шерстяной шарф

⁶ to regret—сожалеть

⁷ warmth [wɜ:mθ]—тепло

⁸ to depend—зависеть

⁹ "inner lining"—«внутренняя одежда»

Exercises

1. Look at the pictures and say:

What are these people doing?

Model: The man is putting on a necktie.

necktie, overcoat, raincoat, gloves [gɫvz], jacket, shoes, cap, shirt, watch, belt, pioneer tie, galoshes, scarf, hat



How are they dressed?

Model: The girl is dressed like a flower.

clown [klaun]—клоун; fox; butterfly ['bʌtəflaɪ]—бабочка;
knight [naɪt]—рыцарь; cosmonaut ['kɒsmənoʊt]—космонавт;
sailor; birch-tree ['bɜːtʃtriː]—березка; Red Army man; Snow
Maid—Снегурочка; Father Frost — Дед-Мороз



What people wear these dresses?

Georgians ['dʒɔ:dʒiənz] — грузины

Ukrainians [ju:k'reɪniənz] — украинцы

Uzbeks [uz'beks] — узбеки

Eskimoes ['eskɪməʊz] — эскимосы

Russians ['rʌʃnz] — русские

Hindus ['hɪndu:z] — индусы

Mongols ['mɒŋɡɒlz] — монголы

Scotchmen ['skɒtʃmən] — шотландцы

Mexicans ['meksɪkənz] — мексиканцы

Indians ['ɪndiənz] — индейцы



11. Fill in the blanks with *to dress*, *to put on* or *to wear* in the required form.

1. During the flight, Alexei Leonov ... a space-suit, left the spaceship and floated¹ at a distance of 5 metres from the spaceship. 2. The man we met was ... a cotton shirt and trousers. 3. It was pleasant to see her ... in a national costume. 4. Why don't you ... a hat? The sun is very strong. 5. When spring comes she always ... a flower in the button-hole² of her costume. 6. "What are you going to ... at our fancy-dress party?"—"I think, I'll ... like a cosmonaut." 7. They asked me how he was ... but I could not recollect what he was ... that day. 8. Why aren't you ... your rubber boots? The country road is very muddy.³ 9. Please help me to ... the children. 10. The mother ... the child and told him to wait for her in the yard. 11. She is so beautiful and she ... well. 12. Don't ... your overcoat, it's very warm outside. 13. "Is she always ... in white"—"Yes, she enjoys ... white." 14. He was still ... when I came in. 15. She doesn't ... glasses on the stage.

11. Read the following funny story. Ask questions about the parts of the sentences which have the words *to dress*, *to put on*, *to wear*. Make your friends answer them.

There was a fire in the middle of the night at a country house where there were a number of guests. They all ran outside very quickly—they did not even wait **to put on** their clothes. **Dressed** in blankets⁴ and overcoats they were standing watching the flames⁵ when another guest joined them. "Why did you people get so excited?" he asked. "Now look at me. When I heard the alarm,⁶ I got out of bed, lit a cigarette and quietly **dressed** myself. In fact I was **putting on** my tie when I thought it was not the best tie **to wear** with the shirt I had on. So I took it off and **put on** another tie. So I didn't lose my head⁷ at all. I never get excited in a difficult or dangerous situation."

"That's good," said one of his friends, "but why didn't you **put on** your trousers?"

¹ to float—плыть

² button-hole—петлица

³ muddy—грязный

⁴ blanket ['blæŋkɪt]—одеяло

⁵ flames—пламя

⁶ alarm [ə'lɑ:m]—сигнал тревоги

⁷ to lose (lost, lost) one's head—терять самообладание

IV. Tell stories about these pictures, using the words *to dress*, *to wear* or *to put on*. Below are the key words.



windy ['windɪ] weather — ветреная погода
 to blow off ['blou'ɒf] — сдувать
 to feel cold — зябнуть
 to feel fine — чувствовать себя прекрасно



hot — жарко
 broad-brimmed ['brɔ:dbrɪmɪd] — широкополый
 summer cap — шляпа (от солнца)
 to run into — наталкиваться

to remind [rɪ'maɪnd] — напоминать
 useless ['ju:sɪsɪs] — бесполезный
 beard [biəd] — борода



V. Translate these short dialogues into English.

— Зачем ты надеваешь свой новый костюм? Куда ты собираешься идти?

— Пойду навестить Виктора. Он только что возвратился из Свердловска.

* * *

— Ты что ходишь в свитере? На улице так тепло!

— Да, но утром было довольно прохладно (chilly). Поэтому я надел его.

* * *

— Валя, почему ты не носишь свою новую косынку (kerchief)?

— Она не подходит (to match) по цвету к моему пальто.

— Зачем же ты купила ее?

— Я буду носить ее с жакетом, когда немного потеплеет.

* * *

— Что ты собираешься надеть в поход?

— Конечно, спортивный костюм (sports suit) и тапочки (sports shoes).

— А на голову что наденешь?

— Соломенную (straw) шляпу.

VI. Answer the following questions. See the words below.¹

1. How long does it take you to dress?
2. What kind of dress do you use for everyday wear?²
3. What do you put on when you go to the theatre (to a public meeting, stadium, skating-rink, swimming-pool, workshop, on a hike)?
4. When do you wear galoshes (a woollen dress, evening dress, a sports suit, an apron, pyjamas)?
5. What do people usually wear in summer (in winter)?
6. Who wears a uniform?
7. Who sometimes wears clothes of protective colouring?³ When do they wear them?
8. Do you think people dress well nowadays?
9. Why don't people wear long clothes now?
10. Much depends not only on what we wear, but on how we wear clothes, doesn't it? Prove⁴ it.

¹ See also words in Ex. I, VI.

² for everyday wear—для каждого дня

³ protective colouring [prou'tektiv 'kələriŋ]—защитная окраска

⁴ to prove [pɹu:v]—доказывать

11. Which principle¹ do you follow in wearing your dress — fashion² or suitability?³

jersey — шерстяной жакет

pull-over — пуловер

shorts — шорты

singlet — майка

blouse — кофта

frock — платье

skirt — юбка

galoshes — галоши

low shoes — полуботинки

boots — ботинки

slippers — комнатные туфли

sandals — босоножки

high boots — сапоги

valenki — валенки

high-heeled shoes — туфли на высоком каблуке

fur cap — меховая шапка

beret — берет

scarf — шарф

gloves — перчатки

stockings — чулки

socks — носки

belt — пояс

suit — мужской костюм

costume — женский костюм

VII. Solve the riddles.

1. It takes off a piece of its clothing each day, and by the end of the year it has nothing left to wear.

2. It dresses other people, but goes naked⁴ itself. What is it?

TIME FOR FUN

"I hear your son is getting on?"⁵

"Rather!"⁶ Two years ago he wore my old suits. Now I wear his."

* * *

"Are you Donald Vance?" he asked the young man beside the cloak-room⁷.

"No," said the young man in surprise.

"Well, I am," was the reply, "and that is my overcoat you are putting on."

* * *

"Why are you wearing my new raincoat?" Bill Thompson, a student, asked his room-mate.⁸

"I thought you'd want me to wear it," said the other, "to protect your new suit."

¹ principle ['prɪnsɪpl] — принцип

² fashion ['fæʃn] — мода

³ suitability [sju:tə'bɪlɪti] — удобство

⁴ naked ['neɪkɪd] — обнаженный

⁵ to get on — эд. расти

⁶ Rather! — Еще бы!

⁷ cloak-room — гардероб, раздевалка

⁸ room-mate — товарищ по комнате

IT IS INTERESTING TO KNOW THAT

...the muff¹ as a garment first appeared over 500 years ago in Venice, and was first worn by men. Women took a fancy to² it at the end of the XVIII century, but at first they wore it only in summer.

...the students of Oxford University wear black gowns.³

...present-day raincoats come from mackintoshes, coats made of waterproof⁴ material, named after the Englishman Charles Mackintosh (1766—1843), the inventor.⁵

IT IS NECESSARY TO KNOW THAT

1) One should not follow⁶ every turn of the latest fashions blindly.⁷ 2) A girl should adapt⁸ a fashion to her own personality and should not adapt herself to it, whether the fashion is suited to her or not. 3) Clothes should be neat,⁹ well-made, in perfect taste,¹⁰ but not too conspicuous.¹¹ 4) Do not wear clothes that need constant arranging. 5) Accessories¹² should always be in harmony with the dress and the wearer. 6) A woman does not take off her gloves to shake hands, no matter when and where, and never apologizes¹³ for wearing gloves when shaking hands. A man wearing gloves never shakes hands with a woman without first taking off his right glove. If in the street he cannot free his left hand to take his right glove off, he says "Excuse me glove". 7) When arranging a party, a hostess¹⁴ should be less elaborately¹⁵ dressed than her guests.

¹ muff—муфта

² to take a fancy to—увлекаться

³ gown [gaun]—мантия

⁴ waterproof ['wɔ:təpru:f]—непромокаемый

⁵ inventor—изобретатель

⁶ one should not follow—не нужно следовать

⁷ blindly ['blaɪndli]—слепо

⁸ to adapt [ə'dæpt]—приспосабливать

⁹ neat—опрятный

¹⁰ taste [teɪst]—вкус

¹¹ conspicuous [kən'spɪkjʊəs]—бросающийся в глаза, кричащий

¹² accessories [ək'sesəɪz]—аксессуары (шарф, перчатки, сумка и т. п.)

¹³ to apologize [ə'pɒlədʒaɪz]—извиняться

¹⁴ hostess—хозяйка

¹⁵ elaborately [ɪ'læbəreɪtli]—изысканный, искусный

FAVOURITE, BELOVED

Their favourite TV programme is *Ogonyok*, too.

"What a fine writing-table! And this chair with the leather cushion¹ looks very comfortable."

"It really is! But when I work at my writing-table I like to sit on a wooden chair, the one standing in the corner."

"I also have a favourite chair at home. In our family everyone has their favourite place."

"I think it is the same with any family. Take ours, for instance. When Dad reads his papers in the evening he always sits in this arm-chair. And this couch² with cushions is my granny's favourite place. She always sits here when watching TV."

"But this little chair is your younger brother's favourite, isn't it?"

"No, he prefers to sit on the couch, next to Granny. She won't enjoy the performance if Sasha is not sitting beside her. She starts fidgeting³ and wonders: "Where is my beloved grandson?"

"Why does she call Sasha beloved? Doesn't she love you and Igor—you're her grandsons too?"

"Yes, she does love us, but Sasha is her favourite. Indeed, he is a very nice boy. He is loved by everyone who knows him."

"That's true. I also love him."



REMEMBER:

Favourite describes something or somebody we like and prefer above all others.

Beloved is used when one speaks of somebody very much loved and dear.

Exercises

1. From column A choose adjectives which may go with nouns from column B.

¹ **cushion** ['kʌʃən]—сидение

² **couch** [kaʊtʃ]—кушетка, диван

³ **to fidget** ['fɪdʒɪt]—сидеть беспокойно, вертеться

A.

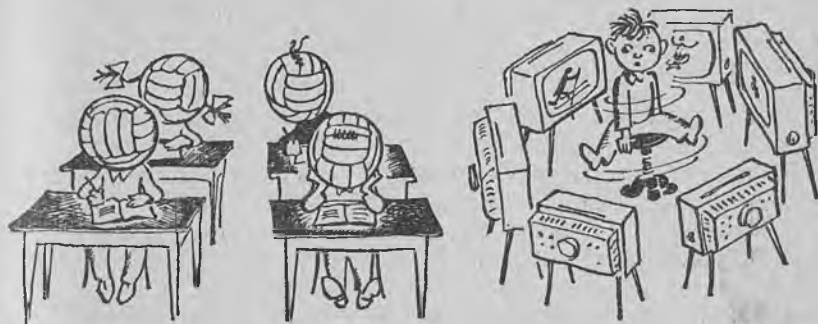
B.

| | | | | |
|-----------|---------|--------|------|-------------|
| beloved | paper | author | man | grandfather |
| favourite | park | girl | meal | sport |
| | brother | novel | song | artist |

II. Fill in the blanks with *favourite* or *beloved*.

1. Who is your ... Russian poet? 2. The old man's ... place for a walk with his grandson was the seashore, where little Alec could run about in search of¹ seashells,² which he would bring to show to his ... grandfather. 3. Gaidar's books are among the most ... books of all the children of our country. 4. She liked Tatyana Larina, but Natasha Rostova was her ... heroine. 5. On the 8th of March men present their ... women with flowers. 6. He was in a hurry because he didn't want to be late for a lecture on his ... subject. 7. I subscribe³ to many different newspapers and magazines, but my ... newspaper is *Komsomolskaya Pravda*. 8. "Oh, my ...! I was blind, your love was true," Othello sobbed⁴ over his dead Desdemona. 9. It was a ... expression of Theophrastus⁵ that time was the most valuable⁶ thing that a man could spend. 10. This story has been ... reading matter for schoolgirls for many years.

III. What are their favourite games and sports? Is it always easy to say?



¹ in search of — в поисках

² seashell — ракушка

³ to subscribe (to) — подписываться, выписывать

⁴ to sob — рыдать

⁵ Theophrastus — Теофраст, древнегреческий философ и естествоиспытатель

⁶ valuable ['væljuəb] — ценный

- IV. Write one or two sentences to each of the pictures, using the words *beloved* or *favourite*.

to stretch out—
протягивать руку
occupation—занятие



- V. Paraphrase¹ each sentence, using *beloved* or *favourite* as shown in the model.

Model: 1. Mike says he likes Tchaikovsky most of all composers.—*Tchaikovsky is Mike's favourite composer.*

2. Mike loves his sister Nelly very much.—*Nelly is Mike's beloved sister.*

1. Of all his sisters Peter loved blue-eyed Vera most of all.
2. Dick prefers boxing to all other sports and games.
3. They often go to the circus² to see different programmes, but they like the performances with Yuri Nikulin most of all.
4. The mother says she loves all her sons.
5. The cat liked to sleep in the middle of the porch³.
6. Of all English poets Oleg likes Shelley most of all.
7. When he studies in the reading hall he always sits near the window.

¹ *paraphrase* ['pærəfrɛɪz]—перифразировать, сказать другими словами

² *circus* ['sɜ:kəs]—цирк

³ *porch*—крыльцо

8. My mother and I never miss the *Travellers' Club* TV Programme, because we like it best of all.
9. "Which kitten does the mother cat love most of all?"
"But they are all dear to her."
10. Kate likes knitting most of all.

VI. Play the game *My Favourite*.

Find out what your class-mate's favourite book is (author, playwright¹, actor, pianist, sport, dish, occupation, record², film, song, etc.) by asking him general questions, like this (you are finding out what is your class-mate's favourite sport):

"Is it a summer sport?"

"No, it isn't."

"Is it a winter sport?"

"Yes, it is."

"Is it played?"

"No, it isn't."

"Are special natural conditions³ necessary for it?"

"Yes, they are."

"Is it snow?"

"Yes, it is."

"Then your favourite sport is skiing, isn't it?"

"Yes, it is."

Let your class-mates ask you questions to find out your favourites, too.

VII. Do you remember:

1. What Pavka Korchagin's favourite book was?
2. What Davidov's (the main hero of *Virgin Soil Upturned*⁴) favourite word was?
3. Who Oleg Koshevoy's favourite hero was?
4. Who Taras Bulba's favourite son was?
5. In what book a mother tells of her beloved daughter and son who gave up their lives for the freedom and independence of our country.

¹ playwright ['pleɪraɪt]—драматург

² record ['rekəd]—пластинка

³ natural conditions—природные условия

⁴ *Virgin Soil Upturned*—«Поднятая целина» (М. Шолохов)

HIS FAVOURITE MUSIC

"Do you like music, John?"

"Oh, yes, indeed."

"And which piece of music do you like most of all."

"When the bugler¹ blows the dinner time signal."

TO LEARN, TO FIND OUT,
TO DISCOVER

"How did mama find out you didn't really take a bath?"

"I forgot to wet the soap."



If you take an English dictionary and look through it, you will probably be surprised **to discover** that a great number of words in the dictionary have more than one meaning. So if you look up the word *to learn* you will **find out** that it means not only *to study*, but it may also mean *to be informed* or *to receive information* about something as in the sentence *I was sorry to learn that our street football team again lost the game*. In the second meaning the word *to learn* is very close to the words *to discover* and *to find out*. If you take a further look at these words in the dictionary, you will **find out** this: the word **to learn** denotes that the learner gets information without any or much effort on his part, while the word *to discover* suggests that the new information is surprising, that the learner came to understand something quite unexpectedly, as in the sentence *I suddenly discovered that I had left my fountain-pen in the library*.

Having read this introduction² Peter grew interested in dictionaries. When he came home from school, he wanted to look up the word *to find out* in his dictionary. He took the dictionary from the bookshelf where he kept all his books and suddenly **discovered** that a bookworm³ had eaten its way from the first page to the last. Luckily it had not "eaten" the word *to find out*, and

¹ bugler ['bjʊrɪgɪə]—горнист

² introduction [ˌɪntrə'dʌkʃn]—вступительная часть

³ bookworm ['bukwɔ:m]—книжный червь

Peter could read that this word means *to get knowledge* by search or inquiry.¹

That was exactly what Peter did. He looked up the word in the dictionary and as a result of his search he **found out** its meaning.

Don't leave dictionaries for bookworms to feed themselves² on. Read them! Use them! They are very useful.

Exercises

I. Fill in the blanks with the words *to learn, to find out* or *to discover* in the required form.

1. The other part of the book tells us what young naturalists can do to ... about animals and plants living in different surroundings.³ 2. When Pierre Curie ... about his wife's discovery he decided to leave his own researches⁴ and to help his wife in her work. 3. I am sad to ... the news of him being ill. 4. Ring him up to ... if he is at home. 5. We suddenly ... that it was too late to catch the train. 6. Many foreign delegates come to our country to ... just what the USSR is doing and report this back to their friends. 7. She ... that the whole story was untrue. 8. It's interesting to ... that the legend of King Arthur is probably based on a real hero of the Britons. 9. For a long time they tried to ... something about their adopted⁵ daughter's past but to no avail.⁶ 10. Look at the time-table and you will ... the time and the place of all the lectures. 11. I am ... what really happened.

II. Make up short dialogues as shown in the model. Use the phrases below instead of the italicized part.

Model: Peter: Do you happen to know when the performance begins?

Victor: No, but I can find out.

... where they are putting on the exhibition of synthetic materials?

... who the composer of the song is?

¹ inquiry [ɪn'kwɪəri]—наведение справки

² to feed oneself—питаться

³ surroundings [sə'raʊndɪŋz]—окружение

⁴ research [rɪ'sɜ:tʃ]—исследование

⁵ adopted—зд. приемная

⁶ to no avail [ə'veɪl]—безрезультатно

- ... what the notice on the door says?
- ... who is responsible for organizing the excursion?
- ... when Nick's birthday is?
- ... why they are holding flowers?
- ... why there is that loud noise outside?

III. Every morning when you come to school you exchange pieces of news with your school-mates. Say what you learned from them and what they learned from you.

IV. Say what you learned by listening in to the radio or watching TV. Was there anything which you were surprised to discover? Tell about that, too.

V. Retell the following stories in English paying special attention to the words in italics.

Джим хочет объяснить своему маленькому брату, что такое зеркало (mirror).

— Поль, — говорит он, — куда ты смотришь после умывания, чтобы *узнать* чистое ли у тебя лицо?

— На полотенце (towel) — не задумываясь отвечает малыш.

* * *

Доктор: Можете ли вы заплатить (to pay) мне за операцию, если узнаете, что она для вас абсолютно необходима (necessary)?

Пациент: А найдете ли вы ее необходимой, если *узнаете*, что я не могу заплатить за нее?

* * *

Среди снежных людей (snowmen):

— Когда ты, наконец, займешься делом?

— Тогда, когда ученые *выяснят*, существую (to exist) я или нет.



* * *

Двое шахматистов садятся играть партию во время турнира. — Сейчас *выясним*, кто из нас играет лучше, — сказал один. Подошел судья (referee), пустил часы и сказал: — Сейчас *выясним*, кто из вас играет хуже.

TIME FOR FUN

“Run upstairs and wash your face, darling. I think Grandma wants to take you driving with her.”

“Hadn't we better find out for certain,¹ Mummy?”

* * *

A seaman was retelling his experiences² to his family:

“All of a sudden there was a big splash.³ Voices shouted, ‘Man overboard! Man overboard!’ Imagine my surprise when I discovered it was me splashing around in the water.”

A SAILOR'S LETTER

Dear Mummy,

I joined⁴ the Navy⁵ because I liked the way they keep the boats so nice and clean. But I didn't find out till this week who keeps them so nice and clean.

Love, your son.

IT IS INTERESTING TO KNOW THAT

...white men learned about very many things, including potatoes, corn,⁶ tomatoes, cocoa and vanilla from the Indians.

...3,000 metres below the Gulf Stream,⁷ another swift current⁸ has been discovered. Its waters run in the opposite direction.

¹ for certain [ˈsə:tn] — наверняка

² experience [iksˈpɪəriəns] — (жизненный) опыт, переживание

³ splash — всплеск

⁴ to join [dʒɔɪn] — вступать, поступать

⁵ navy [ˈneɪvi] — флот

⁶ corn — кукуруза

⁷ Gulf Stream — Гольфстрим (теплое течение)

⁸ current [ˈkʌrənt] — течение

SEAT, PLACE, ROOM

"They've left me no room to walk!"

A group of friends are starting out on a sightseeing drive round the town. Everybody has got on. Only Peter is late. At last he arrives.

Peter: Is there **room** for me in the bus?

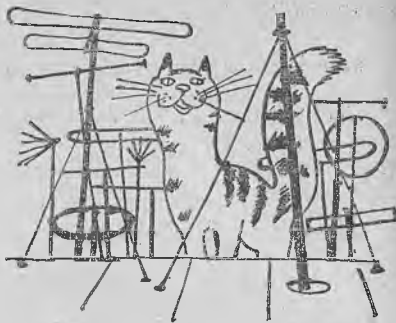
Victor: All the **seats** are occupied. Hurry up and get on. I'll make **room** for you.

(Peter gets on.)

Victor: Why are you late?

Peter: I couldn't find my summer cap.

Victor: Why don't you always put it in one and the same **place**?



REMEMBER:

Room means space that might be occupied or is occupied.

A **seat** is something for sitting on—a chair, a bench, a place for a spectator in a theatre or for a passenger in a bus.

A **place** is a particular part of space, a particular spot on a surface, the usual position for a person or thing, e.g. to put everything in its place.

to **make room**—подвинуться, дать место, посторониться

roomy—вместительный, просторный, свободный

no **room**—нет места, все заполнено

to **offer a seat (a place)**—уступить место, предложить место

Exercises

I. Read the text and explain the reason for the use of the italicized words.

You know that English buses are called double-deckers because they are double-decked.¹ They have *seats* both inside² and on the top.³ Here are some things you may hear on a bus in London:

"Full up inside. Plenty of *seats* on top."

"No more *seats* on top. Plenty inside."

* * *

A very stout⁴ lady was complaining to a bus inspector at a busy stopping *place*, "That conductor has been rude to me. He was telling the people the bus was full up, but when I got off, he said, "*Room* for three inside."

* * *

One wet day a woman with a dog got on a bus. It was a very big dog and its feet were very dirty. The woman said: "Oh, conductor, if I pay for my dog, can he have a *seat* like the other passengers?"

The conductor looked at the dog, and then he said, "Certainly, madam, he can have a *seat* like all the other passengers, but like the other passengers, he must not put his feet on it."



II. Fill in the blanks with the correct word.

1. A man came in and sat on a . . . in the back row. 2. To Sharpley, miners⁵ were heroes, and a pit⁶ a . . . of wonder. 3. Raz-

¹ **double-decked** ['dʌbl'dekt] — двухэтажный

² **inside** — эд. первый этаж

³ **on the top** — наверху

⁴ **stout** — полный

⁵ **miners** — шахтеры

⁶ **pit** — шахта

liv is a sacred¹ . . . to our people. 4. The party will be in our club-room where there is a well-equipped² small stage³ and . . . for a hundred or more. 5. The drifting ice-floe was so small that there was no . . . for even a light plane. 6. People used to bring them wool from far-away 7. We have found . . . for one more article in our wall-newspaper. 8. Mother asked me to nail a new shelf to the kitchen wall to make more . . . for utensils⁴. 9. There are two . . . in the balcony; you may take them. 10. If I were in your . . . I would let her alone. 11. "Make . . . for me, will you?" said Pavel. 12. There are no more chairs, so you must use that box as a 13. What splendid . . . ! We'll be able to see everything from here.

III. Translate the following into English.

1. Пассажиры заняли свободные места у окна. 2. Если бы вам пришлось побывать в Лондоне, какие достопримечательные места вы хотели бы посмотреть там? 3. Не торопитесь, всем места хватит. В автобусе 80 мест. 4. Этот письменный стол очень удобен, но он занимает много места. 5. Простите, но это мое место. Вот мой билет. 6. — Положи мою книгу к себе в портфель, а то мой полон. — Но у меня тоже нет места. 7. Он очень аккуратен. У него все на своем месте. 8. Какое хорошее место для игры в теннис! 9. На диване есть место еще для одного человека.

IV. Talk about 1) your classroom, 2) your flat. Say if they are roomy. Use this structure *There is (there is no) room for . . .*

Model: There is room for another table in our classroom.
There is no room for another cupboard in our kitchen.

- V. Say what seats you prefer when you go to the theatre or to the cinema and why you prefer them.
- VI. Speak about the places of interest in your home town, and the places of recreation. Do they attract many people? Why?
- VII. Speak about these pictures: -
a) say if the canteen is roomy and comfortable, if all the seats are occupied and why the diners make use of the chandelier to hang their coats on. There are words below to help you.

¹ sacred ['seɪkrɪd] — священный

² well-equipped ['wel ɪ'kwɪpt] — хорошо оборудованный

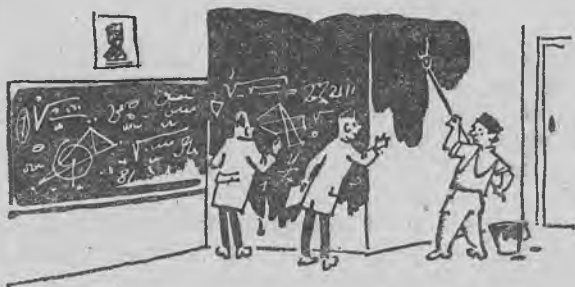
³ stage — сцена

⁴ utensils [ju:'tensɪlz] — кухонная утварь

canteen [kæn'ti:n] —
 столовая
 diners ['daɪnəz] — обе-
 дающие
 cloak-room — разде-
 валка, гардероб
 chandelier [ˌʃændɪ'liə]
 — люстра
 to make use of — вос-
 пользоваться, пользо-
 ваться



b) say what the scientists are doing and why they want the workman to keep on painting.



to prove a theorem ['θiəɹəm] — доказывать теорему
 scientist ['saɪəntɪst] — ученый

TIME FOR FUN

Sergeant: Why is it important not to lose your head in an attack?

*Recruit:*¹ Because that would leave no place to put your helmet.²

¹ recruit [rɪ'krʊ:t] — новобранец, вновь призванный в армию

² helmet — каска

* * *

Soprano: Did you notice how my voice filled the hall last night?

Contralto: Yes, dear, in fact, I noticed several people leaving to make room for it.

* * *

Mother: Now, dear, why don't you run and give grandpa a kiss?
Child (looking in surprise at grandpa's moustache¹ and beard²):
I don't see any place for it, mamma.



TO AWARD, TO REWARD

"Oh, Bee, aren't you bored³ working hard on such a day, so bright and sunny?"

"No," said Bee, "I've rich reward, and that reward is honey."⁴

Every year in April, the month of Lenin's birth, the most outstanding fighters for peace are **awarded** the Lenin Prize *For the Promotion of Peace Among Nations*.⁵ A special committee considers the candidates for these **awards** and after careful consideration it gives the Lenin Prize to the most outstanding champions of peace.⁶

Awards of different kinds are given to those who excel themselves⁷ in labour or display courage.⁸ The best labourers are **awarded** the title of Hero of Socialist Labour. Those who display the greatest bravery are **awarded** the title of Hero of the Soviet Union.

Not only adults, but children too, may be **awarded** a prize if they do well in something. There are probably boys and girls among you who have been **awarded** medals *For Saving a Drowning*

¹ moustache [mæs'tɑ:f]—усы

² beard [brəd]—борода

³ aren't you bored—не скучно ли тебе

⁴ honey ['hʌni]—мед

⁵ *For the Promotion of Peace Among Nations*—«За укрепление мира между народами»

⁶ champion of peace—борец за мир

⁷ to excel [ɪk'sel] oneself—отличиться

⁸ to display courage ['kʌlɪʒ]—проявить храбрость

Man or For Helping During a Fire. One boy saved a drowning child. The girl's mother warmly thanked the boy and offered him a sum of money as a **reward** for his good deed. The boy politely refused it. "It's a duty of any man to help those who are in trouble," he said. "It doesn't need any **reward**."

However his noble conduct¹ was **rewarded** with the happy smile of the little girl who in that way expressed her gratitude² to the boy.

REMEMBER: ,

To award means to give a prize, an order, a medal, a badge, etc. in honour of good work or a brave action.

To reward means to give something (money, some valuable thing, a present, etc.) in return for a good deed or service.

The corresponding nouns are **award** and **reward**.

in reward for...—в награду за...

"The reward of a thing well done, is to have done it."

Ralph Waldo Emerson

Exercises

I. Fill in the blanks with the verbs *to award* and *to reward* or the corresponding nouns.

1. The remarkable Soviet physicist Professor Landau was ... the Order of Lenin to mark his 60th birthday.
2. Fourteen-year-old pioneer Lenya Golikov was ... the title of Hero of the Soviet Union for taking prisoner a prominent German general whose bag contained operational plans.
3. Gardeners are ... for being generous³ to their flowers.
4. Jack's dog received an ... at the dog show.
5. The notice read: "Whoever returns the lost watch will receive a ..."
6. "Tell me and you will be richly ..."—said the King to his servant.
7. He certainly will get an ... for his outstanding bravery.
8. Eugenie Cotton, a French woman, devoted her life to the struggle for peace, she was ... the International Lenin Prize *For the Promotion of Peace Among Nations*.
9. Gold medals were ... to the pupils who did well in their

¹ noble conduct ['nəubl 'kɒndəkt]—благородный поступок

² gratitude ['grættɪtʃud]—благодарность

³ to be generous ['dʒenərəs]—зд. хорошо ухаживать

studies. 10. You must ... her for her industry and devotion to you. 11. It was a small ... for the years of hardship¹ she had suffered. 12. Laurie taught the horse different tricks² by always... success with a lump of sugar.

II. Complete these sentences by translating the phrases in the margin into English.

- | | |
|--|---|
| 1. A driver from Byelorussia who averted ³ a train crash | был награжден орденом «Знак почета» (the Order of the Badge of Honour). |
| 2. Pioneers' clubs and organizations who regularly send reports of their activities to <i>Pionerskaya Pravda</i> | были награждены грамотами (papers of honour) и специальными значками. |
| 3. "A bag of gold and the King's daughter," | потребовал Тимоти в награду за спасение города от дракона (dragon). |
| 4. "My son," said the Khan, "your wood-carver ⁴ excelled himself." | «Дай ему достаточное (fitting) вознаграждение». |
| 5. His poems were of such quality that they came to the notice ⁵ of the Queen, | и он был награжден специальной премией (prize). |
| 6. Very often during his long journey the man went without enough to eat ⁶ , so when at last he came home | он наградил себя вкусным (delicious) обедом. |
| 7. By a decree of the Presidium of the Supreme Soviet of the USSR, Academician Cherenkov | был награжден орденом Ленина за выдающиеся заслуги (merits) в ядерных исследованиях (nuclear research). |

III. Study the story in the pictures, and answer the following questions.

¹ hardship—трудность, невзгода

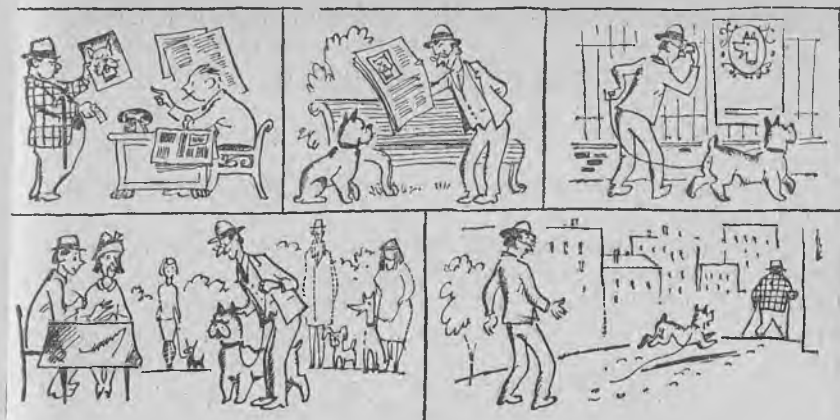
² trick—трюк, номер

³ to avert [ə've:t]—предотвращать

⁴ wood-carver ['wud,kɑ:və]—резчик по дереву

⁵ they came to the notice—на них обратила внимание

⁶ to go without enough to eat—недоедать



editor [ˈɛdɪtə] — редактор
 editorial office — редакция
 announcement [əˈnaʊnsmənt] — объявление
 to publish [ˈpʌblɪʃ] — опубликовывать

1. What did the man offer in reward for his dog?
2. Why is a stranger attracted by the dog?
3. Is there any hope of him getting the reward?
4. What does the stranger pass by?
5. What does he decide to do? Why?
6. Was the dog a success at the show? Why do you think so?
7. Did the stranger get the reward?

IV. Read and answer the questions.

On November 5, 1956, the Y.C.L.¹ was awarded its fifth order—the Order of Lenin. The Soviet Youth received this high award for their achievements in socialist construction work² and especially for their selfless work in the development of the virgin lands.³ What are the other orders that the Y.C.L. has been awarded?

V. Talk about your relations, friends or acquaintances any who have been given an award. For what were they awarded? What were their awards?

¹ The Y.C.L.— the Young Communist League—Коммунистический Союз Молодежи

² construction work—стройки, строительство

³ virgin [ˈvɜːdʒɪn] lands—целинные земли

VI. Retell this story in English, paying attention to the words in italics.

КУПЕЦ И ЛЕНИВЦЫ

Однажды к купцу (*merchant*) пришли несколько ленивцев и стали просить денег.

Я *награжу* того из вас, кто окажется самым ленивым,— ответил купец.

Мало-помалу все ленивцы разошлись, остались только двое. Им очень хотелось получить *награду*, но они не знали, как это сделать. Одному из них пришла в голову блестящая мысль: он принес дров (*firewood*) в комнату, где находился, поджег их, сам сел на кровать и закричал:

— Спасите меня! Спасите меня!

Второй же, сидя рядом, спокойно сказал:

— Братец, попроси, чтобы меня тоже спасли!

Он-то и получил *награду*.

VII. Try to recollect.

1. A Russian writer who has been awarded the Pushkin prize.
2. Which Soviet poet was first awarded the Order of the Red Banner?

TIME FOR FUN

Charlie Chaplin Competitions¹ often used to be organized in the United States of America. The best imitator² of the great actor was awarded a special prize. One such competition was secretly attended by Charlie Chaplin himself who took part in the competition. Great was his surprise when the committee only awarded him the third prize.

* * *

When Walter Scott, the famous Scottish novelist, was riding once with a friend near his country cottage, he came to a gate, which a beggar³ quickly opened for him. Walter Scott wanted to reward the man by giving him a sixpence,⁴ but found that he only

¹ Charlie Chaplin Competitions—Конкурс на лучшую имитацию Чарли Чаплина

² imitator ['imitetə]—имитатор

³ a beggar—нищий

⁴ sixpence—монета в шесть пенсов

had a shilling. He said, "Here is a shilling for you, but remember that you owe¹ me sixpence."

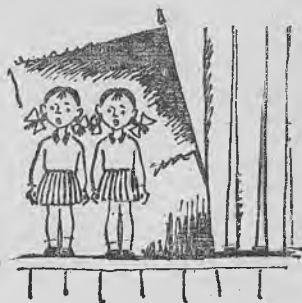
"God bless your honour," said the beggar, "may you live till I pay you?"

A cunning² beggar, wasn't he?



LIKE, ALIKE

They are alike
in everything.



A: What pretty girls! And so very much **like** each other.

B: That's because they are sisters.

A: They are as alike as two drops of milk, I can hardly tell³ one from the other. And they speak very much **alike**. Are they twins?⁴

B: Yes, they are, that's why they are dressed **alike** too. They always wear identical⁵ clothes. Now let's listen to what they are reciting.

SOME CHILDREN

(abridged)

1.

Some children are brown
like newly baked bread,⁶
Some children are yellow
and some are red,

Some children are white
and some are almost blue,
Their colours are different
the children **like** you.

¹ to owe [ou]—быть в долгу, быть должным

² cunning—хитрый

³ to tell—отличать, различать

⁴ twins—близнецы

⁵ identical [ai'dentikəl]—одинаковый

⁶ newly baked bread—только что испеченный хлеб

Some children have houses
of stone in the streets,
Some live in igloos
and some live on the fleets.¹
Some live in old strawhuts²
and some in new —
Their homes may be different —
the children like you.

Some children are French
and some are from Japan,
Some are Norwegian
and some are from Sudan.
Oh, yes, we have children
in valley, on pike.³
Their countries are different
the children alike!

Oh, if they could dance
and if they could play
altogether, together
a wonderful day!

Some could come sailing
and some could just hike!
So much would be different —
the children alike,

REMEMBER:

Like and **alike** mean not different, similar.

Like must be followed by a noun (or pronoun), *oppos.* — **unlike**.

Alike is used predicatively⁴ (after a verb) and is never followed by a noun (or pronoun), *oppos.* — **different**.

alike as two peas (two drops of milk) — похожие как две капли воды

like a cat on hot bricks — как на иголках

like a needle in a haystack — словно иголка в стоге сена

like this (like that) — так, подобным образом

Exercises

1. Answer the questions about the pictures below, using *like* or *alike*.

Why does the man think that the child is a gifted sculptor⁵?



¹ fleet — эд. плот

² strawhut ['strɔːhʌt] — хижина из соломы

³ pike — вершина, гора

⁴ predicatively [prɪ'dɪkətɪvli] — как именная часть составного сказуемого

⁵ gifted sculptor ['gɪftɪd 'skʌlptə] — талантливый скульптор



Why can't the girl tell her boy-friend from the others?

Why could the mother not tell her son from another boy?



II. Fill in the blanks with *like* or *alike*.

THE TWO BULLS¹

It so happened that a cow had two calves² so very much ... that even the cow couldn't tell them apart.

The calves grew up into strong little bulls but they remained much ... each other. One day they went to a smith³ and asked him,

"Tell us why everyone has different names except us?" The smith showed them a piece of iron and asked, "What's this?" "That's a horseshoe,"⁴ the bulls answered in chorus. The smith held out another horseshoe. "And what is this called?" "That's a horseshoe, too!" the bulls again spoke ...

"That's right," said the smith. "They look ... and that's why they are called by the same name: horseshoe."

"But it can happen that one horseshoe lies around without being of any use and loses its lustre,⁵ while the other shines because of all the work it does. So the first one will be called "Rusty",⁶ while

¹ bull [bul] — бык

² calf [kɑ:f] — теленок

³ smith — кузнец

⁴ horseshoe [ˈhɔ:ʃu:] — подкова

⁵ to lose its lustre [ˈlʌstə] — терять свой блеск

⁶ Rusty — ржавый

people will call the other one "Brilliant".¹ You, too, look ... and you, too, will be given names when people see how you work!"

The bulls thought over this and then one of them raised his head and said, "Give us some work to do." The smith loaded two carts² and harnessed³ the bulls to them. The bulls drew the cart along very well until they came to a hill. Here one of them began to lag behind⁴ and after a while stopped. "Lazy-bones!⁵ Lazy-bones!" people began shouting. The bull was ashamed and wanted to draw the cart, but laziness overcame him again.

The other bull was not ... the first one. He climbed the hill without stopping for breath.

After this every one could easily tell one from the other. And that is how they got their names: Lazy-bones and Hardworking.

III. Make up sentences by combining the parts in column A with those in column B.

| A. | B. |
|---|--|
| 1. The rocket stands upright... | alike. |
| 2. There are no two snowflakes ⁶ which are exactly... | like steel. ⁷ |
| 3. We were... | like the tracks of an inky spider. ⁸ |
| 4. The nerves of pilots must be... | like a tender plant. |
| 5. This handwriting ⁹ is... | alike to her. |
| 6. I wish I could do it... | like a human being, a singing bird or an animal. |
| 7. Meetings in schoolrooms, at streets' corners and in workers' homes came... | like coffee. |
| 8. Every instrument has its own particular personality just... | like his father. |
| | like a huge silver pencil. |
| | like feathers. ¹⁰ |
| | like you. |
| | like brothers now. |

¹ Brilliant — Блестящий

² cart — телега

³ to harness — запрягать

⁴ to lag behind — отставать

⁵ Lazy-bones — Ленивый

⁶ snowflake — снежинка

⁷ steel — сталь

⁸ spider — паук

⁹ handwriting [ˈhændraɪtɪŋ] — почерк

¹⁰ feather [ˈfeðə] — перо (птичье)

9. He thinks all politicians¹ alike.
are...
10. This tea tastes...
11. Boris is very much...
12. Snow falls...
13. She is treated...
- IV. Use the following expressions in sentences of your own:

like a clock—точно, пунктуально, как часы
 like a lamb—безропотно, покорно, как овечка
 like a shot—быстро, незамедлительно
 like herrings in a barrel—как селетки в бочке (в тесноте)
 like a bolt out of the blue—неожиданно, как гром с ясного неба
 to sleep like a top—спать очень крепко, как убитому

- V. Tell the story of the pictures, using *like* and *alike*.



mistress — хозяйка
 store — магазин

frock — платье
 to bark — лаять

hair-do ['hædu:] — прическа
 barber ['bɑ:bə] — парикмахерская



¹ politician [ˌpɒlɪˈtɪʃn] — политик

VI. Do you remember:

1. What other birds do not use their wings for flying, like penguins?
2. What bird roars ¹ like a lion, hisses ² like a snake and kicks like a horse?
3. What creatures have no eyelids, like fish?

TIME FOR FUN

ALIKE

Dick: Why is a loaf of bread like the sun?

Nick: I don't know.

Dick: Because it's not light until it rises.

LIKE HIS FATHER'S HANDWRITING

Teacher (examining homework): Jim, this looks like your father's handwriting.

Jim: No wonder, I used his fountain-pen.

* * *

Betty was being taken to the museum by his auntie. They went into the Egyptian room, and there saw a mummy.³ Betty asked what it was.

"That's someone's mummy, dear," answered auntie.

"Oh, auntie, I'm glad my mummy's not like that!"

* * *

*New Maid:*⁴ How do I announce dinner? Do I say "Dinner is ready" or "Dinner is served"?⁵

Mistress: If it is like it was yesterday say "Dinner is burnt."⁶

* * *

Lady (in the theatre): Pardon me, sir, does my hat bother you?

Gentleman behind: No, but it bothers my wife, she wants one like it.

¹ to roar [гo:]—рычать

² to hiss—шипеть

³ mummy—1) мумия, 2) мама (дет., разг.)

⁴ maid [meid]—служанка

⁵ dinner is served—обед подан

⁶ to burn (burnt, burnt)—жечь, сжигать

TO BREAK, TO DESTROY



"Who has broken the window?"



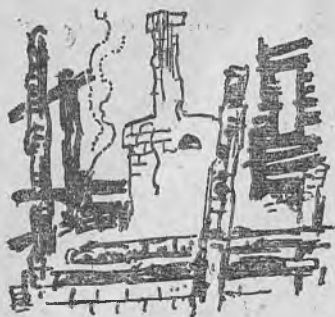
The weight was too great and the string broke.



Too many people were sitting on the bench. No wonder it broke.

The spring flood has destroyed the bridge.





The house was destroyed
by the fire.



The hailstorm destroyed
the crop.

REMEMBER:

To break means to come into two or more pieces either on purpose or by accident.

To destroy means to make useless, to put an end to something.

To break a promise, a law—нарушить обещание, закон

“If the enemy does not surrender, he is destroyed.” (*M. Gorky*)

Exercises

I. Fill in the blanks with *to break* or *to destroy*, using the correct tense.

A LACONIC ANSWER

The Lacons lived in a part of Southern Greece called Laconia, and were known for their bravery and simplicity.¹ They were just² and honest, they never ... a promise or a law. One of their rules was always to speak briefly, using no more words than were needed. The best example of this is the reply the Lacons gave to Philip of Macedon.

Philip wanted to become master of all Greece. When only Laconia remained unconquered³ by him he sent a letter to the brave

¹ **simplicity** [sɪm'plɪsɪti]—простота

² **just** [dʒʌst]—справедливый

³ **remained unconquered** [lɪ'kɔŋkəd]—осталась незахваченной

Lacons, saying: "If I invade¹ your country, I will ... your great city."

In a few days an answer was brought to him with only one word in it—"If."

II. Ask those drawn in the pictures not to do what they are doing. Give your reasoning, using the words *to break* or *to destroy*.

Model: Don't juggle² with the plate, or you'll break it.



1.

to balance—балансировать
ladder—лестница



2.

to play with matches—играть со спичками



3.

to dance—танцевать
dishes—посуда



4.

to play football—играть в футбол

¹ to invade—вторгаться, захватывать

² to juggle ['dʒʌɡl]—жонглировать

III. Arrange these words in suitable pairs to make up the combinations listed below.

| | |
|------------|--|
| to break | cup, hopes, promise, bridge, glass, tree, enemy, belief, |
| to destroy | |
| | house, town, arm, pencil, nest, glasses, silence, power, law |

разбить надежды, разбить чашку, разрушить мост, разбить врага, разбить веру, разбить стекло, разрушить дом, разрушить город, сломать дерево, сломать руку, сломать карандаш, разрушить гнездо, разбить очки, нарушить тишину, свергнуть власть, нарушить обещание, нарушить закон.

IV. Tell the stories of the pictures according to the questions. Use the words *to break* or *to destroy*.



1. Why is Pif horrified?¹ What happened to the vase?
2. Does he have any imagination?² What's he doing now?
3. Is the woman pleased with Pif? Why?



1. Was the fish big? Why do you think so?
2. What's the man telling Pif?
3. Why did Pif decide to use a lamp-pole³ and a chain⁴ instead of a rod?⁵

¹ to be horrified ['hɔ:rfaid] — ужасаться

² imagination [ɪ,mædʒɪ'neɪʃn] — воображение

³ lamp-pole — фонарный столб

⁴ chain [tʃeɪn] — цепь

⁵ rod — удочка

V. Render the following into English, paying special attention to the use of the words in italics.

— Мама, — спрашивает маленькая Катрин, — ты знаешь вазу, которая в нашем роду (family) переходит из поколения (generation) в поколение?

— Конечно, знаю. Ну и что же?

— Я хотела тебе сообщить, что мое поколение *разбило* ее.

* * *

Известный итальянский дирижер (conductor) Тосканини часто сердился на репетиции (rehearsal) и нередко *ломал* все, что попадалось под руку. Однажды он со злостью бросил на пол свои дорогие часы и *разбил* их. Музыканты решили подарить (to present) Тосканини двое дешевых часов, которые дирижер принял с благодарностью. Вскоре их постигла та же участь — на неудачных (unsuccessful) репетициях они были *разбиты* *вдребезги*.

TIME FOR FUN

THE PROOF¹ IS A BROKEN LEG

A charwoman² in a City office was very proud of her skill at polishing³ floors.

“When I started working there,” she told a friend, “the floors were in a terrible state. But now it’s quite different since I’ve been polishing them,” she added proudly. “Three men working there have fallen down. One of them is still in hospital with a broken leg.”

SAFE ON THE GROUND⁴

Pilot: Why weren’t you ever a pilot?

Mechanic: On account⁵ of a broken neck.

Pilot: But you haven’t got a broken neck?

Mechanic: That’s just it. I don’t want one!

¹ proof — доказательство

² charwoman [ˈʧɑːwɪmən] — уборщица

³ to polish — натирать (*полы*)

⁴ Safe on the Ground — надежность твердой почвы

⁵ On account [əˈkaunt] — по случаю

SHADE, SHADOW

There is your shadow. What produces it? Sunlight cannot go through your body; your back stops it, and it doesn't reach the ground in front of you. So there is the shape of your body on the ground where there is no sunlight. That is called your **shadow**.



You can see the **shadows** of trees, houses, fences and animals here, too.



As the sun gets higher and higher, **shadows** grow shorter and shorter, until at noon there is hardly any shadow at all.



How hot it is in the afternoon! Everyone likes to sit in the **shade**. Even the cat, which is not fond of cold, is looking for a place in the **shade**.



On hot days women use umbrellas as **shades**.

REMEMBER:

Shade is a place where the sun's (or the moon's) rays do not fall, *oppos.*—**light**.

A **shadow** is shade of a definite shape.

The **shade** of a tree means a place protected by a tree from the sun or light; the **shadow** of a tree is shade that has the shape of a tree.

Proverbs:

A crooked stick has a crooked shadow. (От кривой палки—кривая тень.)

Cowards are frightened of their own shadow. (Трус боится и собственной тени. У страха глаза велики.)

Don't judge your importance by the shadow of the morning sun. (Не судите о себе по длине собственной тени в утренние часы.)

Exercises

I. Look at the pictures and answer the question.

Shade or shadow?



II. Fill in the blanks with the correct word.

1. It is a great pleasure indeed to spend some time resting on a bench in the ... of trees.
2. You won't get sunburnt¹ if you lie in the
3. When I was a small girl, I often tried to step² on my own ... but I could never do it.
4. But when I was a small boy I tried to run away from my ... and I could never do it either.
5. Down goes the sun and throws long
6. When these trees grow up they will make a pleasant
7. My feet were bare³ and I could stand only in the ... of a tree.
8. Quite suddenly a dark figure appeared on the path. It ran past the front door and disappeared⁴ in the ... of the wall.
9. He is not a brave man. He seems to be afraid of his own
10. By her ... we could see that the woman was wearing a hat.
11. Suddenly a ... fell on the ground between him and the porch⁵ on which he was sitting.
12. When the children saw the worm⁶ they jumped and shouted and went quickly back into the house like chickens, as frightened by their own
13. The dog found a spot in the ... and lay down there to sleep.
14. The large trees made a very pleasant
15. Why do you always follow him as if you were his ...?

III. Look at the picture and answer these questions.

1. Are the people sitting in the sun?
2. Are they sitting in the shade of the tree?
3. What things and objects are in the shade?
4. Do you see a shadow in the picture? Whose shadow is it?

¹ to get sunburnt ['sʌn-
bɜ:nt]—обгореть на
солнце, перегреться

² to step—становиться,
наступать

³ bare [beə]—оголенный,
босой

⁴ to disappear [,dɪsə'pɪə]—
исчезать

⁵ porch—крыльцо

⁶ worm [wɜ:m]—червь



IV. Talk about the pictures.



beach [bi:tʃ] — пляж

to lie in the sun — загорать

unbearable [ʌn'beəgəbl̩] — невыносимый

heat [hi:t] — жара



hammock ['hæmək] — гамак

to fix up — установить, устроить

tent — навес

to turn over — перевернуться

V. Solve the riddles.

1. What falls on water and never gets wet?
2. Why is your shadow like a bad friend?
3. What can pass before the sun without making a shadow?
4. Why does a butterfly¹ put its wings² together when it sits to rest?

¹ butterfly ['bʌtəflaɪ] — бабочка

² wing — крыло

A traveller hired¹ an ass² to take him to Megara, a town in Greece. At noon, when the sun was very hot, the traveller sat down in the shade of the ass. The owner³ protested,⁴ "You have no right to sit there. It doesn't belong to you."—"Why? I have paid you for the ass."—"But you haven't paid for its shadow," the owner replied.



The boy is **beating** a drum.

TO BEAT, TO STRIKE



Now he is **striking** the ball with the racket.



The flowers has been **beaten** down by the heavy rain.



The hammer fell and **struck** Pavel on the toe.

¹ to hire ['hau]—нанимать

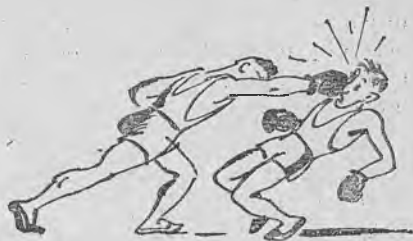
² ass—осел, ишак

³ owner—владелец

⁴ to protest—протестовать



Oliver Twist's master was a cruel man and often beat the boy.



The boxer struck the final blow.

REMEMBER:

To beat (beat, beaten) is to give repeated blows.

To strike (struck, struck) is to give a sudden or quick blow with force.

to strike a blow — нанести удар

Proverb: Strike while the iron is hot. (Куй железо, пока горячо.)

Exercises

I. Fill in the blanks with *to beat* or *to strike* in the required form.

1. The woman was ... the dust¹ out of the carpet with the stick.
2. Jemma took Arthur for a traitor² and ... him across the face.
3. ... the ball with your left hand and then with your right.
4. Even now teachers ... their pupils in many capitalist countries.
5. The lightning³ has ... a tree.
6. The referee⁴ was reaching for Rivera when he ... the last blow.
7. Scientists are studying how to eliminate⁵ the destructive tidal waves⁶ that periodically ... the Pacific coastline of the Soviet

¹ dust — пыль

² to take for a traitor — принимать за предателя

³ lightning — молния

⁴ referee [ˌrefəˈri:] — судья

⁵ to eliminate [ɪˈlɪmɪneɪt] — ликвидировать

⁶ destructive tidal wave — разрушительная волна

Far East. 8. Who ... the first blow? 9. Millions of meteors ... the Moon. 10. He stood under the apple-tree wondering which one to choose when suddenly a big red apple ... him on the head.

II. Which verb *to beat* or *to strike* would you use to characterize these actions.



III. Translate the following into English, using the verbs *to beat*, *to break*, *to strike* or *to destroy*.

1. Не бей собаку. 2. У окна стоял разбитый рояль. 3. Взрыв (explosion) разрушил мост и близлежащие (near-by) здания. 4. Пуля ударила в стену. 5. Выйдя из себя, Мартин Иден ударил кулаком (fist) по столу, требуя гонорара (fee) за рассказ. 6. Землетрясение разрушило половину города. 7. Дождь бьет по стеклам. 8. Не играйте здесь в футбол — вы разобьете окно. 9. Курение вредно (harmful), оно разрушает здоровье. 10. Враг был разбит в упорных боях (stubborn fighting). 11. Море беспокойно, лодку может разбить о камни, которых много у берега. 12. «Нет, писем нет», — сказал я, чувствуя, что разбиваю ее последнюю надежду. 13. Не разрушайте гнезда птиц. 14. До Васильевки нельзя было добраться на машине — дорога была полностью разбита.

Answer the questions about the pictures, paying special attention to the use of the verbs *to beat*, *to strike*, *to break*, *to destroy*.



1. What did the man want Pif to do?
2. What happened as a result of Pif's misunderstanding?
3. What is Pif's "reward"?



1. What's Pif going to do with the broom?²
2. Did he strike the cat a heavy blow?
3. Will his noble conduct be rewarded?

1. What's the janitor going to do?
2. Why does she want to do it?



¹ to misunderstand — неправильно понимать

² broom — веник, метла

V. Solve the riddles.

1.

I am a lively worker,
I don't like lazy boys.
When I see any,
I strike them on the head.

2.

What's difficult to beat?

TIME FOR FUN

Teacher: If your brother has five apples and you take two from him. What will be the result?

Johnny: He will beat me.

* * *

Teacher: Could you forgive¹ a boy who had struck you?

Pupil: I think I could if he was bigger than me.

* * *

"Why did you strike this dentist?"

"Because he got on my nerves."²

* * *

At a party a lady approached a general.

"What do you think of the latest developments³ in the war, general?" she asked, "Where is the Army going to strike next?"

"Madam," replied the general, "If I didn't know I would be happy to tell you."

IT IS INTERESTING TO KNOW THAT

...spiders destroy many more harmful insects than all frogs,⁴ toads,⁵ lizards,⁶ shrews⁷ and hedgehogs put together.

...some kinds of mushrooms grow on trees or on stumps, which they destroy by means of their thin long roots. Having destroyed the plant, these mushrooms perish⁸ too.

¹ to forgive — прощать

² to get on somebody's nerves — попасть на нерв, действовать на нервы, раздражать

³ developments [di' veləpmənts] — военные действия

⁴ frog — лягушка

⁵ toad — жаба

⁶ lizard ['lɪzəd] — ящерица

⁷ shrew — землеройка

⁸ to perish — погибать

OWNER, MASTER, HOST

"Who is the master here?"

Yesterday I spent a most interesting evening at the Pet-rows'. They were giving a dinner party for their friends and acquaintances.

I was a little late and when I came all the other guests had already arrived. The host and the hostess came out to receive me. They introduced me to the strangers, who turned out to be very nice people. I especially liked one of them, Anatoly, a young engineer. He was good at telling funny stories and reciting poems.



He immediately became the **master** of the situation. "Who is the **owner** of that camera?"¹ someone asked. It was mine. Everyone wanted me to shoot² a film. So we arranged a home talent concert, which I filmed. It made a good film. Now if I want to refresh³ my memory of that wonderful evening I watch the film.

My faithful dog is usually at my side. He always shares⁴ his master's joys and troubles.

¹ camera — киноаппарат

² to shoot (shot, shot) — снимать фильм

³ to refresh [rɪ'frɛʃ] — освежить

⁴ to share — разделять, делить

REMEMBER:

Owner is one who owns, has something as his property.

Host (hostess) is one who receives and entertains guests.

Master (mistress) is one who has control or authority.¹

to be one's own master—быть хозяином самому себе

to be the master of one's destiny—быть хозяином своей судьбы

to be the master of the situation—быть хозяином положения

Exercises

I. Fill in the blanks with the correct word.

1. Who is the ... of this bicycle? May I borrow it for a while?
2. I can do as I like, I am the ... here.
3. In 1917 the Russian workers and peasants put an end to the political power of the landlords and capitalists and became the real ... of their country.
4. Man is the ... of his own destiny.
5. The ... asked us if we should like to have tea in the garden.
6. "A very rich man must be the ... of that yacht,"² thought a poor boy looking dreamily out to sea.
7. Many years passed and still the dog remembered his old
8. "No, I won't sell it," said the ... of the picture.
9. We told our ... that we could not stay for supper as we had to catch a train.
10. I won't give these things to you. I don't know if you are the I'll take them to the lost-and-found office.³
11. "I want those three bags in the corner. Are you their ...?"

II. Paraphrase the sentences, using the words *owner*, *master* or *host (hostess)*.

Model: He possesses a big cottage at the seaside.—*He is the owner of a big cottage at the seaside.* The man is the head of the house.—*He is the master of the house.*

1. The dog is yours, you must pay a fine⁴ for it.
2. As his mother and father were out, Mike received the guests.
3. The Second Congress of Soviets proclaimed⁵ that the land was now the possession of the peasants.

¹ authority [ɔ:'θɔ:ɪtɪ]—власть

² yacht [jɒt]—яхта

³ lost-and-found office—бюро находок

⁴ fine—штраф

⁵ to proclaim [prə'kleɪn]—провозглашать

4. The rich possess plants and factories in capitalist countries.
5. The book belongs to Pavel.
6. When we knocked at the door the head of the house came out to receive us.
7. Everything in the house is in control of the grandmother.
8. As he paid money for this garden, it is now his property.
9. "The horse should belong to this man," the judge¹ said.
10. He lives in this house but it does not belong to him.

III. Complete the sentences under the picture with *owner*, *host* or *master*.



Little boy: How many more centimetres must I grow to be the ... of the house?

Little mouse: Oh, I see now I am the ... of the situation.

IV. Translate the following into English.

1. Кто хозяин этой ручки? Можно взять ее на минутку?
2. Хозяин проводил гостей до комнаты.
3. Кошка ходила из комнаты в комнату в поисках хозяйки.
4. Теперь ты сам себе хозяин, будь осмотрителен.
5. Не видели ли вы хозяина этого дома? Он мне очень нужен.
6. В нашей стране сам народ является хозяином своей судьбы.
7. Лошадь, слыша шаги хозяина, заржала (to neigh).
8. Я не знал собаки, которая бы была более предана своему хозяину, чем Джек.
9. Борису можно верить (to trust), он хозяин своего слова.
10. Мы горячо благодарили хозяйку за ее теплый прием.

¹ judge [ʤʌʤ] — судья

V. Tell the story of the pictures, using the active words. The questions may help you, too.



1. Has Pif pity¹ for the homeless dog?
2. Is he a kind host?
3. Is Pif the master in his own house?
4. Is there any room for him there?

TIME FOR FUN

*The customer*² in the restaurant: I offer you my congratulations. It's the first time that you have brought me an edible beefsteak.³
The waiter: Really? Oh, what a mistake I've made! I've brought you the one for the owner.

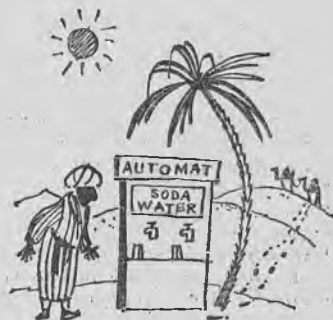
* * *

A Scottish clergyman⁴ heard loud talk in a house he was passing. On entering it he asked, "Who is the master here?" The man said, "Sit down a little. We're just trying to settle that point."

TO REMEMBER, TO RECOLLECT

Again I did not remember to get change.⁵

- ¹ to have pity — жалеть
- ² customer ['kʌstəmə] — посетитель
- ³ edible beefsteak ['edɪbl 'bi:i'steɪk] — съедобный бифштекс
- ⁴ clergyman ['klergɪmən] — священник
- ⁵ change ['tʃeɪndʒ] — мелкая монета



"Why are you smiling, Alec?"

"I remembered a funny story I read yesterday."

"What's the story about?"

"Oh, it's about two chess masters.¹ During a game one of them thought a long time about each move² of the opening,³ although it was a well-known system. When the game was over his opponent asked, 'Why did it take you so long to think over each move of the opening? That system is described in all chess-books for beginners, you know.' 'It's not the moves I was thinking of, but my key⁴ to the door,' the other answered. 'I have lost it and during the game I was trying to recollect where I could have left it.'"

"Oh, that's really funny! Now as you began to talk about chess, I remembered something about Alyokhin, the talented Russian chess-player, the fourth world chess champion. He had a wonderful memory and could do well playing on several chess-boards simultaneously.⁵ Without looking at the chess-boards he could remember all the positions on them. During one such game he wished to have a smoke but couldn't find his box of matches. 'What a bad memory I have!' he complained. 'I never remember where I put my things.'"

"Oh, Alyokhin was a great chess-player."

"When I took up chess⁶ I remember reading a lot about his wonderful success in the world championship against Kapablanka in 1927. I can't recollect all the circumstances⁷ now, but I know that Alyokhin had won the game."

"I can lend you a book about famous grandmasters and well-known chess-players."

"Oh, I'd be glad to read it. Please remember to bring it tomorrow, will you?"

REMEMBER:

To remember means to have in one's memory, to bring back to mind without any great effort.⁸

¹ chess master — мастер (в шахматной игре)

² move [mu:v] — ход

³ the opening — в дебюте (в начале игры)

⁴ key [ki:] — ключ (дверной)

⁵ on several chess-boards simultaneously [siməl'teinjəsl] — на нескольких досках одновременно

⁶ to take up chess — увлекаться, начинать заниматься

⁷ circumstances ['sə:kəmstənsɪz] — обстоятельства

⁸ effort ['ɛfət] — усилие

To **recollect** means to call back to mind, to refresh in the memory, often with effort.

We say, "I don't remember." "I cannot recollect."

Exercises

I. Fill in the blanks with *to remember* or *to recollect* in the proper tense form.

1. I'll help you with the poem. I ... it very well. 2. He could not ... what the place was like on his first visit there. 3. Do you ... who suggested the idea of writing a letter to the hero's mother? 4. I ... I first read *The Young Guard*¹ by Fadeyev when I was twelve. 5. She tried to ... the words of the old song but failed. 6. Tell us, as near as you can ... what happened. 7. On the way home we tried to ... all the words we had heard from the man. 8. How well I ... that touching scene.² 9. Does anyone ... the height³ of the TV tower in Moscow? 10. The Russian people ... for a long time Ivan Fyodorov, the man who printed⁴ the first book in our country. 11. The father could not ... his colleague's telephone number and had to look it up in the telephone directory.⁵ 12. What a pity that we can't ... his address! We would send him a telegram of congratulations. 13. Do you ... that grammar rule? If not, I can explain it to you.

II. Make up short dialogues substituting the italicized words as shown in the model.

Model: A. Do you remember *the name of that man*?

B. I am afraid I don't.

A. Try to recollect. It's very important.

who said it; what's the way to the village; what she looked like; where you've put it; the exact words; when he promised to come; the first line⁶ from that poem; how it all happened; all the circumstances; the events of that day; what the man was wearing; when you last saw him.

¹ *The Young Guard*—«Молодая гвардия» (название книги)

² *touching scene* ['tʌʃɪŋ'si:n]—трогательная сцена

³ *height* ['haɪt]—высота

⁴ *to print*—печатать

⁵ *telephone directory* [dɪ'rektəri]—указатель телефонных номеров

⁶ *line*—строка

III. Write 3 sentences to each pattern¹ given below.

- 1) Remember (don't forget) to post the letters, please.
- 2) I remembered (did not forget) to give him your telephone number.
- 3) He remembers reading about these events (Он помнит, что читал об этих событиях).

IV. Read the joke, using *to remember* or *to recollect* in the proper form.

THE WAY OUT

John Brown was never sure of his grammar. One day he ... that the New Year was coming and he decided to give his wife a present of two geese.² So he took a sheet of paper and began to write an order³ to a shopkeeper.⁴ And here the difficulty began: Mr. Brown could not ... the plural of the noun *goose*. He knew very well that the plural of *foot* is *feet* and the plural of *tooth* is *teeth* but he did not know the plural of *goose*. He only ... from his school days that he had to be very careful with the word *goose*. At first he wrote: "Please, send me two geeses." Then he read it aloud, but it did not sound right.⁵ He took another sheet of paper and wrote: "Please send me two geeses." Again the sentence did not sound right. He could not ... the correct plural of the noun *goose* and he did not want to go and ask his wife. Suddenly he got a bright idea. He took a new sheet of paper and wrote: "Please send me a goose." And at the bottom of the sheet he added a postscript:⁶ "P.S. Send another one with it."

V. Can you guess why the man tied a knot?⁷ Complete the sentence with *to remember* or *to recollect*.

Now he will ... to buy the toys for the New Year tree.

¹ pattern ['pætən]—образец

² goose (pl. geese)—гусь

³ order—заказ

⁴ shopkeeper ['ʃɒpki:pə]—владелец магазина

⁵ did not sound right—звучало неправильно

⁶ postscript ['pousskript]—приписка (в письме после написанного)

⁷ to tie a knot—завязать узел



VI. Here is a quiz.¹

A correct answer to each question scores one point². The winner is the one who scores the highest number of points. See if you can be the winner. Do it in the following way: the leading pupil asks the group one question at a time beginning with "Do you remember ...?" or "Try to recollect ...". Those who know the answer then say "I remember" and write down the answer on a sheet of paper. Those who don't know say, "I don't remember" or "I cannot recollect." The leading pupil checks³ the written answers and gives one point to those who answered correctly. Then he gives the correct answer.

VII. Do you remember:

1. What the closing words⁴ of Gogol's story *How Ivan Ivanovitch Quarrelled with Ivan Nikiforovitch* are?
2. What the epigraph to *The Captain's Daughter* by Pushkin is?
3. What words from N. Ostrovsky's *How the Steel Was Tempered*⁵ are inscribed⁶ on the monument to Zoya Kosmodemyanskaya?
4. What book by Chekhov has a geographical name?
5. Who wrote *School for Scandal*?⁷
6. Which book by Hemingway was awarded the Nobel Prize?⁸
7. In what play by Shakespeare, and who, says, "To be or not to be, that is the question"?
8. In what book by Dickens, and who, asks for some more gruel,⁹ and is severely punished¹⁰ for it?
9. Who wrote the book *Ten Days That Shook the World*?¹¹ What events are described in it?
10. What great English poet wrote the poem *Don Juan*?¹²

¹ quiz [kwɪz]—викторина

² to score points ['skɔ: 'pɔɪnts]—набирать очки

³ to check—проверять

⁴ closing words—заключительные слова

⁵ *How The Steel Was Tempered* ['tɛmpəd]—«Как закалялась сталь»

⁶ to inscribe [ɪn'skraɪb]—надписывать

⁷ *School for Scandal* ['skændl]—«Школа злословия»

⁸ the Noble Prize [nəʊ'bel'praɪz]—Нобелевская премия

⁹ gruel [gruəl]—каша

¹⁰ to punish—наказывать

¹¹ *Ten Days That Shook the World*—«Десять дней, которые потрясли мир»

¹² *Don Juan* ['dɒn 'dʒuən]—«Дон Жуан»

VIII. Try to recollect:

1. Who the first world chess champion and the first Soviet world chess champion were?
2. What rivers run through London and Washington?
3. Who said this: "Give me but one firm spot¹ on which to stand, and I will move the earth?"
4. Who said this: "The workers have nothing to lose in this (revolution) but their chains. They have a world to gain?"²
5. When and by whom was the South Pole³ discovered?
6. What the biggest square in London is? How did it get its name? What monument stands there?

TIME FOR FUN

My friend has a wonderful memory: he always remembers what he must forget.

* * *

"So you really think your memory is improving⁴ under treatment.⁵ Do you remember things now?"

"Well, not exactly⁶ but I have progressed⁷ so far that I can quickly remember when I have forgotten something if I could only remember what it was."

* * *

A very old teacher was telling the class about King George IV.
Teacher: He lived more than one hundred and thirty years ago.
Tommy: Good Heavens, sir! One hundred and thirty years ago. And you still remember him! What a good memory you have!

¹ firm spot—эд. точка опоры

² to gain [geɪn]—приобретать, выигрывать

³ the South Pole—Южный полюс

⁴ to improve [ɪm'pru:v]—улучшать, улучшаться

⁵ treatment ['trɪtmənt]—лечение

⁶ not exactly [ɪk'zæktli]—не совсем

⁷ to progress [prə'gres]—прогрессировать, продвигаться вперед

* * *

A man had a donkey¹ for sale,² so on hearing³ that a friend of his was looking for⁴ one, he wrote to him as follows: "Dear Richard, I hear you want to buy a donkey. If you want a really good one remember me. Yours, William."

* * *

Dick: My mother has the worst memory I've ever known.

Nick: You mean she forgets everything?

Dick: No, she remembers everything.

¹ donkey [ˈdɒŋki]—осел, ишак

² for sale—на продажу

³ on hearing—услышав

⁴ to look for—подыскивать, искать

THE TENTH FORM

TRAVEL, JOURNEY, VOYAGE, TRIP

“A happy journey next
time, madam!”

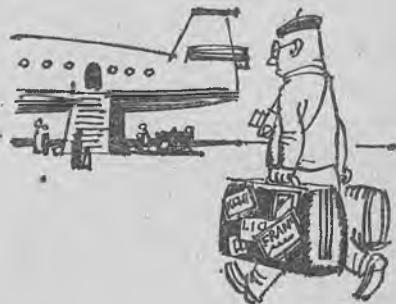


Consider¹ the following groups of sentences:

1.

1. The old man has visited many countries and now he is writing a book about his travels.

2. I like to read books about travel in different countries.



2.

1. Mr. Pickwick and his friends travelled about England and sent accounts² of their journey to the Pickwick Club.

2. “When you plan a business journey, it’s better to travel by air.” “Oh, no! I prefer³ a railway journey.”

¹ to consider [kən'sɪdə]—рассматривать

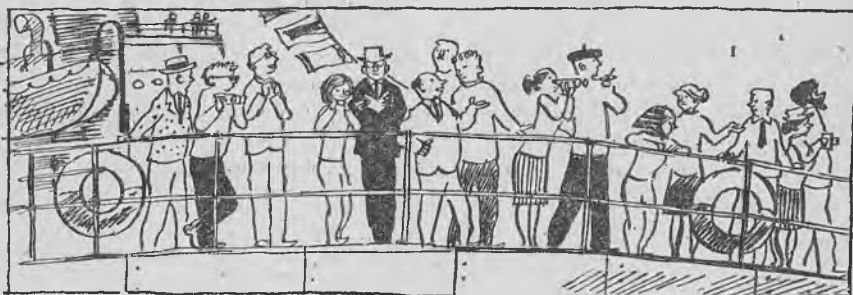
² accounts [ə'kaunts]—отчет

³ to prefer [prɪ'fɜ:]—предпочитать



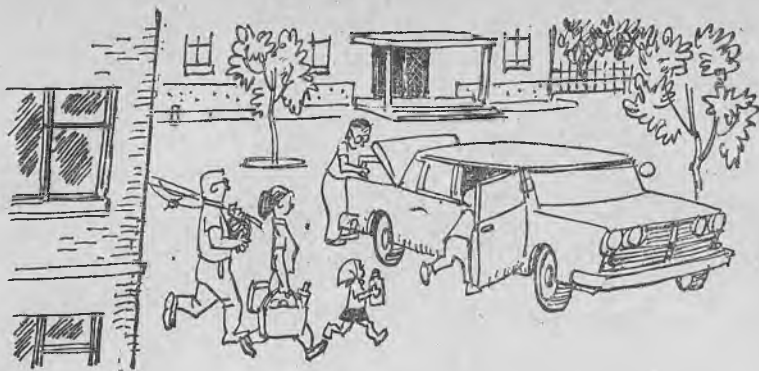
3.

1. A group of Soviet teachers made a voyage round Europe.
2. Victor has changed a great deal after the long voyage he made last year.



4.

1. A trip to the country will take no more than an hour by car.
2. We are thinking of making a boat trip down the Volga this summer.



REMEMBER:

Travel(s) is any kind of movement by land, by sea or by air, often in foreign or remote parts. :

A journey is a travel from one place to another, chiefly by land.

A voyage is a journey made by water.

A trip is a short journey made by land, water or air.

to make journey (trip, voyage)—совершить путешествие

to go on a journey—поехать в путешествие

a round-the-world journey (voyage)—кругосветное путешествие (кругосветное плавание)

a return journey (trip)—поездка туда и обратно

Exercises

1. Fill in the blanks with the correct word.

1. In 1725 Bering made a ... round Kamchatka and discovered the strait¹ between Asia and America. 2. What a number of books have been written about ... ! 3. That ... , unfortunately, ended in a shipwreck and Robinson Crusoe found himself on a deserted island. 4. Though the distance was not great across the mountains the railway ... was very tiresome.²

¹ strait — пролив

² tiresome [ˈtaɪəzəm] — утомительный

5. On week-ends we used to make motoring ... to the near-by forest. 6. It was a long and weary ... and when we got off the train we gave a sigh of relief.¹ 7. He is on a whaling² ... in the Antarctic. 8. The young man took notes on everything he saw during his ... to different countries. 9. In the summer of 1967 Dmitry Butorin, a Pomor³, and his companion writer Mikhail Skorokhodov made a nearly four-month-long sea ... from Arkhangelsk to Dickson via Mangazeya (an old commercial centre in North-West Siberia). 10. On the 6th of August 1961 Soviet cosmonaut Herman Titov made his historic space ... on board the *Vostok-2*.

II. Answer the following questions.

1. Do you like travelling?
2. What is the most convenient way of travelling?
3. When did you last travel?
4. Was it a journey (voyage, trip)?
5. How much time did it take you?
6. Did you enjoy it? Why, or why not?
7. Do you plan any journey (voyage, trip) for the coming summer? Speak about it.

III. Translate the following into English.

1. Поездка по морю оказалась (to turn out) очень утомительной. 2. Вы довольны своей поездкой на Кавказ? 3. Летом по субботам и воскресеньям многие совершают поездки на собственных машинах. 4. Группа советских артистов возвратилась из поездки за границу. 5. Во время своего путешествия по Болгарии мой отец встретился с человеком, который воевал вместе с ним в партизанском отряде. 6. С детства Саша мечтал о путешествиях в дальние страны. И вот теперь его мечта сбывается (to come true). Он едет в путешествие по Африке. 7. Молодые рабочие нашего завода сейчас заняты приготовлениями к путешествию на Памир. 8. Брат провел в поездке две недели, пересаживаясь (to change) с поезда на машину, с автомашины на самолет. 9. Какое мужество и любовь к морю нужно было иметь, чтобы на таких маленьких кораблях отправляться в кругосветное плавание! 10. В этом году мы всем классом совершим поездку на озеро Байкал.

¹ a sigh of relief—вдох облегчения

² whaling—китобойный

³ Pomor—помор

IV. Tell the stories of the pictures, using the words of the active vocabulary.

Will Pif miss it?

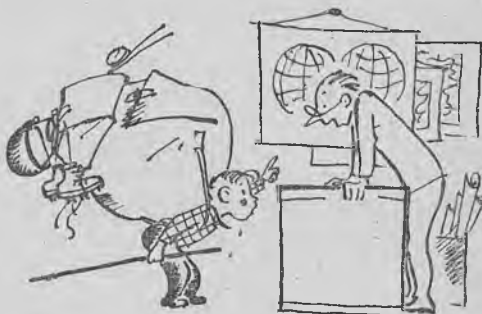


to be puzzled—быть озадаченным
kennel—конура, собачья будка

What is he going to do?

rucksack—рюкзак
counter—прилавок
the Moon—Луна

V. You all like to read books about travel. What famous travellers do you know? Say what you know about their travels.



VI. Try to recollect:

1. Who made a journey to India 30 years before Vasco da Gama? Later he wrote a detailed description of his travels to India and other Eastern countries.
2. Which of the Russian scientists found it necessary to establish a sea route¹ from Europe to the Pacific Ocean along the Siberian coast? In what year was this idea realized? What is the name of the ship that made the first voyage from the White Sea to the Pacific Ocean along the North coast of Siberia in one navigation season?²

¹ to establish a sea route [rut]—установить морской путь

² in one navigation season—в один навигационный сезон

3. What was the name of the man, a doctor by profession, who made a voyage across the Atlantic Ocean in a rubber boat? His aim was to study the conditions in which a shipwrecked man might find himself. He started his voyage without fresh water and food. His bold¹ experiment was a success.

VII. Do you remember:

1. Which Russian writer made a round-the-world voyage? What was the name of the ship on which he made this voyage? What is the name of the book in which he described it?
2. What was the purpose of Leo Tolstoi's journey round Europe which he made in 1860—1861?
3. Which Russian writer made a long journey to the Far East? When did he do it?
4. About what journey did Mayakovsky say: «Я стремился за семь верст вперед, а приехал на 7 лет назад»?

TIME FOR FUN

Hostess: This is Captain Banks. He has just returned from a trip to the Arctic.

Pretty guest: Oh, do come nearer the fire. You must be cold.

* * *

"A voyage is not for me. I'm always seasick,"² a passenger on a ship sighed.

"I've heard," another fellow said, "that a good cure³ for sea sickness is a small piece of dry⁴ bread."

"May be," the first man replied, "but I think that a better cure is a large piece of dry land."

* * *

"Did you take your usual two-weeks' camping trip this year?"

"No, we just left our house doors open, removed the window screens⁵ and got the same effect."

¹ bold—смелый

² to be seasick—страдать морской болезнью

³ cure ['kjʊə]—лекарство, средство

⁴ dry—сухой

⁵ window screen [skri:n]—зд. сетки на окнах

...tortoises sometimes go on very long journeys.

...Michael Argyle of Oxford (USA), a psychologist, made a round-the-world journey to study the gestures¹ of people of different races and nations. His observations show that in one hour the Englishman makes not a single gesture, the Finn makes only one, the Italian—80, the French—120 and the Mexican—180.

TO LOOK, TO STARE, TO GLANCE, TO PEEP

Coming up to my friends' house, I looked at his bedroom window and saw that it was open. "Oh, Kolya is up already," I thought. "Then we can go fishing together."



I looked into the window but Kolya was not there. "Where could he be?" I wondered. Passing by, I glanced at the attic² window. I thought I saw him there.

So I climbed³ to the top of the ladder and looked in. Kolya was peeping through a narrow opening in the window.



¹ gesture ['dʒestʃə]— жест

² attick ['ætɪk]— чердак, чердачный

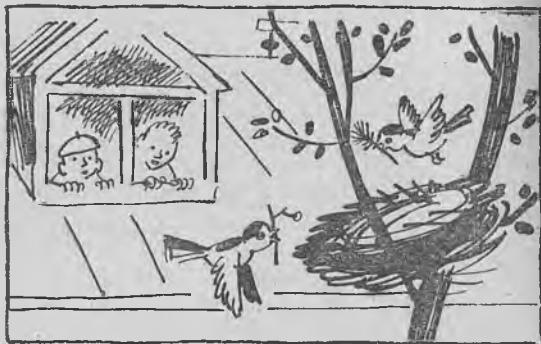
³ to climb [klaɪm]— взбираться



"Hey, Kolya!" I called. "What are you doing there?"

He turned back and stared at me in surprise. He didn't expect to see me there. Then I glanced at his notebook and at the camera and understood everything. "Oh, your birds!"

The birds were nesting.¹ We peeped out carefully so as not to frighten them off. Then I said, "Well, great observer, how about fishing?"



Kolya is fond of fishing, too. So we were soon sitting on a bank staring at our rods.

¹ to nest — вить гнездо

REMEMBER:

To look denotes the act of seeing.

To stare means to look with wide open eyes—because of surprise, fear, curiosity, etc.

To glance means to take a quick look.

To peep means to look through a narrow hole or to look cautiously¹ or stealthily.²

Exercises

I. Fill in the blanks with one of the verbs *to look, to stare, to glance, to peep* in the proper form.

1. I have ... into every room on the first floor but I can't find him anywhere. 2. The man ... at me till I began to feel uncomfortable. 3. The visitor ... at all the pictures but without particular interest. 4. The passers-by³ ... indifferently at the street painter and walked on. 5. "Oh, it's unjust,⁴" the small girl cried. "You've chosen the big one because you" 6. Joe got up and went from window to window cautiously ... out. 7. The man ... coldly at Lanny, looking him up and down. 8. As she said the last few words she ... at me to see if I was listening. 9. Root ... quickly at the door. "Listen! Can you hear somebody coming?" 10. Oliver found a hole in the fence⁵ and ... into the garden. 11. He woke up and ... at the clock and found that it was late. 12. Mr. Hurstwood laid down the paper and ... at the floor.

II. Make up sentences about each of these pictures, using *to look, to stare, to glance, to peep*.

curtains ['kə:tɪnz] — шторы

stranger ['streɪndʒə] — незнакомец

¹ cautiously ['kɔ:ʃəsli] — осторожно

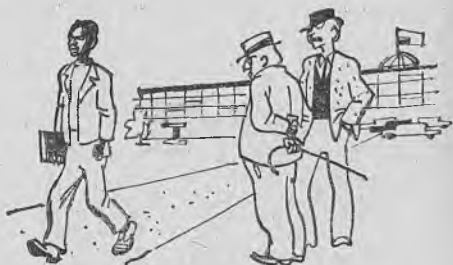
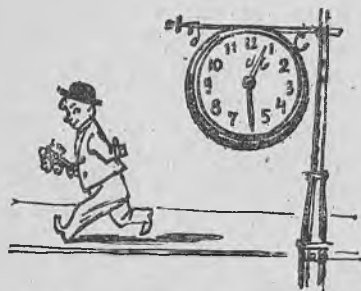
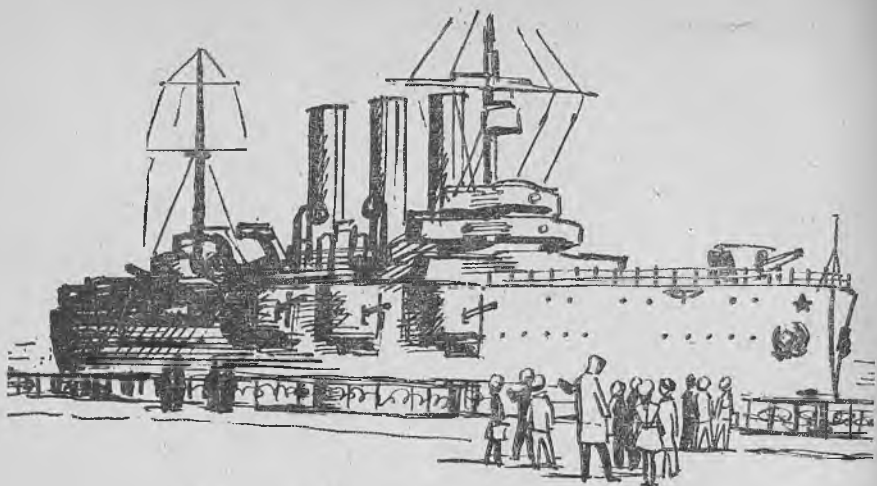
² stealthily ['stelθɪli] — украдкой

³ passer-by — прохожий

⁴ unjust ['ʌn'dʒʌst] — несправедливый

⁵ fence — забор



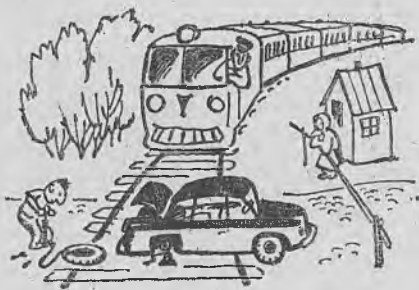


the cruiser Aurora ['kru:zə ə'gɔ:rə] — крейсер «Аврора»
 clock — часы
 Negro ['ni:grəʊ] — негр
 toy [tɔɪ] — игрушка
 stealthily ['steɪlθɪli] — украдкой

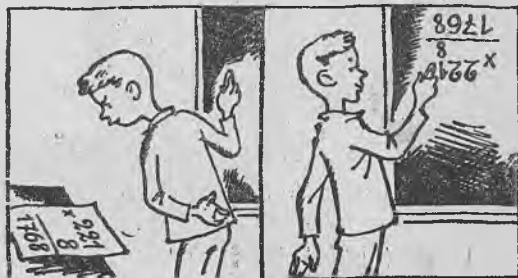
III. Translate these sentences into English.

1. Том и Сид лежали молча, уставившись в темноту.
2. Девушка взглянула сначала на мужчину, потом на его собаку.
3. Если будешь подглядывать в книгу, учитель подумает, что ты не знаешь правила (rule).
4. Открой дверь и посмотри, что они там делают.
5. Мельком взглянув на старую крепость (fortress), Наташа и ее брат побежали к центру города, откуда слышались революционные (revolutionary) песни.
6. Он уставился на Темзу, как будто видел ее впервые.
7. Я смотрел вниз и думал, как красива наша земля.
8. Робинзон Крузо долго стоял на берегу и пристально смотрел на горизонт (horizon).
9. Овод взглянул на Монтанелли украдкой и быстро отвернулся.
10. Он прошел мимо и заглянул в письмо, которое читала его сестра.
11. Старуха посмотрела на внучку и печально покачала головой.

IV. Write a sentence or two about each of these pictures, using the verbs *to look*, *to glance*, *to stare*, *to peep*. Below are some words to help you.



tyre [taɪə] — шина
engine-driver ['endʒɪn'draɪvə] —
машинист
to inflate [ɪn'fleɪt] — накачивать



the reverse [rɪ'veɜ:s] —
наоборот

V. Replace the italicized parts by *to look, to glance, to stare, to peep* in the required form.

LADY GODIVA

Godiva was the beautiful wife of Leofric, Lord of Coventry.¹ She lived in the 11th century.

According to an old legend, the Lord taxed² the people of Coventry heavily and unjustly. Lady Godiva asked her husband to have pity for the people again and again, even on her knees, until at last he answered, jokingly, "I will do what you ask only if you ride naked through the streets of Coventry at noon." Lady Godiva took her husband at his word.³ She rode undressed after covering her body with her long dishevelled⁴ hair. The earl thought everyone would go *to look at her out of curiosity*, but he was mistaken. Nobody even *took a quick look* at her. The streets were empty. The people deserted them, so as not to embarrass⁵ the lady.

Only one man, a tailor, *looked stealthily* through a hole, and was struck blind.⁶ He has been known ever since as Peeping Tom. The Lord kept his promise and lightened the burden of taxes.

VI. Ask questions about these pictures, using the active words of the lesson.



curtain ['kɜ:tn]—занавес

to brick in—заложить кирпичом

brick pattern—рисунок, напоминающий уложенный кирпич

¹ Coventry—Ковентри (город в Англии)

² to tax—облагать налогами

³ to take at one's word—поймать на слове

⁴ dishevelled [di'sevəld]—распущенный (о волосах)

⁵ to embarrass [ɪm'bærəs]—смущать, стеснять

⁶ struck blind [blaɪnd]—ослеплен



to comb [kɔʊm] — причесываться
 mirror ['mɪrə] — зеркало

VII. Retell this in English, paying special attention to the use of the words in italics.

— Будьте любезны, *посмотрите*, нет ли у вас в супе странного предмета (object). Наш шеф-повар (head-cook) потерял свой искусственный глаз (glass-eye).

* * *

ПОСМОТРИТЕ ВТОРОЙ РАЗ

Ученики спросили Сократа, не знает ли он верного средства (drastic remedy) от любви с первого взгляда (at first glance).

— Знаю, — ответил мудрец, — надо внимательно *посмотреть* второй раз.

EVERY, EACH

Imagine buying a horn for each of them!



Compare the sentences below, they show the difference in the use of these two words:

1. **Every** pupil must know this rule. The teacher asked three pupils and **each** pupil gave a different answer.
2. **Every** house in the street was painted white. They went to **each** house in turn.
3. **Every** man in our country has the right to work and rest. From **each** according to his abilities, to **each** according to his work.¹

REMEMBER:

Every is mostly used when the members of a group or class have something in common², and are thought of together.

Each is used when the members of a group or class are thought of separately, as individuals.³

each of—каждый из... (**every** is never used in this combination of words)

at every step—на каждом шагу

every now and then—время от времени

Exercises

1. Complete the following pairs of sentences in English, paying special attention to the use of *each* and *every*.

- | | |
|-------------------|---|
| 1. Каждая книга | that is published should be worth ⁴ reading. |
| 2. Каждая комната | on the shelf is worth reading. |
| 3. Каждый человек | in this building has two windows. |
| | is furnished in its own way. |
| | crossing the street in the wrong place is |
| | stopped by a militiaman. |
| | must observe ⁶ the traffic rules. ⁶ |

¹ From each according to his abilities, to each according to his work—От каждого по его способностям, каждому—по его труду

² something in common—что-то общее

³ individual—отдельный представитель, особь, индивидуальность

⁴ to be worth [wɜ:θ] (reading)—стоящий, заслуживающий (чтения)

⁵ to observe [əb'zɜ:v]—соблюдать

⁶ traffic rules [tɹafɪk]—правила уличного движения

4. Каждая школа

5. Каждый день

6. Каждая роза

7. Каждый выпускник
(school-leaver)

8. Каждый читатель

takes part in the all-Union *voskresnik*.
worked in the appointed¹ place.

our ensemble *Beryoska* gave concerts during its visit to Britain.

of the week it gave concerts in a different part of London.

of this bouquet² is of a different colour.
has thorns.³

was asked to say a few words about his plans for the future.

in our country has the right to enter an institute.

will be touched by the tenderness, understanding and simplicity of Burn's poems.

who took part in the work of the conference was presented with a book.

II. Answer the following questions, using the expressions containing the word *every*.

every other day (week, month, etc.)—через день (неделю)

every three (four, etc.) days—каждые три дня

every third (fourth, etc.) day (week, month, etc.)—через два дня на третий

1. How often do you borrow books from the library?
2. How often do you usually have your Komsomol meetings?
How often did you have them last year?
3. How often do you have your chess tournament?
4. How often do you train in a sports club?
5. How often do you go to the cinema (theatre)?
6. How often do you get letters from your pen-friend?
7. How often do we have elections to the Supreme Soviet⁴ of the USSR (to the local⁵ Soviets)?
8. How often do the Olympic Games (the White Olympiads, the Football World Championships) take place?

¹ appointed [ə'pɔɪntɪd]—назначенный, указанный

² bouquet ['bʊkeɪ]—букет

³ thorn [θɔːn]—шип

⁴ the Supreme [sju:'pri:m] Soviet — Верховный Совет

⁵ local ['ləʊkəl]—местный

III. Put in the words omitted.

A.

In the jubilee 1967 year, the USSR Central Television released ¹ a 50-series film *Those Fifty Years (Record of Half a Century)*. ... series described one year in the history of the Soviet State. The series was shown ... third day and was extremely popular. ... man and woman hurried home not to miss it.

One of the programmes described the Chelyuskin epic ² of 1934. The *Chelyuskin* — an ice-breaker ³ was caught in the Arctic ice. Without panic, the members of the expedition left the ship. Soon the ship sank. ⁴ The people stayed on the cracking ⁵ ice for days and ... day was filled with danger. The whole country did its best to help them. ... three—four hours courageous pilots made difficult flight to evacuate the expedition. Everyone was saved. On the mainland the Chelyuskin heroes were welcomed by cheering crowds. ... of them was awarded an order or a medal.

B.

We go to the country ... week-end. ... time we go there we take along new toys for the little daughters of our landlady ⁶. ... child likes toys, you know. So when the day of our arrival comes, the girls grow very impatient ⁷ and go to the road to meet us ... other hour. We give two toys and a package of sweets

IV. Translate the following into English.

1. На каждой стороне улицы имеются дома. Перед каждым домом много цветов.
2. Каждый из вас должен внимательно прочесть эту статью.
3. Каждый человек должен знать свои обязанности.
4. Каждое лето они всем классом уезжают в Крым.
5. Сон старика был некрепок, каждые полчаса он просыпался.
6. Мы выпускаем стенгазету каждые две недели, а радиогазету — через каждые два дня.
7. Каждый человек стремится (to strive for) к счастью.
8. «Что вы останавливаетесь на

¹ to release [rɪˈliːs] — выпускать

² the Chelyuskin epic — челюскинская эпопея

³ ice-breaker — ледокол

⁴ to sink (sank, sunk) — тонуть

⁵ to crack — ломаться, трескаться

⁶ landlady [ˈlænd,leɪdi] — хозяйка дома, сдаваемого в наем

⁷ impatient [ɪmˈpeɪʃənt] — нетерпеливый

каждом шагу? Так мы и через три часа не доберемся до места. 9. У подножия (foot) монумента на Мамаевом кургане есть парк, в котором каждая делегация, посещающая это священное (sacred) место, сажает деревья в память (in the memory of) о защитниках Сталинграда. 10. В космосе все выглядит по-другому. Каждый континент, каждый океан имеет свой цвет.

V. Do you remember:

Which planet of the solar system circles the sun every 12 years?

TIME FOR FUN

Teacher (to Tom): Suppose there were five children, and their mother had only four potatoes to share between them. She wants to give each child an equal share. How would she do it?

Tom: Mash¹ the potatoes.

* * *

"We go away for our holidays every third year."

"What do you do the other years?"

"The first one we talk of the previous year's holiday, and the next year we discuss plans for the following year."

* * *

Sunday School Teacher: Why in your prayers² do you only ask for your daily³ bread instead of asking enough for a week?

Boy: So we can get it fresh every day.

IT IS INTERESTING TO KNOW THAT

...each feather in the head-dress of Red Indians stood for a brave deed that its owner had done.

...according to Norwegian law, every man who deliberately⁴ breaks or cuts trees must plant three in place of each broken one.

...a house painter, Lorenzo Guarnieri, from Sicily, and his mother and sister, all have six fingers on each hand and seven toes⁵ on each foot. They say they never have trouble with shoes, but have to have gloves made specially.

¹ to mash — мять, разминать

² prayer [ˈpreɪə] — молитва

³ daily — ежедневный

⁴ deliberately [dɪˈlɪbərətli] — самовольно

⁵ toe [toʊ] — палец на ноге

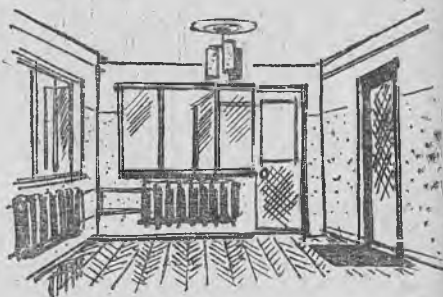
EMPTY, VACANT, BLANK

"But you said you needed an empty jug!"



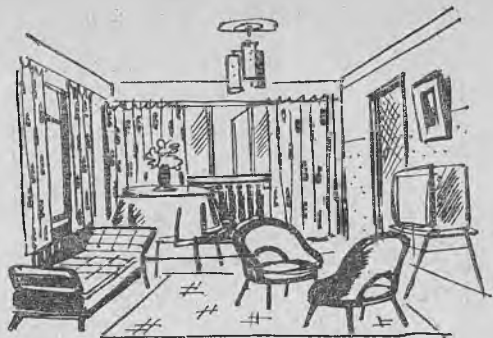
"The suitcase is **empty**, there is nothing in it! Why should I pay for it?"

This is an **empty** room, it has neither furniture nor people in it.

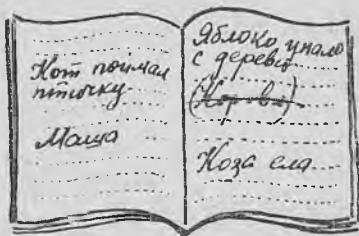


"Is this seat occupied?"
"No, it is **vacant**."

This is a vacant room.
It is free for occupation.



"Here is a blank library card.
Fill it in."



"Why do you leave¹ so much
blank space?"

REMEMBER:

Empty means containing nothing, *oppos.* — **full**; e.g. an empty match box, an empty house, an empty bottle, etc.

Vacant means not in use, unoccupied or uninhabited,² *oppos.* — **occupied**, e.g. a vacant seat, a vacant house, a vacant position, etc.

Blank means not written on, not marked, e.g. a blank sheet of paper, a blank page, a blank form, etc.

Proverb: Empty vessels make the most noise. (Пустая бочка пуще гремит.)

¹ to leave — оставлять (незаполненным)

² uninhabited [ʹʌpɪn'heɪbɪtɪd] — незаселенный, без жильцов

Exercises

I. Fill in the blanks with the correct word.

1. Left by their drivers,¹ the buses and cars stood ... in the foggy² streets of London. 2. There is one more ... seat in the car. You can take it. 3. The garden was ... and silent. 4. There were villages around, but they were The villagers had left them. 5. Can you give me a ... sheet of paper? I'll draw³ the way to the station for you. 6. The streets were almost ... at that hour. 7. Pete sat looking at the ... page, he couldn't make up his mind how to begin the letter. 8. Her ... stomach reminded her it was dinner time. 9. A loud cry that came from the ... hall awakened the baby. 10. The jug is full of milk now, but it will be ... when they have finished eating their supper.

II. Correct these statements as shown in the model.



Model: "All the seats in the hall are occupied."

"No, not all the seats. Two are vacant".

1. The sack stands upright⁴ because it is full.

¹ driver — шофер

² foggy — туманный

³ to draw (drew, drawn) — чертить, рисовать

⁴ upright [ˈʌpˈraɪt] — прямо, вертикально





2. The man opened the purse¹ and saw that it was full of money.

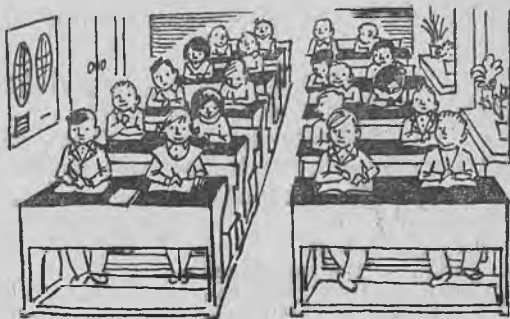


3. All the columns are filled up. Now you may hang the newspaper.

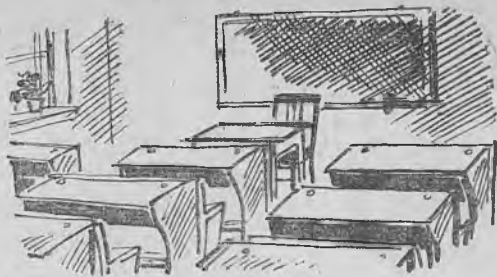
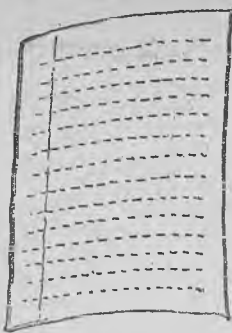


4. The school yard is full of schoolchildren.

5. This desk is occupied, but that one over there is not.



¹ purse [pʌ:s]—кошелек



6. All the lines of this page are filled in.

7. The classroom is quite empty.

III. Translate the following word combinations into English. Then make up sentences with them:

пустой грузовик, пустая класная комната, пустая страница, свободный стул, пустые карманы, пустой дом, пустая чашка, пустая колонка (в стенгазете), пустой трамвай, пустой зал, пустые улицы, свободное место, пустой конверт, пустая тарелка, пустой портфель, свободная парта, пустой (незаполненный) чек.

IV. Solve the riddles.

1. What plate can't you eat off?
2. How many lumps¹ of sugar can you put into an empty bottle?

TIME FOR FUN

Mother: Why were you kept late after school, Johnny?

Johnny: Teacher told us to write an essay² on "The Results of Laziness," and I turned in³ a blank sheet of paper.

* * *

"Did you ever hear anything so beautiful?" exclaimed the young girl as she played a new record.

"No," replied her father. "The nearest thing I ever heard to it was when a truck loaded with empty milk bottles collided⁴ with another truck loaded with pigs."

¹ lump—кусочек

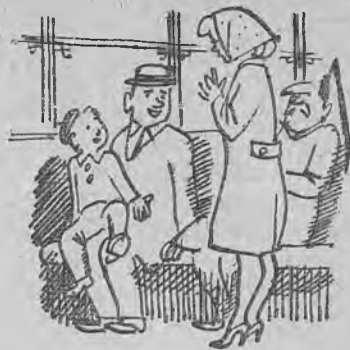
² essay [ˈesɪ]—сочинение

³ to turn in—зд. подавать

⁴ to collide [kəˈlaɪd]—сталкиваться

TO OFFER, TO SUGGEST

"May I offer you my seat, madam?"



One Sunday afternoon in April my friends and I went out for a walk in the park of our town. When we were passing by the cinema, Tolya suggested going to see a film. But George said, "We shall waste a lot of time¹ queueing² for tickets."

"Oh, no," Tolya said, and offered to go and buy tickets.

"But it's such a lovely day; it's more pleasant to be out-of-doors³, George remarked, and suggested a walk in the woods. "Spring has come. It's wonderful in the woods now."

We all liked the idea. One hour by electric train, and we were among green pines and fir trees, among the merry songs of birds. We played and sang and picked spring flowers.

"I suggest going back to the railway station," Peter said, "it's getting dark."

We started back. On our way back we told each other funny stories and the woods rang with our laughter. Suddenly we discovered that we had lost our way. The darkness became complete. On top of everything else,⁴ Valya stumbled⁵ and sprained a muscle.⁶ She could hardly walk. Of course, the boys offered to help her.

"What will you suggest doing now?" Valya said to George nervously.

"First of all, I suggest you don't lose the presence of your mind."⁷

"That's not the way out. Can you suggest anything else?"

"Yes, I think, I can," George replied. "I suggest..."

¹ to waste [weist] time—попусту тратить время

² to queue [kju:]—стоять в очереди

³ out-of-doors—на открытом воздухе

⁴ On top of everything else—В добавок ко всему

⁵ to stumble—слотыкаться

⁶ to sprain a muscle ['splas]—растянуть мышцу

⁷ to lose the presence of one's mind—терять присутствие духа

But before George could finish his sentence we heard a dog's bark¹ in the distance.² We walked in the direction of the bark and soon saw a light in front of us. It was a woodman's³ house. The woodman invited us in. His wife offered each of us a cup of hot tea. Then the woodman showed us the way. In several minutes the electric train was carrying us home.

"All's well that ends well,"⁴ Pete remarked philosophically. We couldn't but agree with him.

REMEMBER:

We **suggest** a plan or an idea.

We **offer** some object, or help, or work (a job).

We may **offer** to help somebody. In such cases the action is done by the person who makes the offer.

The verb **to suggest** is never followed by an infinitive.

Exercises

I. Complete the sentences with *offered* or *suggested* as shown in the model.

Model:

I ... | going to the cinema.—*I suggested going to the cinema.*
to go and buy tickets.—*I offered to go and buy*
tickets.

1. He ... | we should choose another play to stage.
us his assistance.

2. Mike ... | we make a stop and have lunch.
us some cake.

3. Mother ... | I should go to bed as I looked pale.⁵
me some medicine.

4. The teacher ... | to help me with a difficult problem.
that the books should be arranged differ-
ently on the shelf.

¹ bark — лай

² in the distance ['distəns] — вдали, в отдалении

³ woodman ['wudmən] — лесник

⁴ All's well that ends well — Все хорошо, что хорошо кончается

⁵ pale — бледный

5. She ... | us a cup of tea.
that everyone should be ready by 5 o'clock.
6. My brother ... | a walk in the woods.
changing the subject of their conversation.
7. One of us ... | sending for a doctor.
to fetch some water.
8. My friend ... | playing an amusing game.
to go there instead of me.
9. Do you ... | buying the book?
me this book?
10. Did he ... | you his car?
our joining them at once?
11. He ... | going to the country for the week-end.¹
to give me a lift² in his car.
12. The guide ... | walking along the central street of the capital.
picture booklets³ telling the history of the city.
13. Maria ... | that we should hold the meeting without delay.
to pay the fare⁴ as I had no change.
14. The librarian ... | me a lot of interesting books on different subjects.
we should go on an excursion to the History Museum.

II. Insert the proper word in the required form.

1. The plan which you ... is very interesting and we shall try it. 2. Who has ... him the job? 3. Mother ... that I took along an umbrella because it looked as if it was going to rain, 4. The host ... that we should sing a song, or play some merry games. 5. No one ... him help. 6. Peter ... that we should go skiing after dinner. 7. The man nodded⁵ to his visitor and ... him a

¹ week-end — конец недели (*суббота и воскресенье*)

² to give somebody a lift — подвозить

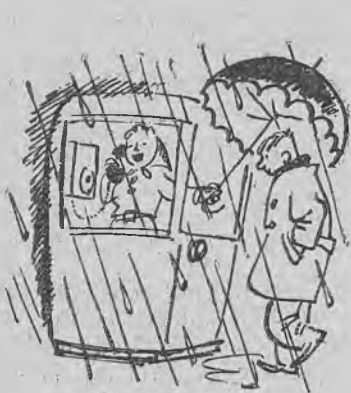
³ picture booklet — брошюра с фотографиями достопримечательностей города

⁴ fare [fɛə] — плата за проезд

⁵ to nod — кивать головой

seat. 8. The coach¹ ... that we should walk another two miles and then have a rest. 9. They ... him money for the picture but he refused to sell it. 10. My friend ... that we should play a game of tennis. 11. The boy ... the old woman to carry her basket. 12. The school doctor ... that I should see the dentist. 13. Do you know who ... the idea of going to the seaside? 14. The builder ... a new and more effective method of laying bricks.² 15. I refuse to take anything he ... me. 16. My friend ... to go to the station to find out when our train would start and ... that I should take care of the things.

III. Complete the sentences below, using *to suggest* or *to offer*.



Instead of letting the man talk over the phone the girl ...



Instead of letting the man in,³ the people ...
(telephone receiver — трубка)

IV. Change the gerunds into subordinate clauses as shown in the model. Remember that the object after *to suggest* may be expressed by a noun, a gerund or a subordinate clause.⁴

Model: George suggested our walking back to the railway station.—*George suggested that we (should) walk back to the railway station.*

¹ coach [kəʊtʃ] — тренер

² to lay [leɪ] bricks — укладывать кирпичи

³ to let in (let, let) — впустить

⁴ subordinate clause [sə'bɔ:dənt 'klɔ:z] — придаточное предложение

1. He suggested our going to the seaside during the summer holidays. 2. The teacher suggested our showing trust¹ in Borya. 3. Vera suggested their ringing Kolya up and asking him to come at once and settle² the question. 4. Who suggested their taking a walk in the woods? 5. The Komsomol leader suggested our discussing the question at the next meeting. 6. What do you suggest doing now? 7. Peter suggests our waiting for Nick till 7 o'clock. 8. Our form mistress suggested making a change in our plans. 9. The P. T. instructor³ suggested our going on a boat-ride⁴ down the Volga this summer. 10. I'd like to suggest our putting these desks in a row. 11. Nina suggested our taking a porter to help us with our luggage.⁵

V. Make up short dialogues according to the models. Use the words in the columns below to substitute⁶ for the parts in italics.

Model 1: "As it is late,^{a)} I suggest *taking a taxi.*^{b)}

And what do you suggest?"

"But I suggest *walking.*^{c)} It's a short way from here."

| a) | b) | c) |
|--|---|--|
| A. is fond of flowers | to buy flowers | to present A. with a book |
| It's raining | to stay at home | to put on raincoats and go to see V.; she is ill |
| We have some time to spare ⁷ | to go for a walk | to read newspapers |
| K. is very tired | to have a rest | to help K. to carry the rucksack |
| It's very difficult to get tickets for the evening show ⁸ | to go home and watch TV | to try to get tickets |
| The exams are coming | to discuss ⁹ how to prepare for them | to prepare, instead of discussing |

¹ to show trust (in)—оказать доверие

² to settle—решать

³ P. T. instructor ['pi:'ti:ms'trɪktə]—учитель по физкультуре

⁴ boat-ride ['bəʊtraɪd]—шлюпочный поход

⁵ luggage ['lʌdʒɪz]—багаж

⁶ to substitute ['sʌbstɪtju:t]—подставлять, заменять

⁷ time to spare [spraɪ]—свободное время

⁸ show—сеанс

⁹ to discuss [dɪs'kʌs]—обсуждать

Model 2: "I see you are very cold.^{a)} May I offer you a cup of tea?^{b)}"

"Oh, that's very kind of you. Thanks."

a)
to have difficulty in opening the door
to feel uncomfortable there
your suitcase¹ is heavy
your pencil is broken
you cannot solve² the problem

b)
my help
my seat
my help
my pencil
my assistance

VI. Speak about the pictures.

IT'S BETTER THAN AN OASIS



desert [ˈdezət] — пустыня
oasis [ouˈeɪsɪs] — оазис



helicopter [ˈhelɪkɔptə] — вертолет
refreshment [rɪˈfreʃmənt] — под-
крепление сил, отдых

IS HE REALLY A MAN OF GOOD MANNERS? *



¹ suitcase [ˈsju:tkeɪs] — чемодан

² to solve [sɒlv] — решать

³ manners [ˈmænəz] — манеры, поведение

VII. Translate the following into English.

1. Я предлагаю всем прочитать книгу еще раз и потом обсудить ее. 2. «Что предложила Вера?»—«Она предложила дать этому уголку леса какое-нибудь поэтическое (poetic) название». 3. «Что еще вы можете предложить?»—«Могу предложить всем вместе отправиться на лыжную прогулку». 4. Брат предложил мне помочь собрать (to assemble) радиоприемник (radioreceiver). 5. Приветливая (friendly) хозяйка предложила нам вкусный (delicious) пирог, а когда мы уходили, она предложила зонт, так как на дворе шел дождь. 6. Я предложил пойти за доктором, но мне сказали, что Петя уже пошел. 7. Кто мог предложить катание на лодке (to boat) в шторм? 8. Ей предложили трудную, но интересную работу. 9. Когда прохожий (passer-by) увидел, что женщина не может перейти одна улицу, он тут же предложил ей помощь. 10. Почему же вы не предложили проводить соревнования по шахматам в нашей школе? У нас большой хороший зал. 11. Наша преподавательница предложила в конце четверти организовать в группе вечер (social) на английском языке. 12. Нам предложили билеты в театр, но мы отказались, так как были заняты в тот вечер. 13. Наш комсорг предложил присоединиться (to join) к ЮБ и продолжать экскурсию вместе. 14. Он предложил послать телеграмму немедленно, иначе ее никто не встретит на вокзале.

IT IS INTERESTING TO KNOW THAT

... it was the English scientist Rutherford who in 1921 suggested giving the name *neutron* to the neutral¹ particle² of the atomic nucleus.³ *Neutron* was coined⁴ from the Latin word *neutrum*, which means *neither this nor that*, because it had neither a positive charge⁵ nor a negative charge.

... that Vasili Bazhenov, a great Russian architect, after passing brilliantly the public examinations at the Paris Academy

¹ neutral ['nju:trəl]—нейтральный

² particle ['pɑ:tɪkl]—частица

³ atomic nucleus ['nju:klɪəs]—атомное ядро

⁴ to coin—образовывать

⁵ positive charge [tʃɑ:dʒ]—положительный заряд

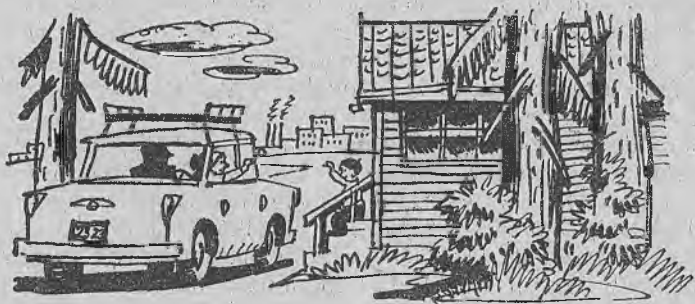
(where he had been sent to perfect his skill¹), was offered a position in Paris as a court² architect, but he refused, wishing to return to his homeland.

ALONE, LONELY

“At last I’ve got her alone!”



Every week-end Pete and his parents went to town in a car of their own. They lived in a **lonely** spot two miles from the village in a big cottage with woods behind. Pete liked these trips to the town, the family always had a good time there. But this time he wished to stay at home. He had an interesting book to read. “You will feel **lonely**,” Mother said. “Oh, no! I never feel **lonely** with a book to read,” Pete replied. So his parents left, and Pete remained **alone** at home.



He found the book very interesting. It told the story of the saving of the banner of a Soviet regiment³ surrounded by advanc-

¹ to perfect one's skill — совершенствовать мастерство

² court [kɔ:t] — придворный

³ regiment ['redʒɪmənt] — полк

ing¹ fascist troops. Three men—an officer and two soldiers—were given orders to take the banner and break through the enemy encirclement.² But in doing this the soldiers were killed. The officer remained alone. He hid the banner in his breast³ and went towards the East. For many days and nights he walked through forests and swamps, taking short rests in lonely places, till at last he crossed the front line. The banner was saved.

The book was finished. Tom sat alone with his thoughts. He was proud of his courageous countrymen.⁴ It grew dark. The house seemed silent and lonely. And Pete began to feel lonely. He wanted company. Just at that moment he heard the sound of brakes⁵ outside—his parents had arrived back.

REMEMBER:

Alone means quite by oneself, without anyone else.

Lonely means feeling sad, friendless or isolated. When used about places, **lonely** means remote or not often visited.

Exercises

I. Insert *alone* or *lonely* in the following sentences.

1. Her friends were gone and she felt ...
2. The hikers pitched tent in a ... spot on the shore of a little lake.
3. The sick man wanted to be left ...
4. The child felt so ... that she wanted to cry.
5. The man asks if he can see you ... for a few minutes.
6. You cannot carry this box ..., it's very heavy.
7. When spring came, their mother would often go away, to hunt for food, leaving the bears ... in the den.⁶
8. "Look, I am not afraid, I can go ...," the little girl said proudly.
9. I thought he was going away because it was so ... here.
10. Every moment of his ... childhood came back to him as he looked round.
11. The house seems rather ... without children.
12. Martin had faith⁷ in himself but he was ... in that

¹ **advancing** [əd'vɑ:nsɪŋ]—наступающий

² **to break (broke, broken) through the enemy encirclement** [ɪn'sə:klmənt]—прорваться через вражеское окружение

³ **breast** [brest]—грудь

⁴ **countryman** ['kʌntri:mən]—соотечественник

⁵ **brakes** ['breɪks]—тормоза

⁶ **den**—пещера

⁷ **faith** ['feɪθ]—вера

faith. 13. They were not ... in struggling for their freedom. 14. Jim felt ... in their company. 15. I am never ... with something to occupy my time. 16. The poet loved to go for walks in the woods; he said he never felt ..., surrounded by the beauties of nature.

II. Use the words *alone* or *lonely* to describe the following situations. See the model.

Model: We entered the gallery and saw the man standing by a picture. There was nobody else in the room.—*The man was quite alone in the gallery.*

1. My little sister does not like to be by herself in the room. She feels sad and friendless, she says.
2. The birch tree¹ grew at a distance from the other trees, and seemed isolated².
3. They did not allow the boy to play with other boys and girls. He looked very sad.
4. She left the room with her friends, who were gay and singing. Very soon she returned entirely³ by herself.
5. The woman left that place because she felt quite friendless among those strange people.
6. They lived in a remote place. Their house stood apart from others.
7. A shabby⁴ young man was walking along the remote road. There was nobody near him. Nothing existed for him but his thoughts.
8. When Robin walked into the forest to listen to the birds' singing, he didn't want anybody to go with him.



III. Look at the pictures and say who is simply alone, and who feels lonely.

gay [geɪ] — веселый
tune [tju:n] — мелодия

-
- ¹ birch tree ['bɜ:ʃ 'tri:] — береза
 - ² isolated ['aisələtɪd] — изолированный
 - ³ entirely [ɪn'taɪəli] — совершенно
 - ⁴ shabby — плохо одетый



uninhabited [ˈʌnɪnˈhæbɪtɪd] —
необитаемый
island [ˈaɪlənd] — остров
SOS [ˈesˈouˈes] — сигнал бед-
ствия



to be on tour [tuə] — нахо-
диться на гастролях
Paris — Париж
arena [əˈriːnə] — арена

IV. Write three sentences to each pattern.

Pattern 1. to be alone in something (need, struggle, opinion,
view, despair¹)

Model: You are not alone in that view. He was entirely alone
in his despair.

Pattern 2. to be lonely with or without somebody or something
(book, brush,² violin³)

¹ despair [dɪsˈpreɪ] — отчаяние

² brush — кисть

³ violin [ˌvaɪəˈlɪn] — скрипка

V. Translate the following into English.

1. Советские космонавты были не одиноки в своем полете: с ними был весь советский народ. 2. Старик чувствовал себя совсем одиноким в большом доме. 3. Во дворе на лужайке (lawn) сидел ребенок, совсем один. Он казался печальным и одиноким без игрушек. 4. Они не одиноки в своей борьбе за независимость (independence): все прогрессивные люди поддерживают их. 5. Даже в толпе (crowd) человек может чувствовать себя одиноким. 6. Вы легко найдете этот дом. Он стоит одиноко на холме. 7. Чтобы она не чувствовала себя одиноко, мы предложили ей интересную книгу. 8. Наш сосед (neighbour) такой веселый. С ним никто не чувствует себя одиноко. 9. Ты почему сидишь здесь один? Все ушли в зал. Там сейчас концерт. 10. Одинокая сосна росла на опушке (edge) леса. 11. Дом большой. Работы в нем много. Я одна не смогу все сделать.

VI. Solve the riddle.

1. It lives alone between two bright stars.
2. They do not eat me alone, but cannot eat without me. What am I?

TIME FOR FUN

"Oh, you cruel boy!" exclaimed the grandmother. "How could you cut that poor little worm in two?"

"It—it seemed so lonely," the grandson replied.

* * *

"Why are you here alone, Private Heidelberg?"

"I've left my unit¹ behind."

"Where is your unit?"

"In the cemetery²."

EVENT, INCIDENT, ACCIDENT

"What's wrong, Mr. Brown? Have you had an accident?"

¹ unit ['ju:nɪt]—подразделение (воинская часть)

² cemetery ['se:mɪtri]—кладбище



Who could have thought about 150 years ago that an **accident** which brought Louis Braille,¹ a French boy, to total blindness,² would have such far-reaching results?³

The three-year-old Louis, who had often been told never to touch "Papa's" tools, entered his father's workshop, and finding himself alone decided to make a little purse with the scraps of leather⁴ which lay around him.

While he was doing it, the knife slipped from his small hand and hurt his eyes. That is how the boy met with an **accident** that made him blind for ever. When the boy grew up, he went to school but he had to sit quietly there because he could neither read nor write. Hard would his life have been if at that time a new system of writing especially for the blind had not been invented. A small **incident** led to its invention.

A Frenchman, Valentin Haüy, began to educate a poor blind boy. The child showed remarkable ability⁵ with the wooden letters which his master had made to teach him the alphabet. The boy was grateful to his master and one day when the master was out the boy decided to clean Haüy's room. While dusting his master's desk the boy felt some papers and found the letters were embossed⁶ by the hard pressure⁷ of the writer's pen. At that moment the master entered the room. At first he grew angry when he saw the boy near his table (the boy was not allowed to approach it), but then when he heard the news from the boy, he forgot his anger. He understood that the fingers of blind people could be taught "to see." So the **incident** helped to make an important invention — punching⁸ thin cardboard⁹ to form words and phrases on it. Louis Braille was 12 when this system was introduced. But he did not think the method was good and set out to improve on it. For the next three years he worked hard on an entirely new system of writing. With only six dots¹⁰ he could cover¹¹ not only all the letters of the

¹ Louis Braille—Луи Брайль (1809—1852), франц. педагог, изобретатель принятого во всем мире точечного шрифта для слепых, основанного на различных комбинациях шести выпуклых точек.

² total blindness [ˈtəʊtəl ˈblaɪndnɪs]—полная слепота

³ far-reaching results—важные последствия

⁴ scraps of leather [ˈleðə]—отбросы кожи

⁵ ability [əˈbɪləti]—способность

⁶ to emboss [ɪmˈbɒs]—выдавливать (рисунок)

⁷ pressure [ˈpreʃə]—нажим, пресс

⁸ to punch—прокалывать, делать прокол

⁹ cardboard [ˈkɑːdbɔːd]—картон

¹⁰ dot—точка

¹¹ to cover [ˈkʌvə]—охватывать, передавать

alphabet but also mathematical symbols, musical notations¹ and the common punctuation marks.

That was a great **event**, a brilliant achievement which opened the doors of knowledge to the blind throughout the world.

REMEMBER:

An event is an important happening.

An incident is a happening of secondary importance, an episode.

An accident is an unexpected misfortune, a bad happening that causes injury,² loss,³ suffering or death.

The expression **to meet with an accident** can be used when speaking about people; *e. g.* He met with an accident during his travels.

Exercises

1. Insert the words *event, incident, accident*.

1. . . . frequently happen through carelessness.⁴ 2. The book contains a number of funny 3. An encyclopaedia on the revolutionary . . . of 1917—1918 in Russia was published in Moscow on the eve of the jubilee October celebrations. 4. The American War of Independence⁵ and the Great French Revolution took place while William Blake, an English poet, was young. These . . . moved him deeply, and he wrote much about them. 5. In his book *Three Men in a Boat* Jerome K. Jerome tells of a number of funny 6. If you drive carefully you will not meet with an 7. Then she asked about a scar⁶ on his cheek. "It was just an . . ." he said. 8. Though he tried hard he could not forget the unpleasant 9. The launching⁷ of the first sputnik was a great . . . in the life of the mankind. 10. "Shame on you, Nick, you should have read about those important" 11. We laughed gaily when he finished telling us about that funny 12. There are very many automobile . . . in London because the traffic is very heavy there.

¹ notation [nou'teɪʃn] — знак

² injury ['ɪndʒəri] — ушиб, травма

³ loss — потеря

⁴ carelessness ['keəlɪsnɪs] — неосторожность, беспечность

⁵ War of Independence [ˌɪndɪ'pendəns] — война за независимость

⁶ scar — шрам

⁷ launching ['lɔːnʃɪŋ] — запуск

1. Look at the pictures and answer the questions. Use the active words of the lesson.

What will happen to the man if his wife picks up the receiver?



Did Oleg Popov meet with an accident?



Which is this: an incident or an accident? Give your reasons.

III. Read the following stories and complete the titles: which is an accident and which is an incident?

A RAILWAY . . .

One day Mark Twain arrived at a railway station near New York. He wished to take the sleeper train. There were crowds of people on the platform and the long sleeper train was full. Mark Twain asked the young man in the ticket office if he could have two tickets. "No," the young man answered sharply¹ and shut the window. Mark Twain found a local official² and asked him for a ticket. "No!" came the answer. "Every corner is full. Now don't trouble me any more!" Mark Twain got so angry after that answer that he said to his companion, "They talk to me like this because they don't know who I am. If they knew . . ." "Do you think it would help you?" his companion said. That was too much. Mark Twain found the same local official and told him very politely³ what his name was and asked him if he could have two tickets. But the official turned his back. Mark Twain looked around in despair. Just at that moment a young porter of a sleeping car looked carefully at Mark Twain. He whispered⁴ something to the conductor and nodded towards Mark Twain. The conductor at once turned and came to Mark Twain, full of politeness. He offered Mark Twain two seats in the sleeper.⁵ At last the writer and his companion were settled comfortably in a big family compartment.⁶

"Now, is there anything you want, sir? You can just ask for anything you want and this whole railway will be turned inside out to get it for you." The conductor said this and disappeared.

"Well," said Mark Twain and smiled on his companion. "Well, what do you say now?" Mark Twain's companion looked ashamed, "You are right. And I am glad to have come here with you. If I had been without you I should never have received a ticket. But I don't understand . . ."

At that moment the young porter's face appeared at the door: "Oh, sir, I recognized you in a minute. I told the conductor so. I recognized you the minute I saw you."

"Is that so? Who am I?" asked Mark Twain.

"You're Mr. McLellan, Mayor⁷ of New York."

¹ sharply — резко

² local official [ə'fi:ʃəl] — местное начальство

³ politely [pə'laɪtli] — вежливо

⁴ to whisper ['wɪspə] — шептать

⁵ sleeper — спальный вагон

⁶ compartment [kəm'pɑ:tmənt] — купе

⁷ Mayor [meɪ] — мэр (города)

A LITTLE ... WHILE CYCLING¹

after Jerome K. Jerome

Harris made much trouble for himself one summer while he was cycling with his wife through Holland. His wife sat on the tandem² behind him. The roads were stony and the machine jumped a good deal.

"Sit tight," said Harris without turning his head. But Mrs. Harris thought he said "Jump off." Why she thought he had said "Jump off" when he said "Sit tight" neither of them can explain. She did jump off, while Harris pedalled³ away, thinking she was still behind him. Having jumped off, she thought he was riding up the hill merely to show off,⁴ and that he would get off on the top of the hill and wait for her.

But nothing of the kind happened. Harris disappeared down the other side of the hill. He continued his ride with much enjoyment. He talked to what he thought was his wife. He told her not to be afraid, and he would show her how fast he could go. The bicycle jumped over the road. Old people stood and looked at him, the children cheered⁵ him. Having gone on in this way for about five miles he began to feel that something was wrong. Stretching out his hand behind him he felt there was nothing behind him but space. He jumped, or rather fell off, and looked back up the road, nobody was there. Having got on the bicycle again and rode back up the hill, he asked people he met on the road if they had seen his wife. They had not seen her. One man suggested that he should ride to the police station at the next town. The police gave him a paper, and told him to write down a full description of his wife, together with details of when and where he had lost her. He did not know when or where he had lost her, and he said so.

The police looked suspicious.⁶ However, they promised to look for her, and in the evening they brought her to him. The meeting of Harris with his wife was not a tender one. As she was not a good actress, Mrs. Harris always had great difficulty in controlling her feelings.⁷ But at that time, she frankly admitted⁸ that she made no attempt to hide them.

¹ to cycle ['saɪkl] — ехать на велосипеде

² tandem ['tændəm] — тандем, велосипед для двоих

³ to pedal ['pedl] — нажимать на педали

⁴ to show off — важничать, зазнаваться

⁵ to cheer — приветствовать, ободрять

⁶ suspicious [sə'spɪʃəs] — подозрительный, недоверчивый

⁷ to control one's feelings — сдерживать свои чувства

⁸ to admit frankly — откровенно признавать

IV. Tell the story of the pictures.



red light — красный свет
to collide [kə'laɪd] — столкнуться
to turn over — перевернуться
militiaman [mɪ'lɪʃəntən] — милиционер

V. Render the following into English, paying special attention to the italicized words.

1.

Путешественники, сидя у костра, вспоминали, что произошло в тот день. Самым смешным был *случай* с медведем, самым печальным — *случай* с Харрисом, который чуть не утонул, когда они пересекали реку. Но самым важным *событием* того дня было совсем другое: они неожиданно обнаружили остатки древнего города, разрушенного землетрясением много веков назад.

2.

Учитель: Том, какое важное *событие* произошло после смерти царя Симеона?

Том: Его похоронили.

VI. Do you remember:

1. What historical event is described in the book *The Iron Flood* by A. S. Serafimovitch?
2. Who wrote the play about the events in Kronshtadt on the eve of the October Revolution? What is its title?

TIME FOR FUN

COMIC DEFINITION ¹

An accident—where presence of mind is good but absence of body is better.

¹ comic definition [ˌdefɪ'nɪʃən] — комическое определение

WITH A CAR LIKE THAT

Mechanic: With a car like that, my advice¹ is to keep it moving.²

Owner: Why?

Mechanic: If you ever stop, the police will think it's an accident.

HE DIDN'T KNOW HOW BAD IT WAS

When I was taken to the hospital after an accident, the doctor, on examining me, said that I could go home the next day. In the morning, however, he announced, "I think you'd better stay another day to see if someone new turns up.³ I didn't know how bad you were banged up⁴ until I read about the accident in the newspaper."

TO PULL, TO DRAW, TO DRAG

There was an old man who said,
"Well! Will nobody answer this bell?
I have **pulled** day and night,
Till my hair has grown white,
But nobody answers this bell!"

The boy **drew** the chair nearer
to the table.



The fisherman is **drawing** the
boat toward the bank.



¹ advice [əd'vaɪs] — совет

² to keep something moving — поддержи-
вать в движении

³ someone new turns up — что-нибудь еще
выяснится

⁴ to bang up — удариться, стукнуться



The man pulled the string¹ and the bell rang.



Don't pull her by her plaits.²



The horse is dragging a heavy load.

We could hardly drag our feet, we were so tired.



¹ string — веревка

² plaits [plæts] — косы

REMEMBER:

To draw (drew, drawn) means to move something from one place to another.

To pull means to move with a quick motion.¹ It is often followed by an adverb or a preposition to indicate direction, *e. g.* to pull into a room, to pull on one's stockings, to pull out a tooth, to pull off gloves, etc.

To drag means to draw (or pull something) with great force or difficulty.

Exercises

1. Give your reasons for the choice of the verbs *to pull*, *to drag* or *to draw* in the following pairs of sentences.

1. Valya is pulling the sledge.

An old woman was slowly dragging a sledge with a bag of potatoes on it.

2. A man drew the chair to the table as he spoke.

The small boy was dragging a chair behind him.

3. The woman pulled off her gloves and threw them on the table.

Then she drew a handkerchief out of her pocket.

4. Seized with fear,² she pulled the child to her.

The mother drew the child aside³ and whispered: "You must say 'Thank you!'"

5. The horse is pulling a cart.

The man moved forward slowly as he was dragging a cart full of wood.

6. The workers were drawing a telephone wire⁴ across the yard.

She pulled a piece of wire over the door and a soft bell was heard behind it.

7. He took her by the arm and gently drew her aside.

Somebody was pulling me by the arm.

8. The dogs were dragging a sled to the top of the hill.

Don't pull the sledge, push it slightly and it will go easily down the hill.

¹ motion ['mouʃən] — движение

² seized [sɪzd] with fear — охваченный страхом

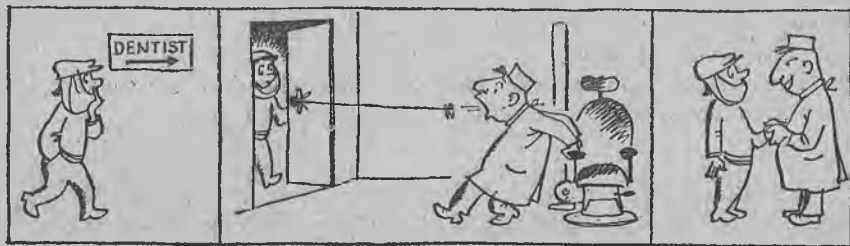
³ aside [ə'saɪd] — в сторону

⁴ wire ['waɪə] — проволока

II. Fill in the blanks with the correct words.

1. The ant was trying to ... a big piece of grass to the ant-hill. 2. When the boy came to himself he ... the pilot out of the broken cabin and helped the other five passengers. 3. The crying child was ... his mother by the sleeve¹ but the woman did not move. 4. The speaker ... out a handkerchief and wiped his face. 5. They ... nearer the fire and began to sing. 6. The boy ran toward the train ... his sister with him. 7. As the well² was not deep it was not difficult to ... water. 8. The child did not want to walk, the mother had to make every effort to ... him with her. 9. "Don't ... my hair, you hurt me." 10. The dentist ... my tooth out so quickly that I had no time to cry. 11. "Mike, get up, or I'll ... you out of bed." 12. "Do you see this string? If you ... it, you can shut the window."

III. Here are some short stories in pictures. Tell these stories, using the verbs *to pull*, *to draw* or *to drag*.



dentist [ˈdentɪst]—зубной врач
to tie [taɪ]—привязывать

What is the dentist thanking the patient for?



¹ sleeve—рукав

² well—колодец

a hunter — охотник
to go hunting — охотиться
to take no notice — не замечать
to shoot (shot, shot) — стрелять
to hit (hit, hit) — ударять
to faint — потерять сознание
catch — добыча

Was the hunt successful?
How does the hunter manage to take home his catch?

IV. Solve the riddle.

He's a little round fellow,
However hard you pull his tail,
You'll not catch him.

TIME FOR FUN

"Pa!"

"What is it, Teddy?"

"How many legs would you have to pull off a centipede¹ to make him limp?"²

* * *

"Pardon me for a moment, please," said the dentist to the patient, "but before beginning this work I must have my drill."³ "Good heavens!" exclaimed the patient irritably,⁴ "can't you pull out a tooth without a rehearsal?"⁵

FEW, A FEW, LITTLE, A LITTLE

"Now, a few words for the listeners, please!"

¹ centipede ['sentɪpɪd] — сороконожка

² to limp — хромать

³ drill — зд. игра слов, основанная на двух значениях слова: 1) бормашина, 2) тренировка, упражнение

⁴ irritably ['ɪrɪtəblɪ] — раздраженно

⁵ rehearsal [rɪ'heɪsəl] — репетиция, тренировка



The choice of this or that word in this lesson depends entirely¹ on what idea the speaker wishes to emphasize.² Compare these pairs of sentences and see what idea is emphasized in each case:

- | | |
|--|---|
| 1. "Have you many English books?" "No, I have few." (not many, I wish I had more) | "Have you no English books?" "Yes, I have a few." (not very many but still I have some books) |
| 2. There are few apples in the garden, because there was no rain this summer. (not many apples) | There are a few apples in the garden though there was no rain this summer. (not many, but still some) |
| 3. "I have few friends here." "What a pity! You must feel rather lonely." | "I have a few friends in Moscow." "That is very nice for you. You'll have a good time with them." |

REMEMBER:

Few means some but not many, not enough.

A few is used in a positive sense: at least³ there are some, and some are better than none.

Little and a little are used in much the same way as few and a few, with one difference: few and a few are used with countable nouns, little and a little with uncountable nouns.

Compare the uses of the words little and a little.

- | | |
|---|---|
| 1. "Have you much coffee?" "No, I have very little." | "Haven't you any coffee?" "Yes, I have a little." (not much, but at least some) |
| 2. "Hurry up! Little time is left. We can miss the train." | "Don't hurry up. There is a little time to spare." |
| 3. "There is so little ink in my fountain-pen that I cannot write." | "Take my fountain-pen. There is a little ink in it—quite enough to finish your letter." |

¹ entirely [m'tarəlɪ]—зд. полностью, главным образом

² to emphasize ['emfəsaɪz]—выделить, подчеркнуть

³ at least [li:st]—по крайней мере

Exercises

I. Read these sentences, using *few*, *a few*, *little*, *a little* in place of the italicized words.

1. There is *some*, *but not much* milk in that bottle. 2. *Not many* English people speak Turkish. 3. They have *not many* friends here. 4. He has *not much* time for reading. 5. Peter has a large number of Russian books *but not many* English books. 6. *Some* of the boys went by car, but most of them went by trolley-bus. 7. My sister likes *some*, *but not much* sugar in her tea, but I like a lot in mine. 8. He does *not* spend *much* money on records, but he spends a lot on books. 9. There are *some*, *but not many* reasons for thinking she didn't tell us the truth. 10. The woman did *not* speak *much* because he was so excited.

II. Fill in the blanks with *few*, *a few*, *little*, *a little*.

1. There was still ... time before the lesson began. 2. He has ... knowledge of the subject. You'd better ask somebody else. 3. We got ... pleasure from the trip, the weather was bad all the time. 4. "Are there many vacant rooms in the hotel?"—"No, there are only" 5. "Why did you put so ... sugar in your tea? It won't be sweet." 6. "Do many people know about this new shop?"—"No, only" 7. There is ... light in the room. Pull up the blinds.¹ 8. There is still ... light here, though it is a dark room. 9. There is ... sunshine in this rainy place. 10. But the plate is not empty, there are ... plums on it. 11. There are ... snakes² in Britain, partly³ because ... snakes managed to get into that country before it became an island and partly because there is ... warmth for them there. 12. There are dozens of islands around Greece. Big islands with hundreds of thousands of people, small islands with ... thousands of people, and islands with very ... people and even with no people at all. 13. She said she wanted to buy ... rice and bread and ... oranges.

III. Construct two sentences in each group by combining the phrases in the left-hand column with those in the right-hand column.

Model:

| | | |
|---------------------------|--|----------------------------------|
| A few (few) people under- | | as he did not speak clearly. |
| stood what he said | | though he did not speak clearly. |

¹ blinds [blaɪndz]— занавеси, шторы, защищающие от света

² snake— змея

³ partly— частично

1. Few people understood what he said as he did not speak clearly.
2. A few people understood what he said though he did not speak clearly.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. I have little (a little) hope for his success, 2. Mike had few (a few) nails, 3. Pete found few (a few) stamps about our cosmonauts, 4. Few (a few) minutes are left, 5. The man drank little (a little) tea, 6. I had made few (a few) friends 7. There were few (a few) berries, 8. Lena has few (a few) English books 9. The children had little (a little) money, | <p>because he did not sleep the whole night and feels rather unwell. though he is not in peak condition.¹</p> <p>so he could not make a bookshelf.</p> <p>and he mended² the chair.</p> <p>though he tried hard.</p> <p>though he has only just begun collecting stamps.</p> <p>so we can wait for him.</p> <p>we cannot wait for him any longer.</p> <p>and got himself warm.</p> <p>as there was no more in the teapot.</p> <p>and I was very interested to discuss with them many things.</p> <p>because I stayed there for a very short time.</p> <p>because it was late autumn.</p> <p>though there was little rain this year.</p> <p>but she wants to have more.</p> <p>and she will buy more.</p> <p>so they could buy ice-cream.</p> <p>so they could not go to the cinema.</p> |
|--|---|

IV. Read this story, inserting English words instead of the Russian ones. Then invent questions about the words in brackets and ask your class-mates to answer them.

¹ in peak condition [кэп'дi:ʃn]—в отличной форме

² to mend—чинить, ремонтировать

A PLANT THAT WORKS MIRACLES¹

A poorly dressed man limped exhausted² into a village. There was (мало) rice that year and he had nothing to eat. Hunger gave him a wonderful idea.

He went from door to door whispering only (несколько) words, "I know of a wonderful plant. It brings life to those who are dying. Who wants to know my secret?" (несколько) men gathered to listen to him.

A rich man invited him in his house and treated him to a rich dinner. After that the host asked about the all-powerful³ plant.

"Come with me, then! It will take us (немного) time to get to the place, where it grows abundantly."⁴

They went out attracting as (мало) attention as possible. As soon as they reached the rice-field around the village the poor man said, "Here is the plant!"

"Rice?" the rich man was surprised. "You have fooled me!"

"Certainly not! (Немного) rice can perform wonders. Without the excellent rice which I have just eaten at your home I should certainly have died by now. (Немного) people are as stupid as you are," he added, and ran off as fast as he could.

V. Complete the sentences under the pictures with the active words of the lesson.



"Sorry, darling, I'm late..."

"Would you be so kind as to make it ... softer."

¹ to work miracles [ˈmɪrəklz] — творить чудеса

² exhausted [ɪgˈzɔːstɪd] — истощенный

³ all-powerful [ɔːlˈpaʊəfʊl] — всесильное

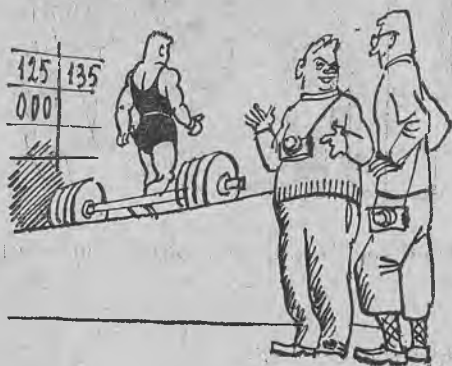
⁴ abundantly [əˈbʌndəntli] — в изобилии

VI. Translate the following into English.

1. Мало туристов приезжает в наш город зимой. 2. В коробке осталось совсем немного цветных карандашей. 3. Под большим дубом они увидели несколько грибов. 4. Старушка получала совсем мало писем и чувствовала себя очень одиноко. 5. «Вы много кладете сахару в чай?»—«Нет, не много». 6. Я думаю, что мне понадобится немного времени, чтобы добраться туда. Это ведь близко. 7. Было очень мало надежды на то, что работа будет закончена. 8. Мы покупаем мало молока, у нас его не любят. 9. Кто писал моей ручкой? В ней осталось совсем мало чернил. 10. Несмотря на плохую погоду, немного народу все же пришло на лекцию. 11. Многие ученики поняли это правило, поэтому я объясню его еще раз. 12. Он выпил немного воды и почувствовал себя гораздо лучше. 13. В стакане было мало молока, поэтому мать долила (to pour in) еще. 14. Прошлой зимой было мало снега, так что на лыжах мы не ходили.

TIME FOR FUN

There was an old man who said, "Do,
Tell me how I should add two and two?"
I think more and more
That it makes about four.
But I always fear that is too few.



"Did he tell you much?"
"Oh, no. A few words only."
"But they must have been
very important ones."
"Oh, yes, indeed. He said,
'Keep off, please'".

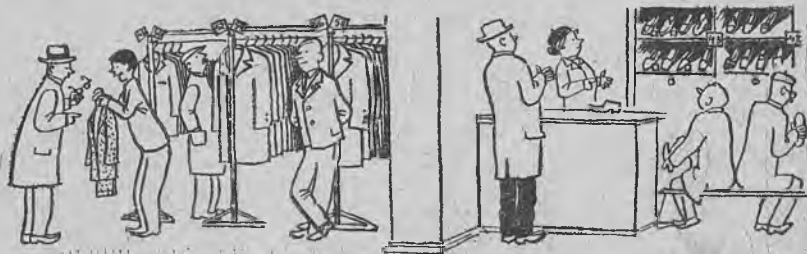
DIFFERENT, VARIOUS

There are various ways of overcoming¹ difficulties.



People in the North and people in the South wear different kinds of clothes, as the climate is different in the North and South.

Though the people of the North wear the same type of clothing (very warm, made of wool and fur), look how various their clothes are.



These are two different departments in this store: one sells footwear, the other sells dresses.

¹ to overcome [ˌɒvəˈkʌm]—преодолевать (трудности)



Oh, how **various** is the choice of shoes!



The spectators express their opinion of the game in **different** ways: some approve¹ of it, others dislike it.



The ways of expressing approval² are **various**.

¹ to approve [ə'prɪv] — одобрять

² to express approval — выразить одобрение

REMEMBER:

Different means not the same, unlike, *oppos.*— like, similar.
Various means several, many; it stresses the number of things, more than their unlikeness.

Exercises

I. Find the best Russian equivalents for the words *different* and *various* in the following sentences. Give reasons for your choice.

1. This plant can be found in **various** parts of the world.
2. The duties of the director of our school are **various**.
3. There are **various** ways of memorizing English words.
4. The garden doesn't look the same in **different** seasons.
5. The natives of this island speak **various** dialects¹ but they are not entirely **different**, they are based on the same language.
6. Karl Marx studied the Russian language from books; and at the same time he kept up a correspondence with **various** Russians.
7. The Pioneer Palace also has a music school, a sport section and **various** hobby clubs.
8. Start rehearsing for your play, train your voice to suit the **different** characters.
9. The girl was able to identify² **different** colours by making slight movements with her fingers above a pile³ of coloured sheets of paper.
10. Mendeleev was elected a member of many academies and was conferred with honorary degrees by **various** universities.

II. Fill in the blanks with the words *different* or *various*.

THE WORLD EXHIBITION OF 1967

Over 60 million people of ... nationalities, ages and occupations saw the World Exhibition "Expo-67", which took place in Canada in 1967. What attracted so many people to Montreal? For many of them a visit to the Exhibition was a wonderful opportunity to see the world in miniature, to go to ... countries each so unlike the others. They could go to ... pavilions, each containing something new and individual, each full of ... exhibits,⁴ ranging from spaceships to kangaroos. Besides this, each visitor could try

¹ **dialect** [ˈdaiələkt]— диалект

² **to identify** [aɪˈdentɪfaɪ]— определять

³ **pile**— пачка

⁴ **exhibit** [ɪgˈzɪbɪt]— экспонат

... national dishes, and could buy souvenirs, which were numerous and for ... tastes.

The number of countries that took part in the Exhibition was 60. Their pavilions were of ... sizes and colours.

The Soviet pavilion was one of the biggest attractions. It demonstrated the achievements of our country in ... fields of science and engineering.¹ A whole floor was taken up² by a display of the best Soviet paintings, sculptures and ... books on art.

But the USSR's popularity at "Expo-67" was not explained only by its big display. Our outstanding artists, our singers and dancers that came to Canada with ... ensembles and companies³ were a great success too.

Visitors to the USSR pavilion expressed their delight with what they saw there. A Canadian Thomas Laperier wrote in the visitors' book: "If we were Russians, we would feel very proud."

III. Look at the pictures and answer the questions, using *different* and *various*.



Are the people of the same opinion?⁴

His wife is fond of different patterns and colours, isn't she?



¹ engineering [ˌendʒɪˈniəriŋ] — техника

² A whole floor was taken up — Целый этаж был занят

³ company [ˈkʌmpəni] — театральная группа

⁴ opinion [əˈpɪnjən] — мнение

Is there only one way of enjoying the birds' singing?



IV. Translate Into English.

1. Колхозники прилагают много усилий, чтобы дать стране больше разнообразных продуктов (product). 2. Они дали два разных описания одного и того же события. 3. В течение многих лет этот человек работал клерком (clerk) в различных правительственных учреждениях. 4. Сеченов был не только великим ученым, но и великим просветителем (educator). Он выступал перед публикой по различным вопросам. 5. Их подход к проблеме был разным. 6. Говорят (they say), они совершенно разные люди, а я нахожу у них много общего (common). 7. В нашей школе много различных кружков, но я посещаю только шахматный. 8. «Как вы добираетесь до места работы?» — «Различными видами транспорта». 9. Свет — это сочетание лучей (ray) различных цветов. 10. М-р Пиквик и его друзья путешествовали по стране, встречаясь с различными представителями (member) английского общества. 11. Все трое сделали различные предложения.

TIME FOR FUN

“Have you much variety¹ at your canteen?”²

“Yes, we have three different names for one and the same dish.”

* * *

A ship began to sink. A land-lubber³ who was on his first sea voyage saw everybody tying themselves to different things on board, so he tied himself to one of the anchors.⁴

¹ variety [və'raɪəti] — разнообразие

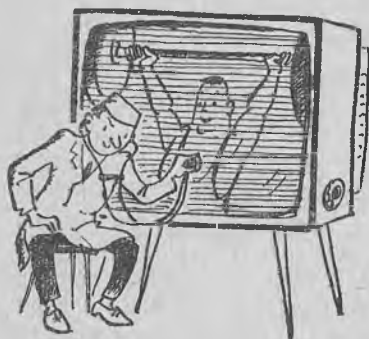
² canteen [kæn'ti:n] — столовая

³ land-lubber — новичок в морском деле

⁴ anchor ['æŋkə] — якорь

...today there are over a million different living species¹ of plants and animals on the earth.

...that there are about 100 different atoms. They differ in the number of electrons, protons and neutrons they contain.



HABIT, CUSTOM

Force of habit.

We gathered at Valya's place to see the New Year in. A few minutes were left before the clock struck twelve, when Nick said, "To think that everybody in the world is now waiting for this moment to greet one another with "Happy New Year!"

"No, not all," retorted² Valya. "The Japanese, for instance, see the New Year in not at midnight as we do, but at sunrise." "Why is that?" Nick asked.

"Because it's their **custom**," said Valya. "And the Eskimoes have a New Year **custom** which differs from ours too. Their New Year celebrations depend on the weather. They never see the New Year in before the first snow comes."

"What strange **customs** different people have!" Helen exclaimed. "I know that the Italians have the **custom** of throwing away old furniture on New Year's Eve."

"But what about our own **customs**?" Valya asked. "Does anyone know any Russian **custom**?"

"I know one," replied Nick. "There is one very tasty³ **custom**: for the celebrations Russian housewives usually cook pirozhki and pirogi with all kinds of tasty fillings⁴—meat, fish, eggs, mushrooms, fruit, nuts, etc. My grandmother always cooks them and I help her by eating some of the sweet fillings before they are put into the pirozhki. That is my **custom**!"

¹ species ['spi:ʃɪz] (*pl unchanged*)—вид, виды

² to retort [rɪ'tɔ:t]—возражать

³ tasty ['teɪstɪ]—вкусный

⁴ filling—начинка

"Oh, no Nick," Valya exclaimed, "that's not a **custom**, that's a **habit**. A **custom** is something which is done by a group of people of the same kind: Russian housewives, the English, the Italians, members of a family, class-mates, etc. and which is done for many years. But a **habit** is something that a single person does. **Customs** are social,¹ **habits** are personal."²

"Oh, I see," said Nick. "I understand now. If eating fillings were a **custom**, we would never have sweet pirozhki; there would be nothing to fill them with!"

Everybody laughed. But Valya suddenly grew critical and remarked, "By the way, eating fillings is not the only bad habit of yours. I noticed that you forget to say "please" when you ask for something and "thank you" when you get it."

"And you're always biting³ your nails⁴ when you get excited. Do you think that's a good **habit**?" remarked Nick.

"Well," Heien interrupted their quarrel, "there is a good **custom** among English people. They make New Year resolutions⁵—that is they make up their minds to develop some good **habits** in the coming New Year and to give up bad ones. Let's follow their **custom**".

Everyone accepted⁶ Helen's suggestion. Just then the clock began to strike twelve.

REMEMBER:

a bad (nasty) habit, a nice habit, a long-standing habit —
укоренившаяся привычка
to get (fall) into a habit — усвоить привычку
to make it one's habit — сделать своей привычкой
to break a habit — бросить привычку
to be a slave to a habit — раб привычки
force of habit — сила привычки

Proverbs: A man is a bundle of habits. (Человек—это скопище привычек.)

¹ social [ˈsəʊʃəl] — общественный

² personal [ˈpɜːsnl] — личный, индивидуальный

³ to bite (bit, bitten) — грызть, кусать

⁴ nails — ногти

⁵ to make a resolution [ˌrezəˈluːʃən] — принимать решение

⁶ to accept [əkˈsept] — принимать

It takes a habit to cure a habit. (Одна привычка излечивается другой.)

There are as many customs as there are countries. (Сколько стран — столько и обычаев.)

Exercises

1. Read the following and say which is a *habit* and which is a *custom*.

1. When celebrating something, ancient Greeks often served wine from the skulls¹ of killed animals.
2. We always stand to attention² when the national anthem³ is played.
3. People give presents at New Year's time.
4. Tanya often kicks her heels against the legs of a chair.
5. Some people eat off their knives.
6. If a pupil at school wishes to ask a question, or to answer it, he raises his hand.
7. Misha usually screws⁴ up his face when he is thinking.
8. My brother likes to sit with his feet stretched all the way under the table.
9. Dinner time throughout England is about 7 o'clock.
10. Galya reads when she is eating.
11. On holidays the family gets together at the grandmother's house.
12. Masha always draws pictures on the covers of her books.
13. Young people give up their seats on buses and trams to old people, to women carrying babies or to people who are ill.
14. In our family we save money for the summer holidays in winter.
15. Pete sips⁵ his soup as though he wants the whole town to hear him.
16. The Japanese use chopsticks⁶ to lift food from their bowls⁷ to their mouths.

¹ skull — череп

² to stand to attention [ə'tenʃn] — стоять по стойке «мирно»

³ anthem ['ænthəm] — гимн

⁴ to screw [skru:] — морщить (лицо)

⁵ to sip — потягивать, прихлебывать

⁶ chopsticks — палочки для еды (у японцев, китайцев, корейцев)

⁷ bowl [boul] — миска

17. Captains are the last persons to leave their ships.
18. Englishmen try to leave town for some time during the summer months.

II. Fill in the blanks, using the appropriate word combinations, given below (use the verbs in the proper tense form):

to break a habit, a long-standing habit, force of habit, nasty habit, to develop a habit (of), habit cures habit, to make it one's habit.

A: Whistling¹ again! You know it's bad. Why do you do it?

B:

A: And a very at that. You must

B: Easier said than done. I tried several times but failed. It became a

A: That's because you never really tried I'll tell you what you should do. As soon as you feel like² whistling shut your mouth and remember keeping it shut. your new habit. And, you know.

B: Capital!³ Your suggestion is sure to make things straight.⁴ But if I of being silent all the time my teachers will think I am not ready with my lessons.

A: I didn't tell you to keep silent all the time. I said—when you feel like whistling. If a teacher calls you, you immediately forget about whistling, I think.

B: That's true.

III. Make up two sentences of your own for each of the following models.

1) To be in the habit of ...

Model: I am in the habit of reading newspapers every day.

2) It's a habit of ...

Model: It's a habit of Pete's to sit sideways in his desk.

IV. Speak about the habits of your friends (brothers, sisters). What habits of theirs would you like to imitate?⁵ Criticize those which are bad. What habits of your own would you be glad to give up?

¹ to whistle ['wɪsl]—свистеть

² to feel like ...ing—быть расположенным, иметь желание

³ Capital ['kæpɪtəl]!—Замечательно!

⁴ Your suggestion is sure to make things straight.— Твое предложение все сразу исправит.

⁵ to imitate ['ɪmɪteɪt]—подражать

V. What Russian customs do you know? What customs of other people do you know? Is there a custom in your family? Speak about it. Is there a custom among your class-mates?

VI. Talk about the pictures. Say what the people in the pictures are doing and why. Use the English equivalents of the following Russian words and word combinations:

выработать привычку, сила привычки, раб привычки, бросить привычку, плохая (укоренившаяся) привычка.



VII. Solve the riddle.

What can you drop¹ without losing anything?



TIME FOR FUN

“Why do you always have wool² in your ears?”

“I have the bad habit of drumming³ the table with my fingers and I cannot bear⁴ the noise I make.”

* * *

“Why have you been standing here for such a long time?”

“I’m breaking the habit of smoking. It’s easier here. They don’t allow smoking.”



¹ to drop — бросать, оставлять

² wool [wul] — зд. вата

³ to drum — барабанить

⁴ to bear (bore, born) [beə] — выносить, терпеть

IT IS INTERESTING TO KNOW THAT

... in the times of Peter the Great they had a custom in Russia according to which an engineer who built a bridge had to go and stand right in the middle of it while a heavy load was carried across.

... there is a custom among Indians living in Brazil according to which the head of a tribe has the right to punish rather talkative speakers by making them stand on one leg while they are speaking.

**TO CATCH, TO SNATCH,
TO SEIZE**



I threw the ball to him and he caught it.



He fished all night, but caught nothing.



One bird is snatching food out of the beak¹ of another.



The kitten is trying to snatch at the string.

¹ beak [bi:k]—клюв

In fright¹ the child
seized the mother's arm.



REMEMBER:

To catch means to reach, to get to a person or a thing before it moves away.

To snatch means to take by a quick hurried movement.

To seize means to take something quickly by using force.

Proverb: A drowning man will catch at a straw.

Exercises

I. Fill in the blanks with the verbs *to catch*, *to snatch* or *to seize* in the proper form.

1. The dog went after the rabbit but didn't ... it. 2. The mouse was ... in a trap.² 3. He ... her hand by force and shook it heartily. 4. Without a word the man ... his hat and hurried from the room. 5. The cat ... a small fish out of the basket and quickly ran away. 6. We were ... by a rain in the woods and got wet through. 7. The white man ... a burning branch from the fire and waved it angrily in the Indian's face. 8. The birds gathered over the water, where there were many flies³ and other insects which they ... as they flew. 9. The boy quickly ran into the room, firmly ... the bell that lay on the table and rang it loudly. 10. Ashurst came up to Megan, ... her tenderly by the arm and turned her round. 11. With a frown,⁴ Broadie went down the corridor, ... the door-handle⁵ firmly and quickly entered the kitchen. 12. A strong hand ... him and saved him from falling. 13. She dropped the box she was carrying, ... a knife out of the drawer⁶ and cut the string with it.

¹ fright [fraɪt]—испуг

² trap—ловушка, западня

³ fly—муха

⁴ frown [fraʊn]—хмурый взгляд

⁵ door-handle—дверная ручка

⁶ drawer ['draʊə]—ящик (стола)

II. Which word would you use—
to catch, to snatch or *to seize*
 —to describe the actions in
 the pictures?



III. Read the following story, translating the words in brackets into English.

POLECAT¹ AND PARTRIDGE²

Once upon a time a mother partridge was feeding quietly in a meadow. A polecat saw her and decided (поймать) her for his dinner. But just as he was about (захватить) her with his cruel claws³ the partridge flew away. "I (поймаю) you yet!" threatened⁴ the polecat. "When winter comes I'll be able to see your brown feathers against the white snow, and then I (поймаю) you."

When winter came, the polecat searched and searched, but he couldn't find the partridge because it wore a beautiful new coat as white as snow.

"When spring comes, you'll build your nest on the ground, and then I'll eat your eggs," the polecat thought. The spring came, the polecat hunted and hunted for the eggs but he couldn't find them, because they were the colour of dry⁵ leaves. "You just wait!" he threatened. I (схвачу) your chicks when they hatch."⁶

¹ polecat ['poulkæt]— хорек

² partridge ['pɑ:trɪdʒ]— куропатка

³ claws [klo:z]— когти

⁴ to threaten ['θretn]— грозиться, угрожать

⁵ dry— сухой

⁶ to hatch— вылупляться из яйца

And one day when the mother partridge and her little ones were eating, the polecat jumped out at them. The mother partridge tried to fly away (охваченная) with fear, but something seemed to be wrong with her wings. "I (поймаю) you now!" the polecat shouted with joy. The chase¹ began. Several times the polecat almost (хватал) her by the tail, but each time she got away. At last, when she had led the polecat deep into the forest, the mother partridge suddenly flew away. She had only pretended² to be hurt! She flew back to her babies, which were safely hidden in the grass. And once more the polecat went home hungry.

IV. Make up the stories of the pictures.



to make a photo—фотографировать
camera—фотоаппарат
monkey—обезьяна

strong wind—сильный ветер
to blow (blew, blown)—дуть
to bend down (bent, bent)—нагибаться



¹ chase—погоня, охота

² to pretend [pri'tend]—притворяться

V. Translate into English.

1. Утопающий схватился за борт лодки (edge) и держался, пока не подспела помощь.
2. Прохожий (passer-by) схватился за шапку, но не удержал ее, порыв ветра был очень сильный.
3. Малыш, ухватившись крепко за спинку стула, пытался встать на ноги.
4. «Не хватай пищу, ешь спокойно!» — сказала мать.
5. Когда зазвонил телефон, мужчина торопливо подошел и схватил трубку (receiver).
6. Хорошо, что вы пришли сейчас. Через 15 минут вы бы не застали меня: я собираюсь уходить.
7. Милиционер (militiaman) схватил нарушителя за руку.
8. Кошка погналась за мышью, но не поймала ее.
9. Ужас охватил людей, когда они увидели ребенка на краю пропасти (gap).
10. Не хватайте собеседника за руку, это неприлично.

TIME FOR FUN

HOW MANY?

A small boy was fishing by a stream. A man came by and stopped to watch him.

“How many have you caught?” the man asked.

“If I catch another, I shall have one,” said the boy.

How many fish did he catch?

THE OLD MAN AND THE SHARK¹

“When I fell overboard,”² the old man said to the lady who bored³ him with her questions, “a big shark came along and seized me by the leg.”

“Seized you by the leg? Oh! And what did you do?”

“Of course I let him eat my leg, madam. I never argue⁴ with sharks.”

* * *

There are two kinds of fishermen: those who fish for sport and those who catch something.

¹ shark — акула

² to fall (fell, fallen) overboard — упасть за борт

³ to bore — наскучить, досаждать

⁴ to argue [ˈɑːɡju] — спорить

BESIDES, EXCEPT

Don't worry! There will be many other trains besides this!



Besides Olga, there are two other girls in the swimming pool.

All the girls are swimming in the pool, except Olga.





The coach¹ introduced² one more player in the game, besides those on the field.



All the children, except two, are standing in a circle.



Look! One more taxi is coming besides this.

¹ coach [koutʃ] — тренер

² to introduce [ˌɪntrəˈdju:s] — вводить

All taxis go to the centre of the town, except this.



REMEMBER:

Besides means in addition¹ to.

Except means but not, with the exception of.

Exercises

1. Insert *besides* or *except*.

1. Everyone has come ... Mike. Where could he be? 2. Who else did you meet in the theatre ... Ann? 3. ... Kasia they have visited Ulyanovsk and Cheboksari. 4. Nobody knew about his arrival ... his mother. 5. The sick man could eat nothing ... apples. 6. This book is so very interesting. Have you read anything else by Aksyonov ... this? 7. In what other subject must you take examinations ... chemistry? 8. There were several younger children in their family ... Charles. When Dickens' father was thrown into prison for debt,² his wife with all the children ... Charles went to prison too. 9. His father knows two other languages ... English. 10. ... you many other boys of our form wish to become technicians.³ 11. You must have one more lamp in the room ... this. The room is dark. 12. What other facts ... this can you give to prove that you are right. 13. There are a lot of other beautiful places ... the Black Sea coast. 14. All the events described in the book are not important ... one. 15. Can you lend me one more thing ... this? 16. Two other roads ... this connect the capital with the sea coast.

¹ addition [ə'dɪʃən] — добавление

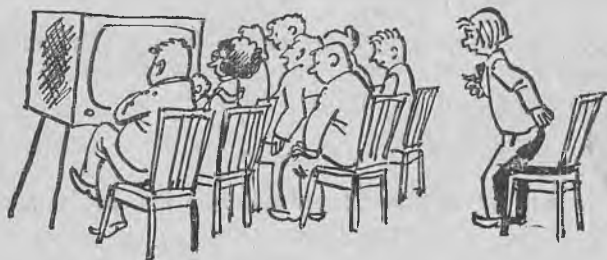
² thrown into prison for debt [det] — брошен в тюрьму за долги

³ technician [ˌtek'nɪʃn] — техник

II. Use *besides* or *except* instead of the italicized parts.

1. *In addition to* this hobby Lena likes to paint. 2. Nobody *but* Kim felt comfortable in this company. 3. Mother put fruit on the table *in addition to* sweets. 4. Everyone has returned in time *with the exception of* Lena. 5. Have you any other reason *in addition to* this for saying she was not right? 6. He had another purpose¹ *in addition to* this, in coming to that town. 7. Will you give us one more instruction *in addition to* this? 8. The snow covered all the ground *excluding* a small spot under the bench. 9. I can easily recollect the names of all the people who were present there *with the exception of* one. 10. There are other positive characters in this book *in addition to* Little Nell.

II. Compile sentences about the pictures, using *except* or *besides*.



¹ purpose ['pʊ:zəs]—причина, цель

IV. Translate from Russian into English.

1. Кроме этой, мне нужно решить еще одну задачу. 2. Все знают это правило, кроме вас. 3. Он посетил все крупные города Урала, кроме Челябинска. 4. Кого еще, кроме Олега, вы встретили в тот день? 5. Кроме «Комсомольской правды», я еще регулярно выписываю (to subscribe to) «Литературную газету». 6. Кроме Шекспира, каких еще английских драматургов вы знаете? 7. Мой товарищ, кроме плавания, занимается еще боксом. 8. Она посещает спортивную школу ежедневно, кроме воскресенья. 9. Кто еще, кроме вас, был вчера на катке? 10. Кроме меня, в турнире (tournament) принимал участие еще один ученик нашей школы. 11. Кроме внешности (outward appearance), его привлекала (to attract) в этом человеке доброта к людям. 12. Кроме Иванова, на этом заводе есть еще много хороших рабочих. 13. У русских людей есть много других хороших традиций, кроме этой.

V. Do you recollect:

1. Which of Gorky's characters was punished with loneliness because he did not love anybody except himself?
2. What other Russian poet besides Pushkin gave the name of *The Prisoner of the Caucasus* to one of his poems?
3. In what other poem besides the poem *V. I. Lenin* did Mayakovsky describe the leader of the revolution?
4. Who else besides Tolstoi gave the name *War and Peace* to one of his works?

TIME FOR FUN

Isaac Newton¹ was a member of the British Parliament, but he never opened his mouth there, except once, when he asked somebody in the gallery to open the window.

* * *

A lamp pole never hits an automobile except in self-defence.²

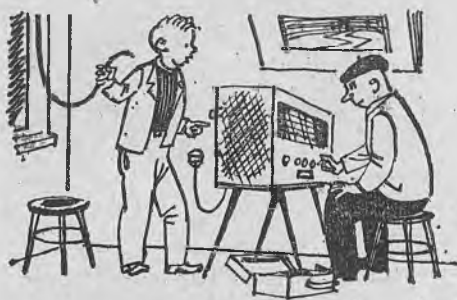
¹ *Isaak Newton*—Исаак Ньютон (1642—1727)—английский физик, механик, астроном и математик

² *self-defence*—самозащита

A house dog had played havoc¹ with the contents of the larder.²
 "Has he eaten much, Janet?" asked the mistress.
 "Everything," replied the maid, "except the dog biscuits."³

TO JOIN, TO CONNECT, TO UNITE

The river joins the lake near the village.



You should join an aerial⁴ to a radio set to get the best reception.⁵

The newcomer stood on one side too shy to join us.

¹ havoc ['hævək]—беспорядок

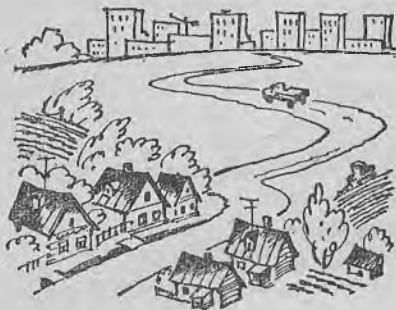
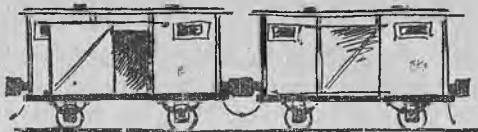
² larder—кладовая

³ dog biscuits ['bɪskɪts]—галеты для собак

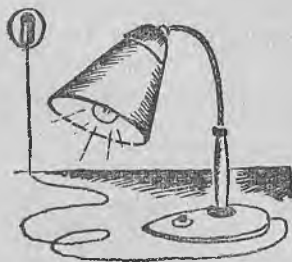
⁴ aerial ['æəriəl]—антенна

⁵ reception [rɪ'sepʃən]—прием, слышимость

Two railway coaches are connected by means of a coupling.¹



The town and the village are connected by means of a road.



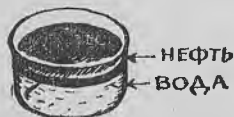
The lamp is connected to a switch by a piece of wire.



The woman adds water to unite the flour² and the sugar.



The people must unite in the struggle against the rich.



Oil³ will not unite with water.

¹ coupling [ˈkʌplɪŋ] — сцепляющая муфта

² flour [ˈflaʊə] — мука

³ oil — масло (нефть)

REMEMBER:

To *join* implies direct contact.

To *connect* implies joining by a tie or link — a wire, a road, etc.

To *unite* implies the close joining of two or more things to form one.

Exercises

I. Give the Russian equivalents of the italicized words.

1. Why not *join* us? Why should you stand alone?
2. The two towns are *connected* by a railway.
3. The children *joined* hands to make a circle.¹
4. The common people of the world are *uniting* to fight against the danger of a new war.
5. Take it. This piece of wire will do to *connect* the two batteries.
6. When the enemy occupied their town, she *joined* the partisan detachment.
7. The bridge *connecting* the two industrial districts was built only last year.
8. Water and milk can easily be *united*.

II. Fill in the blanks with the verbs *to join*, *to connect* or *to unite* in the proper form.

1. The path runs through the wood and ... the woodman's house with the village. 2. "We shall be strong if we are ..."
3. "Let us ... our forces!" said the head of the strikers to the trade union² leader of the automobile plant. 4. Would you like to take part in the boat-ride? If you like the idea, ... us.
5. Many new roads were built to ... Bratsk with the neighbouring towns. 6. The Cherwell river ... the Thames just below Oxford. 7. This bridge forms part of the new motoring system³ ...ing England and Wales. 8. The single word "Motherland" was enough to ... people in a common enthusiasm and deter-

¹ circle ['sə:kl] — круг

² trade union ['treɪd'ju:njən] — профсоюз

³ motoring system — транспортная система

mination.¹ 9. People ... radio and electric things with the earth for safety.² 10. Wherever Garibaldi went he ... the fighters for freedom. 11. The wall is built up of bricks ... by cement. 12. *The Communist Manifesto* called upon workers of the world to ... in the struggle for a better life.

III. Make up one sentence about each picture, using *to unite*, *to join* or *to connect*.



chain [tʃeɪn] — цепь
 tractor ['træktə] — трактор
 trailer ['treɪlə] — прицеп



detachment [dɪ'tætʃmənt] — отряд



down the hill — вниз с холма



striker — забастовщик

IV. Translate the following into English.

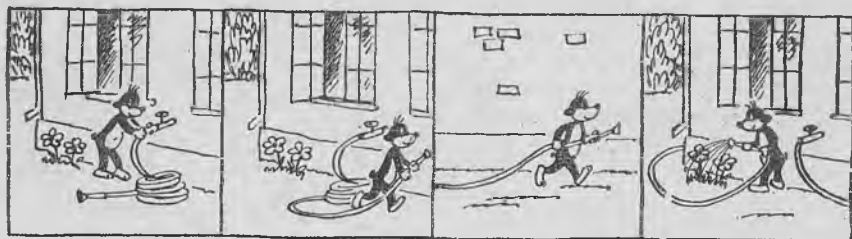
1. Мы увидели наших товарищей и решили присоединиться к ним. 2. Тропинка спустилась вниз, соединившись с большой дорогой. 3. Жители деревни объединились в колхоз имени

¹ determination [dɪ,tə:mɪ'neɪʃn] — решимость

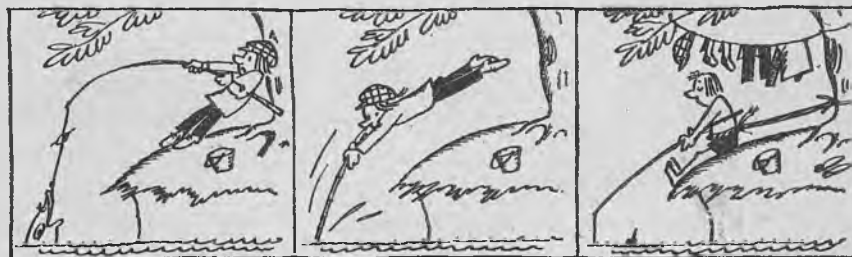
² safety ['seɪftɪ] — безопасность

Куйбышева. 4. Горький говорил, что «товарищ»—это великое слово, призванное (call on) объединить мир. 5. Новая дорога соединяет столицу с химическим комбинатом (chemical complex). 6. Войска соединились для решающего наступления (offensive). 7. Масло может соединяться с водой посредством щелочи (alkali ['ælkəlaɪ]). 8. Все прогрессивное человечество объединилось вокруг лозунга «Долой фашизм». 9. Соедините концы веревки, но не завязывайте их в узел (knot [nɒt]). 10. Забастовка продолжается. К бастующим присоединились и рабочие других предприятий. 11. Здесь в музее каждый может присоединиться к группе туристов и послушать объяснения экскурсовода (excursion guide [gaɪd]).

V. Tell the story of the pictures, using the active words.



hose [houz]—шланг
tap [tæp]—кран
to water—поливать



to get wet to the skin—промокнуть насквозь
rope [roup]—веревка



toothache ['tu:θeɪk]—зубная боль
 anchor ['æŋkə]—якорь

TIME FOR FUN

A poet was complaining to Oscar Wilde about the neglect¹ of his poem by the press.

"It's a complete conspiracy² against me, a conspiracy of silence. What must I do, Oscar?"

"Join it," was the reply.

LINE, ROW, RANK

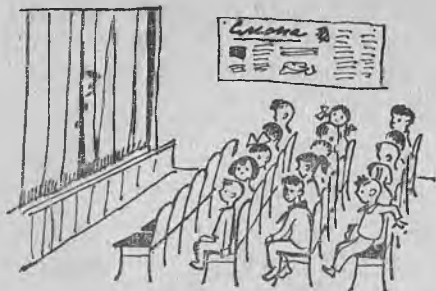
People are standing in a line to get tickets.



There is a line of trucks and carts on the road leading to the bridge.

¹ neglect [nɪ'glect]—пренебрежение, невнимание

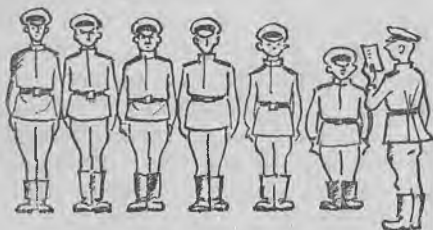
² complete conspiracy [kəm'spɪrəsi]—настоящий заговор



They left the first row unoccupied for their guests.



Fruit trees are usually planted in rows.



The soldiers fell into rank for their evening check-up.¹

Alongside their fathers, young people march in the rows of demonstrators. They want to be in the first ranks of the fighters for peace.



REMEMBER:

Line is a number of people or objects arranged one after another.

A row is a number of objects or people, arranged next to one another.

row upon row — ряд за рядом

in rows — рядами

¹ evening check-up — вечерняя поверка

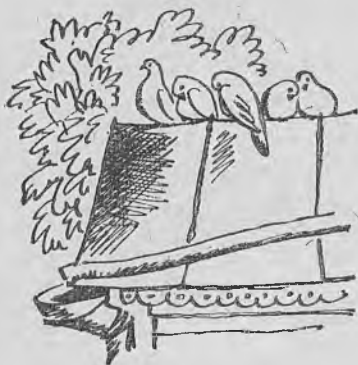
A rank is a row of people especially soldiers, standing shoulder to shoulder,¹ in close order. The word is also used figuratively, e.g. The ranks of the working class; in the first ranks—meaning among the first or the best.

Exercises

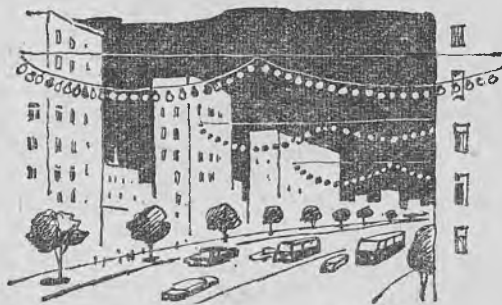
I. Fill in the blanks with *line*, *row* or *rank*.

1. I saw three cars standing in ... under the trees.
2. "Where are our seats?"—"... A, Numbers 16 to 20."
3. A number of tall trees stood along the wall in a long ...
4. The ... of soldiers were moving toward the enemy front lines.
5. The ... of fighters for peace are growing in all countries.
6. "Again jobless, again he must join the ... of the unemployed! For how long?" Jim thought standing in a ... of people who were waiting to receive food.
7. He approached the ... of houses on the low hill.
8. How straight are the ... of turnips.²
9. The guests entered the room in ...
10. Arrange the chairs in a ... against the wall.
11. "What are your favourite seats in the cinema *Pobeda*?"—"In the middle of the 10th ..."
12. They walked along the ... of fruit stalls³ looking for pears.

II. Write a sentence about each of the pictures, using the words *line*, *row* or *rank*.



edge [edʒ] — край
roof [ru:f] — крыша



avenue ['ævɪnju:] — проспект

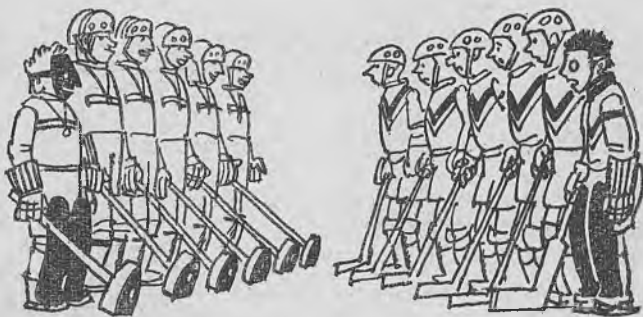
¹ shoulder to shoulder ['ʃouldə tə 'ʃouldə] — плечом к плечу

² turnip ['tɜ:nɪp] — репа

³ fruit stall [stɔ:l] — фруктовый ларек, палатка



umbrella — зонт



hockey-player — хоккеист
to face — стоять лицом к чему-либо



hiker — турист, пешеход
railway line — железнодорожная линия

III. Translate into English.

1. На стене рядами висели репродукции (reproduction) картин русских художников. 2. Вожатый построил пионеров в ряд, и они пошли вниз к реке. 3. Комсомольцы всегда были и находятся в первых рядах. 4. Негритянка (Negro woman) улыбнулась, и мы увидели два ряда белых ровных зубов. 5. Ищите их в третьем или четвертом ряду, они обычно там сидят. 6. На дороге стоял длинный ряд автомашин: через дорогу шли дети. 7. По обеим сторонам улицы вытянулись ряды новых многоэтажных зданий. 8. Книги стояли плотными (close) рядами на полках. 9. Расстояние между рядами слишком узкое, трактор не может обработать (to cultivate) посевы (crops). 10. Ряд за рядом шли демонстранты мимо трибуны (platform) в первомайских колоннах. 11. В каком ряду вы заказали места? 12. Пройдите между рядами кукурузы (maize) и вы сами увидите, что урожай (harvest) отличный.

IV. Try to recollect:

1. Which Russian writer V. I. Lenin considered the first in the ranks of Russian revolutionaries?
2. The names of several men and women awarded the Lenin Prize because they are in the first ranks of the fighters for peace.

TIME FOR FUN

When there is no cat, a line of mice will do.



TO CHOOSE, TO SELECT, TO ELECT

If you give me some money I'll go to the cinema — or I invite five friends round to my house to play with. Which do you choose?



Right or left, you choose now, Igor?

The goods are arranged in such a way that the customers may choose what they like.

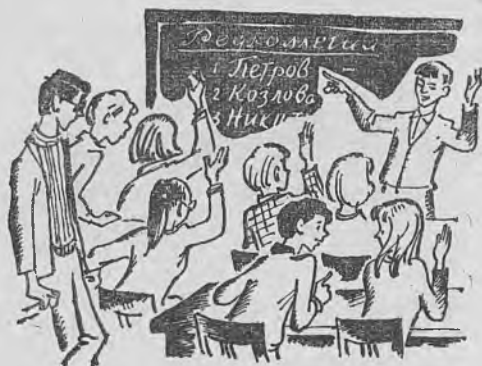


On Sunday we were selecting the best athletes¹ for the coming contest.²

¹ athlete ['æθli:t]—атлет, спортсмен

² contest ['kɒntest]—соревнование

In this hot-house¹ they select the best plants and send them to collective farms.



The 9th form pupils are electing the wall newspaper's editorial board.²



Every four years the Soviet people elect deputies to the Supreme Soviet.

REMEMBER.

To choose means to take one out of two or many.

To select means to choose carefully as best or most suitable.

To elect means to choose by voting.³

Proverbs:

Choose an author, as you choose a friend. (Выбирай писателя так же (тщательно), как ты выбираешь друга.)

Of two evils, choose the lesser. (Из двух зол выбирай меньшее.)

¹ hot-house — теплица

² editorial board [ed'i'to:riəl'bo:d] — редколлегия

³ to vote — голосовать

Exercises

I. Give the Russian equivalents of the words in italics.

1. Try to *select* the most appropriate¹ words when you speak. 2. I wonder who(m) they will *elect* as chairman.² 3. "Which apple may I take?"—"Choose which you like." 4. She took a long time to *choose* a present for her mother. 5. He was clever enough to *choose* another theme³ for their discussion. 6. You must do what I tell you. Remember! You've *elected* me as your captain. 7. The British Peace Committee⁴ reported that 60 members had been *elected* to the Congress. 8. The aunt took him to the larder, *selected* a big apple and gave it to him.

II. Insert *to choose*, *to elect* or *to select* in the proper form.

1. Valentina Gaganova, that remarkable woman, was ... to the Party's Central Committee. 2. The Soviet people have ... this system, because they know that no other system could give them such advantages.⁵ 3. I demand nothing. You are free to ... between us two, the one who is most dear to you. 4. Let him do it. He is big enough to ... for himself. 5. Thirty-three plays were ... for presentation at this spring festival. 6. The deputies of the Supreme Soviet of the USSR are ... by direct and secret vote. 7. The officer ... a good position for his regiment. 8. We ... him secretary of our Komsomol group. 9. Who was ... to play on the school team? 10. Poetry has always ... soldiers as heroes. 11. Let him ... what kind of dress he likes. 12. For the second season our gardens have been ... as a nesting place by two families of wild duck. 13. It was difficult to ... the best picture but we finally ... the most colourful. 14. Then she sang again, and danced again and again and had been ... among twenty from the fifty girls. 15. George Washington was ... president of the USA in 1789.

III. Make up stories of these pictures, using *to choose* or *to select*.

to stick (stuck, stuck) a nail—вбивать гвоздь
fireplace. [ˈfaɪəpleɪs]—камин

¹ appropriate [ə'prəʊpɪət]—подходящий, соответствующий

² chairman ['tʃeəmən]—председатель

³ theme [θi:m]—тема

⁴ the British Peace Committee—Британский комитет борьбы за мир

⁵ advantage [əd'vɑ:ntɪdʒ]—преимущество



settee [se'ti:]—диван

to be at a loss—быть в затруднении

saleswoman ['seɪlz,wʊmən]—продащица

to match [mætʃ]—подходить (по цвету, рисунку и т. п.)



IV. Replace the italicized parts of the sentences with *to choose*, *to select* or *to elect* in the proper form.

1. "May I have this piece of cake?"—"Certainly! *Take* any one you like." 2. All those present at the meeting *cast their votes* for Gromov. 3. In order to express your thoughts exactly one must *choose very carefully* the right words. 4. The gardener *was carefully choosing* the best kinds of pears. 5. "Which of the two *to take*?"—"Take any you like." 6. The architects spent much time *choosing with care* a place for the monument. 7. Having looked through the catalogue¹ the scientist *carefully chose* the books which he needed for his research work. 8. The people unanimously² *voted for* the candidates to the local Soviets. 9. Why did you *take* this rod out of the three offered?

¹ catalogue ['kætələdʒ]—каталог

² unanimously [ju:'næmɪtəsli]—единодушно

V. Read the following passages and give your reasons for the use of the italicized words.

A.

The pilot was a fine man. A very fine man indeed. But something went wrong with his plane. He had *to choose* either to bail out,¹ in which case his plane would have crashed into the centre of a small town, or to take it beyond the built-up area² and leave no time to save his own life. He *chose* the latter.

The people named a square in their town after him.

B.

Luther Burbank,³ an American, is known as a man who improved nature. He developed frost-resisting varieties⁴ of trees by the method of artificial⁵ *selection*. Burbank would plant a tree and wait for a frost. When the frost came and killed the weak trees, Burbank would *select* the strongest and plant their seeds.⁶ He would repeat this process year after year till at last he got a frost-resisting variety. I. V. Michurin greatly approved of his work and his talent, but greatly disapproved of L. Burbank's method of *selecting* only the best plants and destroying the rest. Michurin clearly saw that *selection* only imitated nature. He began to create new methods. He crossed⁷ not only different varieties of the same plant, but different plants, for instance, apples and pears. That was something which could never be found in nature. Michurin is known as the man who remade nature.

VI. Render the following into English, paying special attention to the use of the words in italics.

В кабинет окулиста (occulist) вошла женщина:

— Пожалуйста, *подберите* мне стекла.

Врач прикладывал (to try) одну линзу (lens) за другой, но ни одно из стекол не подходило.

¹ to bail out [ˈbeɪl ˈaʊt] — выбрасываться с парашютом

² built-up area [ˈbɪlt ʌp ˈeɪrə] — застроенная местность

³ Luther Burbank [ˈluːθə ˈbɜːbənʃk] — Лютер Бербанк (1849—1926) — американский селекционер-дарвинист, вывел новые сорта плодовых, декоративных и других растений, скрещивая растения различных стран.

⁴ frost-resisting variety — морозоустойчивый сорт

⁵ artificial [ˌɑːtɪˈfɪʃəl] — искусственный

⁶ seeds — семена

⁷ to cross — скрещивать

— Не надо расстраиваться, — успокаивает доктор женщину. Не так просто *подобрать* подходящие очки.

— Вы правы, доктор, — ответила женщина. — Особенно, если *подбираешь* их для знакомой.

TIME FOR FUN

NO SUPPORT

Brown: Why do people always select the serpent¹ as the symbol of evil?²

Robinson: Well, the poor thing hasn't a leg to stand on.

* * *

Politician: Congratulate me, my dear, I've been elected a senator.

His wife (in surprise): Honestly?³

Politician: Now what the devil did you want to bring up that point for?

HAPPY, LUCKY

"Such **luck**, eh? Not a scratch on your new skis!"

A: What **luck** running into you, Ann! I haven't seen you for ages.

B: I'm very glad to see you, too. How are you getting on? You look very **happy**.

A: And I am **happy**. I have just passed my English exam and got an excellent mark.

B: Congratulations! You were always good at English. It's your favourite subject.

A: Yes, I enjoy studying it and when I am successful I feel quite **happy**. A man is always **happy** if his work brings him joy.

B: Yes, my idea of **happiness** is the same as yours. But there are people who think that only **money** can make a man **happy**.



¹ serpent ['sɜ:pənt] — змея, змея

² evil ['ɪvl] — зло

³ honestly ['ɒnɪstli] — честно

A: Nonsense! ¹ Only yesterday I read a legend about a king whose name was Midas. He was very fond of gold, and loved it better than anything else in the world, except his daughter. He was the richest man in the world, but he thought that he could not be **happy** until everything he touched became gold. This power was given to him. He went into the garden and everything that he touched, the trees and the flowers, turned into ² gold. He was very glad. His **happiness** knew no bounds. But when his daughter came up to him and he touched her she also turned into gold. That made him quite **unhappy**. "What have I done!" cried Midas in despair. "Oh, God, give me back my child, I shall never want gold again." Midas understood that gold was not the most important thing in the world.

B: That's an interesting story. Where did you read it?

A: In the book *The Winged Words*.³

B: Did you borrow it from the library?

A: No, it's my own. I was **lucky** in the book lottery.⁴

B: You are a **lucky** thing!

A: Try your **luck** and you'll see that you are as **lucky** as anyone else.

REMEMBER:

To be **happy** means to have a feeling of great pleasure and contentment,⁵ *oppos.* — **unhappy**.

Lucky means fortunate, or being in good circumstances, *oppos.* — **unlucky**.

bad luck — неудача, невезение

good luck — удача

to try one's luck — испытывать свое счастье (удачу)

his happiness knows no bounds — его счастье не знает предела

a lucky person (thing) — счастливчик

Proverb:

Happiness takes no account of time. (Счастливые часов не наблюдают.)

¹ Nonsense! — Чушь!

² to turn into — превращаться, становиться

³ The Winged Words — «Крылатые слова»

⁴ lottery ['lɒtəri] — лотерея

⁵ contentment [kən'tentmənt] — удовлетворение

Exercises

1. Below are some nouns that go with *happy* and some that go with *lucky*. Compose a sentence for each combination:

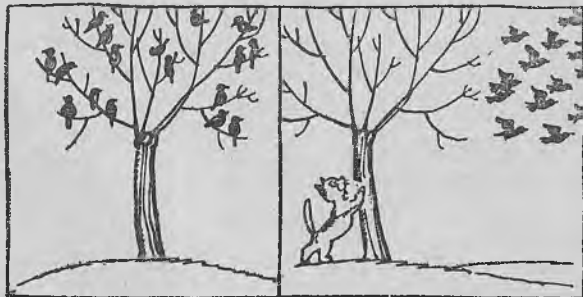
happy face (mood, thought, smile), lucky ticket (number, person, day).

- II. Fill in the blanks with the words *happy* or *lucky*.

1. You must be ... here with all these books. 2. How ... the young man felt on learning that he was accepted for the university. 3. It was ... for you that he did not see you. 4. She was very ... with lottery tickets. 5. You are ... to have such fine weather during vacation. 6. Dickens' novels usually have ... endings. 7. These small girls must be very ..., I can see it in their eyes. 8. He says that thirteen is his ... number. 9. Though the old man seemed to have all he wanted he often felt 10. Her son has returned safe from a dangerous expedition and she was very 11. In order to get to the lake, the boys had to walk three kilometres, but in spite of this they were quite ... there. 12. Romeo and Juliet died but their ideal¹ of true and ... love remained. 13. By a ... chance they did not miss² each other at the station. 14. There are at least five important kinds of fish which you can catch if you are 15. You are ... that there are no serious injuries.³ It could have been much worse.

- III. Agree with or contradict the statements about these pictures.

That was a piece of good luck for the cat.
He had a good breakfast.



¹ ideal [ai'diəl]—идеал

² to miss—пропустить,
не заметить

³ injury ['ɪndʒəri]—ушиб,
рана



It is an unlucky day for the skier.
He has hurt¹ his leg.



The hunter is very glad to be
at home again.
His happiness knows no bounds.



All three are very happy.

IV. Develop these situations by characterizing the feelings or circumstances in them. Make use of these words:

happiness, luck, happy (unhappy), lucky (unlucky), to have good (bad) luck, happiness knows no bounds, to try one's luck.

1. Pete came home just before the storm broke out. He did not get wet. Mother was very glad to see him come in.

¹ to hurt — ушибить

2. The teacher is giving out the checked compositions. Kate opens her notebook and sees "excellent" there. She smiles with joy.
3. This is the first time that one of Valya's poems has been published in a newspaper. Everyone is congratulating her. She looks very pleased.
4. The place is usually very dry. But this spring there has been much rain. The collective farmers hope that their crops¹ will be rich.
5. It's good that Boris did not see us. He seems very angry.
6. We all bought lottery tickets, but only Nick got the winning² ticket.
7. When Father comes home, the puppy³ jumps and dances around Father's feet.
8. We were glad to meet Valya. But she looked very sad and told us she had lost some very important papers.

V. Look at the pictures and answer the questions below, using the words *happy*, *lucky*, *unhappy*, *unlucky*, *happiness*, *luck*.



Which team is the luckier one?

Will it be a happy meeting?

¹ crops — урожай

² winning — выигрышный

³ puppy — щенок

VI. Read the following stories inserting the proper words. Compare the feelings of the men described. Which of them is really happy?

THE SHIRT

The king of an eastern country was rich and powerful, but he was not He went to consult a wise old man on the subject. "... is a very rare¹ thing in the world, but I know the way to find it," the wise man said. "You have only to put on the shirt of a ... man."

The king thanked the old man and began to look for the talisman.² He visited many countries. He met kings, writers, doctors and others, but they were not

At last, he came back to his own country. One day, he saw a poor peasant with a ... look on his face, who was working in a field and singing. He went up to the peasant and said, "My good fellow, are you ...?" "Quite ...," answered the peasant. The king sighed with relief. He was ... to have found a ... man at last. "Would you like to change places with a king?" he asked the peasant. "Not for the world"³—"Well, then," said the king, "Sell me your shirt." "My shirt?" answered the peasant in surprise. "I haven't got one."

THE HAPPIEST MAN ON EARTH

This story by A. Maltz, an American writer, is about Jesse Fulton, a jobless man, one of those who are many in America.

Jesse felt ready to weep. He was sitting in the office of Tom Brackett, his brother-in-law,⁴ waiting for that ... moment when Tom would say, "Yes, Jesse, of course, you can start whenever you're ready." For two weeks Jesse had been walking through nights of rain and a week of hot sun, without sleep or a good meal waiting for that ... moment. And now he hears "No."

"No, Jesse, I can't give you a job. Why didn't you write to me, why didn't you tell me things were so bad? I might have helped."

"You had a piece of bad ... too. We know you've lost your shop. But I came here to ask you for a job, not for money. One man, he said his name was Egbert, told me you always have a job here."

¹ rare—редкий

² talisman—талисман

³ Not for the world—Ни за что на свете

⁴ brother-in-law—зять

"Oh, no, Jesse, you don't want to work in our department. You don't know what it is. It's risky¹ work." "Yes, I know. The man told me everything. He drove trucks² for you. Trucks with nitroglycerin³ which could blow⁴ any moment. You cough⁵ and it blows. But I don't care. Isn't there any job, Tom?"

"Sure, there is, there is even Egbert's job if you want it."

"He's quit?"⁶

"He's dead! Last night."

"Oh!" But then, "I don't care. He said he was getting a dollar a mile.⁷ He was making five to six hundred dollars a month. It's real ..."

"Nothing of the kind! Why do you think the company has to pay so much? It's easy until you run over a stone or get something in your eye, or any other thing that nobody ever knows and then there is no truck, no man, nothing! Do you understand now what ... it is?"

"But, Tom, I just can't live like this any more. We have nothing to eat, Tom. I want that job." "No, no! I won't give it to you. Think of Ella and your children."

"Don't you know I'm thinking about them? That's why I am here, Tom. This is the only chance I see in my life to do something for them. Let me try my ..."

"You say you're thinking about Ella. How's she going to like it when you get killed?"

"Maybe I won't," Jesse said. "One must be ... sometime."

"When you take this job your ... is a question mark. The only thing certain is that sooner or later you get killed."

"Let it be so!" Jesse shouted back. "But before it happens I get something, don't I? I can buy a pair of shoes. I can buy some candy for the children. I can eat some myself. I want Ella dressed up. I want to take my family to the cinema."

"I suppose you think she'll enjoy living when you're on a job like that?"

"But she won't know it. I tell her I make only forty. You put the rest in a bank account⁸ for her, Tom."

¹ risky—рискованный

² truck—грузовик

³ nitroglycerin [ˈnɪtrəʊdʒlɪsəˈrɪːn]—нитроглицерин

⁴ to blow (blew, blown)—взрывать(ся)

⁵ to cough [kɒf]—кашлять

⁶ He's quit [kwɪt]?—Он уволился?

⁷ mile—миля (мера длины)

⁸ a bank account [əˈkaʊnt]—счет в банке

"Oh, shut up!" Brackett said. "You think you'll be ..." Jesse laughed. "I'll be ...! Don't you worry, I'll be so ..., I'll be singing. Tom, I'm going to feel proud of myself for the first time in seven years."

"Oh, shut up, shut up!" Brackett said again but gradually¹ he gave in.² "If you're ready to drive tonight, you can drive tonight!"

Jesse didn't answer. He couldn't. He only nodded. Then he went slowly out with a wild³ joy in his heart. "I'm the ... man in the world," he whispered to himself. "I'm the ... man on the whole earth."

VII. What is your idea of happiness? Discuss it with your class-mates. What do you think of this?

"The happiness of men consists in life. And life is in labour."

Leo Tolstoi

VIII. Solve the riddle.

Who is always happiest when he finds everything dull?⁴

TIME FOR FUN

"Father," said Jimmy, running into the sitting-room, "there's a big black cat in the dining-room."

"Never mind, Jimmy," said the father, "Black cats are lucky."

"This one is, he's had your dinner."

* * *

Little boy: Hey, Dad, you're lucky.

Father: How's that?

Little boy: You won't have to buy me a lot of new school books this next year. I'll still be in the same class. Isn't that good luck?

* * *

Two fathers, whose sons were at college, were comparing⁵ the letters they got from them.

"My son is so educated now. His letters always send me to the dictionary," said one father.

"You're lucky", said the other. "My son's letters always send me to the bank."

¹ gradually [ˈɡrædʒjuəli] — постепенно

² to give in — уступать

³ wild — дикий

⁴ dull — тупой, неострый

⁵ to compare [kəmˈpeɪ] — сравнивать

Mistress: Clara, give the goldfish a few more ant's eggs.¹ It's my birthday and I want to see happy faces around me.



TRADE, PROFESSION, OCCUPATION

"I thought being a dentist was an easy profession."

"What shall I be? What will my **occupation** be?"—such are the usual questions of youth. Indeed, it's very important to have

work to your liking.² An **occupation** must be chosen with great care. One must think of something which interests one most of all. One should choose an **occupation** according to one's ability.

In our country there is a good tradition called *Open Doors Day*. One Sunday in spring, all universities, institutes and secondary special technical schools open their doors wide to senior schoolchildren, inviting them to come and choose a **profession**. The schoolchildren meet professors and students there, they see different laboratories and lecture rooms where students study. Any **profession**, be it that of a doctor, an artist, a teacher, an architect, a chemist, or a journalist requires³ special education and training. That is why most of students time is spent in learning.

Misha would like to be a radio-engineer. He took up radio-engineering when he was in the 8th form. He wants to study at the



¹ ant's eggs—эд. корм для рыбок

² to one's liking—по душе

³ to require [rɪ'kwaɪə]—требовать



radio-engineering faculty when he finishes school, because he thinks that radio is his calling.¹

His friend Andrei dreams of becoming a welder.² Andrei's father and elder brothers are welders by trade. Andrei wants to learn this trade, too. Yes, he knows there are other good trades such as a turner,³ a joiner,⁴ a driver, a tractor-driver, a carpenter,⁵ a shoemaker,⁶ but he finds the job of a welder the most interesting. He even tried to persuade his sister to learn the trade of a welder, but she wishes to become a doctor; she thinks it the noblest of all occupations.



And what would you like to become?

Have you got a clear idea of your calling?

REMEMBER:

A trade is an occupation mainly involving manual⁷ or mechanical work.

A profession is an occupation that requires a higher education.

An occupation is any kind of employment.⁸

to choose a trade (profession) to one's liking — выбрать профессию по желанию

¹ calling ['kɔ:lɪŋ] — призвание

² welder ['weldə] — сварщик

³ turner ['tɜ:nə] — токарь

⁴ joiner ['dʒɔɪnə] — столяр

⁵ a carpenter ['kɑ:pɪntə] — плотник

⁶ a shoemaker ['ʃu:meɪkə] — сапожник

⁷ manual ['mænjʊəl] — ручной

⁸ employment [ɪm'plɔɪmənt] — занятие

Proverbs and sayings:

Jack of all trades and master of none. (За все берущийся, но ничего не умеющий делать человек.)

He works best who knows his trade. (Дело мастера боится.)

Exercises

I. Fill in the blanks with *occupation, profession or trade*.

1. In the Soviet Union young boys and girls have a wide choice of 2. My sister is very fond of farm life. She is a milkmaid by 3. You could become a turner, it's a very good 4. "What's your father?"—"He is a lawyer¹ by" 5. Peter is going to choose the ... of a joiner. 6. "What's your job now?"—"I am a miner by" 7. She is at a loss whether to choose the ... of a chemist or that of an architect. 8. Jack London tried many ... before he became a writer. 9. M. Botvinnik is a physicist by 10. My younger brother attends an industrial trade school, he is learning the ... of a locksmith.² 11. When Chekhov was a boy he was taught the ... of a shoemaker and a tailor.³ 12. Yes, I'm going to enter an institute. The ... of a doctor requires higher education and training.

II. Make up short dialogues according to the model.

Model: "What's your father's (mother's, brother's, etc.) occupation?"

"He is an engine-driver by trade." (or by profession as the case may be⁴)

"Does he like the job?"

"I think he does."

engine-driver [ˈendʒɪn,draɪvə]—машинист

docker [ˈdɒkə]—докер

bricklayer [ˈbrɪk,leɪə]—каменщик

pilot [ˈpaɪlət]—пилот

hairdresser [ˈheə,dresə]—парикмахер

¹ lawyer [ˈlɔːjə]—адвокат

² locksmith [ˈlɒksmiθ]—слесарь

³ tailor [ˈteɪlə]—портной

⁴ as the case may be—в зависимости от случая, соответственно

musician [mju:'zɪʃn] — музыкант
agronomist [əg'rɒnəmɪst] — агроном
salesman ['seɪlzmən] — продавец

III. Speak on the pictures.

Does the girl dream of becoming a turner?
What will she be?



to teach a trade — обучать ре-
меслу
to be surprised — удивляться

to polish ['pɒlɪʃ] — шлифовать,
подтачивать
nails [neɪz] — ногти

What are the men's occupations?
Which trade is the more difficult one?
What do you think?



waiter ['weɪtə] — официант
 juggler ['dʒʌɡlə] — жонглер
to stumble ['stʌmbl] — спотыкаться
tray [treɪ] — поднос
to catch up — подхватывать

IV. Render the following into English, paying special attention to the words in italics.

1.

— Вот несчастье, — стыдил отец сына, — кем ты станешь, если умеешь считать (*to count*) только до десяти?

— Судьей (*referee*) по боксу. Замечательная *профессия*, — уверенно ответил сын.

2.

Один известный художник долго не знал, кем ему быть: певцом или художником. Когда он рассказал об этом одному знакомому (*acquaintance*), тот спросил: «Так почему же вы выбрали *профессию* живописца?» «Из тех соображений, — ответил художник, — что если потеряешь голос (*to lose one's voice*), то ты конченный человек (*lost man*), а потерянную кисточку (*brush*) легко заменить новой».

V. Have you decided yet what your future occupation will be? Speak about it. Why do you think that the profession (or trade) you have chosen is one of the best? What book have you read or what film have you seen about it? What famous people of your chosen profession (trade) do you know?

TIME FOR FUN

“Did you know that I had taken up story-writing¹ as a profession?”

“No. Sold anything yet?”²

“Yes, my watch, my saxophone³ and my overcoat.”

IT IS INTERESTING TO KNOW THAT

... there are people with unusual occupations in London. There are pavement⁴ artists and buskers. The pavement artist finds a piece of pavement — perhaps near Trafalgar Square or the Tower of London — and draws pictures in coloured chalks for the people who pass by. He hopes, of course, that they will drop a penny or a sixpence into his hat.

¹ story-writing — писатель

² Sold anything yet? — Что-нибудь уже продал? (из рассказов)

³ saxophone [ˈsæksəfoʊn] — саксофон

⁴ pavement [ˈpeɪvmənt] — тротуар

A busker is a person who entertains¹ people in the street for money. Sometimes the buskers are students who play guitars, or old men and women who play flutes² and violins. But the most famous buskers of all are those who dance in the road.

CAUSE, REASON

"The **reason**? I got my sun-tan³ in a forest."

"What's the **reason** of your coming so late?"

"Oh, I'm sorry to have kept you waiting but I was detained⁴ by a road accident."

"What was the **cause** of the accident?"

"Our bus ran over a woman."

"How did it happen?"

"She saw a friend and ran out into the middle of the road without waiting for a break in the traffic."

"Was she badly hurt?"

"Not very. The driver managed to brake⁵ pretty quickly. How careless pedestrians⁶ are!"

"You are right. That's the main **cause** of road accidents. But drivers are to blame⁷ for it, too. They sometimes exceed the speed limit⁸ and that **causes** accidents."

"Yes, that's true. One day I saw a driver going at a very great speed. When the militiaman demanded that he give his **reason** for breaking the traffic rules the driver replied, 'My brakes don't work and I was hurrying to get home before I had an accident'. A joker⁹, wasn't he? He was punished of course."

"So it appears there should be mutual¹⁰ carefulness, and the observation of traffic rules. Then road accidents will be few."



¹ to entertain [entə 'teɪn]—развлекать

² flute [flu:t]—флейта

³ sun-tan ['sʌntæn]—солнечный загар

⁴ to detain [di'teɪn]—задерживать

⁵ to brake—тормозить

⁶ pedestrian [prɪ'destrɪən]—пешеход

⁷ to blame—обвинять

⁸ to exceed the speed limit—превышать скорость

⁹ joker—шутник

¹⁰ mutual ['mju:tʃuəl]—взаимный

REMEMBER:

A cause is that which produces an effect, which makes a thing happen.

A reason is a fact which is put forward¹ as a motive or explanation, or in order to justify some conclusion².

with reason, not without reason—не без основания
to give a reason for—объяснить причину чего-либо
by reason of—по причине

Exercises

I. Fill in the blanks with *cause* or *reason*.

1. Carelessness is often the ... of fires. 2. He didn't tell anyone his ... for leaving. 3. The ... of the accident is still not known. 4. The ... for his absence is illness. But what was the ... of his illness nobody knew. 5. What is the ... of lightning? 6. Though I had a lot of conversations I could not understand his ... for changing his mind. 7. The boy did not know all the letters³ of the alphabet and was afraid the other children would make fun of him. This was the ... of his shyness. 8. Scientists attribute⁴ changes in the weather to natural 9. There is no ... to suppose he will forget. 10. The ... of earthquake⁵ is the heat inside the earth. 11. What was the ... of your refusal to go there? 12. Never stay away from school without good

II. Give a reason for or point out a cause of the following situations as shown in the model.

Model: 1. He was out of work. That's why he lived in poverty.—*The cause of his poverty was unemployment.*

2. He ran so quickly that I couldn't catch him.—*The reason why I could not catch him was that he ran so quickly.*

¹ to put forward—выдвигать

² conclusion [kən'kluzən]—заключение, вывод

³ letters—буквы

⁴ to attribute ['ætrɪbjʊt]—приписывать

⁵ earthquake ['ɜ:kweɪk]—землетрясение

1. They have become friends again, that's why I am glad.
2. As it was raining heavily he stayed indoors.
3. He was punished because he behaved¹ badly.
4. The small girl was careless, that's why she made such a mistake.
5. The woman went to bed early because she was very tired, or so she said.
6. They misunderstood each other, that was why they quarrelled.²
7. They are very kind people. That's why I like them.
8. We disliked him because he never told the truth.
9. They decided to give up the trip because of the bad weather.
10. I left them very early because I had much work to do at home.

III. Answer the questions about the pictures, using the words *cause* or *reason*.
Begin with:

"The cause of ... is ..."

"The reason why ... is ..."

1.

1. Why is the football-player running away from the opponent's goal?³
2. What explanation will he give to his fellow-players?
What do you think?



fright [fraɪt] — испуг

bull [bul] — бык

¹ to behave [bi'heɪv] — вести себя

² to quarrel ['kwɔrəl] — ссориться

³ the opponent's goal ['ɒpənənt's 'gəʊl] — ворота противника

2.

1. Can you explain why the people are waving so energetically?
2. Why is there a trail of heavy smoke behind the car?
3. What do the driver and his wife think of the people's excitement?¹



to wave — махать
trail — хвост, полоса
(дыма)
fire — огонь

3.

Why did the swimmers become runners?



absence [ˈæbsəns] — отсутствие

IV. Make up short dialogues following the models, and making use of the phrases given below.

Model 1: A: Shall we accept² his suggestions?

B: I see no reason why we shouldn't.

stay there for Sunday; allow him to go with us; try to do it again; enter the hall; talk over the matter again; a bit quicker;

¹ excitement [ɪkˈsaɪtmənt] — возбуждение

² to accept [əkˈsept] — принимать

turn on the radio set; write the return address; telephone her; travel by air; go sightseeing.

Model 2: A: Why are you angry with him?

B: It is not without reason (or with reason) that I am angry. He didn't keep his promise.

to come to the meeting; to forget to bring the camera; to talk during the lessons; to keep somebody waiting; to change one's mind¹ every day; to refuse to help one's class-mate; not to tell the truth; to be careless; to be rude.²

V. Translate the following into English.

1. Нет причины думать, что она забыла о вашем приезде.
2. Причиной вашей неудачи (failure) была неосторожность.
3. Инфекция (infection) является причиной многих болезней.
4. Есть ли у него какая-нибудь причина для проявления антипатии (dislike) к своим соученикам?
5. План не был выполнен по причине плохой организации.
6. Объясните причину такого поведения.
7. Есть все основания полагать, что этот человек поступает справедливо (justly) и смело.
8. Успокойтесь! Нет причин для волнения (nervousness). Все будет хорошо.
9. Почему вы постоянно смеетесь без всякой причины?
10. Мы надеемся, что у нас больше не будет причины жаловаться (to complain) на ваше поведение.
11. У вас нет причин недоверять (to mistrust) этому человеку.

TIME FOR FUN

Young man to his beloved: You are so clever and so beautiful! Why do you refuse to marry me?

She: My friend, you have given the reasons yourself!

IT IS INTERESTING TO KNOW

∴ what the cause of the Moon being two-faced is. Photos of the far side of the Moon show it to be different from the side we can see—it has more peaks and fewer “seas”. Recently Soviet astronomers concluded³ that this asymmetry may well have resulted⁴

¹ to change one's mind—менять, изменять решение

² rude [ru:d]—грубый

³ to conclude [kən'klud]—приходить к заключению

⁴ to result—происходить в результате чего-либо

from internal¹ causes rather than from external² influences. One of the causes may have been the rapid deceleration³ of the Moon's rotation⁴ reducing⁵ the centrifugal force, which, in turn, changed the balance between two sides.

... that the surface of the sun is sharply defined—since the sun consist purely of gas. One reason for the sharpness of the sun's edge, as some scientists think, is its intense gravity, 28 times that of the earth. On the sun a 160-pound man would weigh over two tons.

COMMON, GENERAL

A common desire.⁶

Mike: Are you coming to my house to night to hear my new records? All our **common** friends are coming.

Peter: Thank you, but I can't. The final exams are approaching, you know and I must work hard to prepare for them, especially for the exam in Russian literature.

Mike: But you know Russian literature perfectly well. You read a lot of books by Russian writers, besides those on the obligatory reading list.⁷

Peter: Yes, I have read them, but it was some time ago. Now I have only a **general** idea about the books but I don't remember details. As I wish to enter the Russian literature faculty after school and specialize⁸ in this subject, a **general** knowledge of it won't do.

Mike: So we won't see you with us until the exams are over. And what shall I tell Alec, who is so eager to hear your answers to his "Whys"?⁹



¹ internal [in'tɜ:nl]—внутренний

² external [iks'tɜ:nl]—внешний

³ deceleration [di'selɪ'reiʃn]—замедление

⁴ rotation [rou'teiʃn]—вращение

⁵ to reduce [ri'dju:s]—сбавлять, уменьшать

⁶ desire [di'zærə]—желание

⁷ obligatory [ɔ'bligətəri] reading list—обязательные по программе

⁸ to specialize ['speʃiəlaɪz]—специализироваться

⁹ "Whys"—эд. «почемушки»

Peter: Can't you answer them?

Mike: I am annoyed¹ with his hundreds of questions every day. And besides, he doesn't like my general answers. He wants details. He is an extremely curious² boy.

Peter: No more than other children of his age. The habit of asking many questions is common among them. Here is a joke about it. "That is your last question for today, Jimmy," Mother said to her curious son, since she was tired of answering his numerous questions. "Curiosity killed the cat."³ The boy's eyes brightened as he heard the news. "Mummy, please, may I ask one more question?" And when he got permission he said, "What was the thing the cat wanted to know?"

Your brother, as you see, has much in common with that boy. But I like him for that. I think I will drop in some evening to have a talk with him. Good-bye, till then!

Mike: Good-bye! And good luck to you!

REMEMBER:

Common means belonging equally to two or more.

General means not very definite, without details.

to have something in common (with)—иметь что-то общее с ...
common to ...—общее для ...

Exercises

1. Fill in the blanks with *common* or *general*.

1. After the Revolution in our country factories, banks and fields became ... property.⁴ 2. The sisters were good friends and had everything in 3. Your reply is too 4. The garden is very large as it is ... to several houses. 5. He has only a ... idea of the subject. 6. It had nothing in ... with what I said. 7. During the war the Soviet people joined their efforts to fight for a ... cause. 8. I don't want you to go

¹ I am annoyed [ə'noɪd]—Мне надоели

² curious ['kjʊəriəs]—любопытный

³ Curiosity killed the cat.—Любопытство стоило коту жизни.

⁴ property ['prɒpəti]—собственность

into details, tell us your ... impression¹ of the play. 9. Will you mention some features² ... to the main characters of this play? 10. The plan was accepted by ... consent.³ 11. I want you to meet Oleg. He is our ... friend. 12. Our school gives a good ... education. 13. "My ... opinion of your composition is quite favourable," the teacher said. 14. These English books are the ... property of our group. 15. The love of adventure⁴ is ... among boys of his age. 16. Their remarks⁵ were too ..., but we wanted a quite definite opinion.

II. Arrange these words in suitable pairs to make up the combination listed below. Then make up sentences of your own, using these combinations.

| | |
|-------------------|--|
| common general | things, impression, cause, ⁶ enemy, idea, consent, outline, ⁷ friend, habits, books, features, land, language, trouble, interests, property, desire. |
|-------------------|--|

общее впечатление, общее дело, общие вещи, общие черты, общие книги, общие привычки, общие интересы, общий язык, общая собственность, общая земля, общий обзор, общее представление, общее согласие, общий друг, общая забота, общий враг, общее желание.

III. Answer the questions about each of the pictures.

Is there anything common to them?

rubbish ['rʌbɪʃ] — мусор
to throw away — выбрасывать
yard — двор



¹ impression [ɪm'preʃn] — впечатление

² feature ['fi:tʃə] — черта

³ consent [kən'sent] — согласие

⁴ adventure [əd'ventʃə] — приключение

⁵ remark [rɪ'mɑ:k] — замечание

⁶ cause [kɔ:z] — зд. дело

⁷ outline ['aʊtlaɪn] — обзор, очертание



ostrich [ˈɒstrɪtʃ] — страус
length [lɛŋθ] — длина



hobby [ˈhɒbi] — любимое занятие

IV. Ask your class-mate what is

- 1) his general impression of a film (play) he saw lately;
- 2) his general idea of a book he read recently;
- 3) his general opinion on the play of your school football (hockey, volley-ball, etc.) team.

V. What are your friends and your own 1) common interests, 2) common desires, 3) common habits, 4) common things.

VI. Translate the following into English.

1. У прогрессивных людей мира одно общее желание: мир и дружба между народами. 2. Каково ваше общее мнение о вчерашнем вечере на английском языке? 3. Что у вас общего с этим человеком? 4. У братьев общие учебники, общие школьные принадлежности и сидят они на одной парте. 5. Всех их объединяет одно общее дело: борьба за независимость своей родины. 6. У меня слишком общее представление об этом предмете, поэтому я не смогу быть вам полезной. 7. У общих друзей и общие интересы. 8. С самого детства у нас с Володей была общая мечта: стать летчиками. 9. Профессору не понравился ответ студента, так как ответ был слишком общим. 10. Общее желание десятиклассников нашей школы — поехать на какую-нибудь новостройку (new construction site). 11. Хотя мы и друзья и у нас много общего, но спортивные интересы у нас разные.

IT IS INTERESTING TO KNOW

... that the establishment¹ of one common language for all nations has become an urgent necessity.² Such a language would make it easier the work of international organizations, international tourism, international exchange of information³ and so on.

What a common language should be like is a controversial issue⁴ in linguistics.⁵ Some scientists think that the problem of a common language for mankind could be solved by making one national language universal. This solution has been rejected⁶ by Soviet scientists. All living languages are equal⁷. Marxists categorically reject any special privileges being given to any nation or language.

The hypothesis⁸ that all languages will gradually merge⁹ into one is ungrounded¹⁰ and unscientific. Soviet linguists think that a common language cannot be created without the participation¹¹ of scientists and writers from all countries, and without universal discussion and at least general suggestions on its draft.¹² They maintain the idea that such a sensibly worked out¹³ common language might begin its existence¹⁴ as an auxiliary one, and then gradually develop into a language spoken by all mankind.

¹ establishment [ɪs'tæblɪʃmənt] — установление

² urgent necessity [ˈɜːdʒənt nəˈsesɪtɪ] — крайняя необходимость

³ exchange of information — обмен информацией

⁴ controversial issue [ˌkɒntɹəˈvɜːʃəl ˈɪʃjuː] — спорный вопрос

⁵ linguistics [lɪŋˈɡwɪstɪks] — лингвистика (*наука о языке*)

⁶ to reject [rɪˈdʒekt] — отказываться, отвергать

⁷ equal [ˈiːkwəl] — равный, равноправный

⁸ hypothesis [haɪˈpɒθɪsɪs] — гипотеза

⁹ to merge [mɜːdʒ] — сливаться

¹⁰ ungrounded [ˈʌnˈɡraʊndɪd] — необоснованный

¹¹ participation [pɑːtɪsɪˈpeɪʃn] — участие

¹² draft [draɪft] — эд. общие основы

¹³ sensibly worked out — разумно разработанный

¹⁴ existence [ɪgˈzɪstəns] — существование

GENERAL EXERCISES

Choose the right word.

1. THE HERO OF ACROPOLIS¹

Greece, that ancient seat of civilization and culture, which gave the world such terms as "democracy", was occupied in April 1941 by German forces, despite the heroic resistance of the Greek people. That sacred shrine,² the Acropolis was hooded³ by a swastika flag. It was one of the most difficult periods in Greek history. Some people began to lose heart.⁴ They did not know that patriots had taken up arms to fight the enemy. It required a heroic deed to make them follow the patriots.

This was done on May 31, 1941. The Nazi flag (*above, over*) the Acropolis was torn down by a courageous man right (*under, below*) the noses of SS guards. That was a great (*event, accident, incident*) for the Greek people. They (*watched, observed*) the (*huge, tremendous*) flag waving (*over, above*) and regained their belief.⁵ Hitler issued an order that "the criminal" should be sentenced to death. But the police failed (*to learn, to find out, to discover*) the name of the hero. It was only after the defeat⁶ of the fascists by the Soviet Army that the name of the hero became known.

He was Manolis Glezos, whom Greece regarded as her national hero.

That was many years ago. Now a group of "black colonels"⁷ (*caught, snatched, seized*) power and established a new order in Greece. Thousands of people have been thrown into prisons, among them Manolis Glezos. Glezos and his friends never stopped fighting the reactionary forces. After the war he was several times arrested, imprisoned, sent to a "death island" and even sentenced

¹ Acropolis [ə'krɒpəlɪs]—Акрополь

² sacred shrine ['seɪkrɪd 'ʃraɪn]—священная гробница

³ to hood [hʊd]—накрывать капюшоном

⁴ to lose heart—падать духом

⁵ to regain one's belief—приобретать уверенность

⁶ defeat [dɪ'fi:t]—поражение

⁷ colonel ['kɒlənəl]—полковник

to death.¹ (*Each, every*) time his countrymen and the world public fought to save the life of this courageous man who is always in the first (*rows, lines, ranks*) of the fighters for peace, democracy and progress. Glezos can be arrested. He can be put into prison. But history cannot be written off.

Indeed, dozens of ministers have come and gone (*for, during*) these years in Greece. Where are they? Who (*remembers, recollects*) them? But the name of Manolis Glezos will always remain a symbol of the Greek people struggle for freedom and independence.

The Greek people will keep on fighting until they become the real (*masters, owners, hosts*) of their own land.

2. OFF-SHORE² OIL TOWN

Plans to extract³ oil from the bottom of the Caspian Sea were made early last century. However, it was not until November 7, 1949, that the first well one hundred kilometres off Baku produced oil.

Now, out in the open sea, there is a township—Neftyanıye Kamni—on stilts⁴ with a population of over 5,000—all swimmers. Those unable to swim are not given a job there. (*For, during*) three hundred days in the year the Caspian is rough, but even (*for, during*) storms, heavy lorries are driven along the road that (*joins, connects, unites*) Neftyanıye Kamni with Baku.

The strange thing is that life seems quite normal in this “town”. There are two-storey cottages, flowers along the streets, shops, canteens and a post-office in the centre. There is even a technical school, a chess and draughts club and hot houses growing lemons and oranges. Work does not stop at night. People work hard and their efforts are (*awarded, rewarded*): the “town” produces the cheapest oil in Azerbaijan. The best workers were (*awarded, rewarded*) the title of Hero of Socialist Labour.

Workers who live in Baku go to work in (*comfortable, convenient*) diesel electric ships. They while away⁵ the time on board by (*watching, observing*) films, reading or playing chess. No one feels (*alone, lonely*). The local orchestra, *The Dolphin*,⁶ is very popular and gives concerts not only in Neftyanıye Kamni but in other oil-producing parts of the country.

¹ sentenced to death—приговорен к смерти

² off-shore [’ɔf’ʃɔ:]—в море, далеко от берега

³ to extract [iks’trækt]—извлекать

⁴ stilt—свая, опора

⁵ to while away—проводить свободное время

⁶ *The Dolphin*—«Дельфин»

3. THE SINGING MOUNTAIN

There is an amazing mountain in the north-east of Alma-Ata, beyond the River Ili. It is sometimes called the *Singing Mountain*. It is composed of light-coloured sand, and presents an awesome¹ sight.

The sand hill is up to 1.5 km. long and 120 metres high. When the weather is dry, the sand flows down the slope² of the hill and produces a curious sound. The sound grows louder until it becomes (*like, alike*) a steamship whistle.

Scientists are aware of this rare phenomenon³ in other (*places, seats, room*) of the globe (*too, also, either*), but so far the nature of the sound made by the sands has not been (*learned, found out, discovered*), though there are (*different, various*) hypotheses about it.

Hikers are fond of climbing one of the three peaks of the Singing Mountain (*to look, to glance, to stare, to peep*) at the grand panorama of the Ili River.

If the mountain is silent, the more impatient visitors "make" it sing by running down its slopes. The sand will roll down (*below, under*) their feet and a loud humming sound will be heard from somewhere inside the mountain. Sometimes it shivers⁴ at the same time, as if there were an earthquake⁵ nearby.

4. RUTHLESS⁶

After W. de Mille

Judson Webb was a rich American businessman (*like, alike*) many New Yorkers. He used to spend summer out of the hot and dusty city. His cottage stood (*alone, lonely*) in a beautiful (*place, room, seat*). It was a (*comfortable, convenient*) cottage with three rooms, a bathroom and a kitchen. Webb's (*favourite, beloved*) place in the cottage was a big closet,⁷ where he (*kept, held*) his guns, fishing-rods, wine and other things. He did not allow anybody, not even his (*favourite, beloved*) wife, to have a key to the closet.

¹ awesome [ˈɔːsəm] — грозный

² slope [sləʊp] — склон

³ aware of this rare phenomenon [ɪˈnɒmɪnən] — знают об этом явлении

⁴ to shiver — дрожать

⁵ earthquake [ˈɜːθkweɪk] — землетрясение

⁶ ruthless [ˈruːθlɪs] — безжалостный, жестокий

⁷ closet [ˈkloʊzɪt] — кабинет

Autumn came, and Judson was packing his things for the winter. He was leaving for New York. He (*looked, glanced, peeped, stared*) at the shelf on which the whisky stood and his face grew serious. All the bottles were unopened (*except, besides*) one. The bottle was half full. As he took it from the shelf he heard his wife's voice from the next room.

"I've packed everything. Hasn't Alec come to turn the water off and get the keys?" Alec was a boy who acted as a care-taker.¹

"He's at the lake (*taking, carrying, bringing*) the boats out of the water. He'll soon be back."

Helen entered the room and stopped in surprise seeing the bottle in her husband's hand. "Judson," she exclaimed, "you're not taking a drink at ten in the morning, are you?"—"No, my dear, I'm not taking anything out of this bottle, I am just putting something into it." He (*pulled, drew, dragged*) two small white tablets out of his pocket and put them on the table. "The person who broke into my closet last winter and stole my whisky will probably try to do it again while we are away." Then he dropped the tablets into the bottle and (*kept, held*) it up to watch them dissolve.² His wife (*looked, stared, glanced, peeped*) at him in horror. "Don't do it, Judson," she cried. "It'll make the man sick."—"Not only sick. It'll kill him." "Oh, that's horrible! It's murder."³ But her husband only laughed. "If I punish a thief who enters my house, it's not murder."

She knew it was useless to argue with her husband. He was ruthless in protecting his property. She had made up her mind to tell the care-taker's wife about it. Someone had to know. So Helen went down the road and Judson started to close the closet door. Suddenly he (*remembered, recollected*) that he had not packed his hunting boots, which were in the garden. He went to fetch them, but slipped⁴ on a stone and his head (*beat, struck*) the table as he fell.

(*A few, few*) seconds later he felt a strong arm round him and heard Alec's voice: "Take this, Mr. Webb, it'll make you feel better."

A small whisky glass was pressed to his lips. Half-conscious,⁵ he drank.

¹ care-taker ['keə,teɪkə]—человек, присматривающий за домом

² to dissolve [dɪ'zɒlv]—растворяться

³ murder ['mɜ:də]—убийство

⁴ to slip—поскользнуться

⁵ half-conscious ['hɑ:f'kɒnʃəs]—почти без сознания

5. A DEAL¹ IN OSTRICHES²

After H. G. Wells

"Talking of the price of birds, I have seen an ostrich that costs three hundred pounds," said my friend. "I will tell you its story."

"I was on board a big steamer returning from India. Among the passengers there was a rich Hindoo, Sir Mohini Padishah by name, who (*wore, put on, dressed*) a big red turban with a (*huge, tremendous*) diamond³ in it. There was a man in charge⁴ of five ostriches on board. Suddenly, one day, one of these ostriches comes up to Padishah, picks⁵ the diamond off his turban and swallows⁶ it. The ostrich then ran away to the other ostriches.

The man in charge was not there just at the moment. He came later. The ostriches were all (*alike, like*) so nobody could tell which of the five had swallowed the diamond. You can understand that Padishah got terribly angry. He said he would have his diamond and asked for his rights. But he said he would not buy the birds. He (*offered, suggested*) giving the ostriches some medicine. But the man in charge refused to give them any medicine.

Then Padishah went to the man in charge and made an offer for all the five ostriches. But the man said he had no rights to sell the birds. At the same time he told Padishah that a man named Potter had already made an offer, and soon that man became the (*master, owner, host*) of the birds. Potter had organized an auction.⁷ He said he would sell four birds, one after the other, and (*keep, hold*) the fifth for himself.

The diamond was worth three or four thousand pounds. This price was stated by a diamond merchant on board the ship, who had seen the diamond on Padishah's turban at the beginning of the (*journey, travel, trip, voyage*). Of course the passengers' interest in the auction was (*huge, tremendous*). The diamond merchant got the first bird. He killed it but did not find the diamond. The other three birds were sold next morning. But Padishah did not get even one bird. After the auction I went to Potter and (*offered, suggested*) to buy his last bird. But he said he had sold it already.

Well, the new (*masters, owners, hosts*) of the birds landed at Brindisi, and Potter and Padishah landed there (*also, too, either*).

¹ deal — дело, сделка

² ostrich ['ɔstrɪtʃ] — страус

³ diamond ['daɪəmənd] — алмаз

⁴ to be in charge [tʃɑ:dʒ] — быть ответственным

⁵ to pick off — склевывать

⁶ to swallow ['swɒləʊ] — проглатывать

⁷ auction ['ɔ:kʃən] — аукцион

And so did I. The Hindoo, with tears in his eyes, tried to give his name and address to the man who had bought the birds, so that they would know where to send the diamond when they found it. But they did not want to take his name and address and refused to give their own addresses. That evening they all went away by (*various, different*) trains.

How did it end? Oh, well, you see, a week or so after landing I was in Regent Street and suddenly met Padishah and Potter walking along arm-in-arm, talking in a very friendly way. I think that Padishah was really a rich Hindoo and the diamond was a real one. But whether the bird really swallowed the diamond or not—that is, of course, quite another question.”

6. LUGGAGE QUESTION

After Jerome K. Jerome

When you decide to go on a tour, the usual question of luggage arises.¹ The best way is to make a list of things before packing. I taught my friends how to make that list; I had (*learned, found out, discovered*) it myself years ago from my uncle Podger.

“Always make a list before beginning to pack,” my uncle often said.

He was a methodical² man.

“Take a piece of paper,” he always began at the beginning, “and put down on it everything you cannot possibly do without.³ Imagine yourself in bed. What have you got on? Very well, put it down. You get up; what do you do? Wash yourself. What you wash yourself with? Soap;⁴ put down soap. Go on till you have finished. Then take your clothes. Begin at your feet; what do you (*wear, put on, dress*) on your feet? Boots, shoes, socks; put them down. Work up till you get to your head. What else do you want (*except, besides*) clothes? (*A little, little*) brandy;⁵ put it down. A cork-screw;⁶ put it down. What is your (*favourite, beloved*) (*occupation, trade, profession*)? Take all necessary things connected with it. Put down everything, then you don’t forget anything.”

That is the plan he always followed himself. When the list was made, he usually went over it carefully, as he always wanted to

¹ to arise (arose, arisen) — возникать, появляться

² methodical [mə'θɔ:dɪkəl] — методический

³ to do without something — обходиться без чего-либо

⁴ soap — мыло

⁵ brandy — брэнди (вино)

⁶ cork-screw ['kɔ:kskru:] — штопор

see that he had forgotten nothing. Then he went over it again, and struck out¹ everything he could possibly do without.

Then he usually lost his list.

7. BROWN WOLF

After J. London

Walt Irvine and his wife Madge, who lived in a small cottage in the mountains, met a (*lonely, alone*) dog during their walk. He was weak and hungry but he did not touch the food they gave him till they had gone away. He was a wild and a strange dog. (*Every, each*) day Mrs. Irvine gave him food but he ate it only after she had gone away. When he became strong again he disappeared. (*A few, few*) months later, Mr. Irvine saw the dog running in the road and (*carried, brought, took*) him home again. He gave him a piece of meat and tied him up (*for, during*) a week. Then he put a metal plate² round the dog's neck with the words: "Please return..." and set the dog free.

This time he was sent back by the express train, was tied up (*for, during*) three days, was set free on the fourth and disappeared again.

(*Each, every*) time he came back hungry and weak, and (*each, every*) time he ran away fresh and strong. He always ran north. The Irvines could not find (*any cause, any reason*) for such conduct.

A long time passed before the dog recognized Mr. Irvine and his wife as his friends and decided to stay at the cottage.

One summer day when Mr. Irvine was sitting comfortably in the (*shadow, shade*) of a tree with Wolf (as they called the dog now) at his feet, a stranger came to the cottage. As soon as the dog saw the stranger he rushed to him and began to lick³ his hands.

"He is my dog," the stranger said, "I call him Brown."

"Oh," Madge cried, "don't (*carry, bring, take*) him away with you, he is (*happy, lucky*) here."

"When his mother died I brought him up on condensed milk,"⁴ the stranger said. "He never knew any mother but me. Do you think he wants to stay with you?"

"Of course he does," said Mrs. Irvine.

"Let him decide that for himself. Let him (*choose, select, elect*) his (*master, owner, host*). I'll say good-bye and go away. If he

¹ to strike out — вычеркивать

² metal plate — металлический ошейник

³ to lick — лизать

⁴ condensed milk — сгущенное молоко

wants to stay, let him stay. I won't call him to come. But if he wants to come with me, let him come. Don't call him back.

(*For, during*) some time Wolf (*watched, observed*) the man. Then seeing that the man did not return, the dog ran after him, (*caught, snatched, seized*) his hand between his teeth and tried to stop him.

Then he ran back to Mr. Irvine and tried (*to pull, to draw, to drag*) Mr. Irvine after the stranger. He wanted to be at the same time with his old (*master, owner, host*) and with the new one. By that time the stranger was out of sight.¹ The dog lay down at Mr. Irvine's feet. The Irvines were (*happy, lucky*). But in (*a few, few*) minutes the dog jumped up and ran forward. He ran quicker and quicker until he disappeared at the turn of the road, this time for ever.

8. COYOTE² TEAM-WORK³

One autumn day I saw some large birds. They were cranes⁴ that had stopped to rest from their flight to the south for winter. Soon all of them began (*to hold, to keep*) their heads high. They were looking hard at something on the hill (*above, over*) them. There I saw a coyote putting on a big show⁵ all by himself. He ran up and down, jumped high in the air, went around in circles, rolled over⁶ and over. He did not stop (*for, during*) a moment.

The cranes looked and looked some more time. So they did not see a second coyote coming up behind them. The second coyote kept low⁷ and moved slowly. Closer and closer she came. But the cranes kept on (*observing, watching*) the tricks of the first coyote. At last the second coyote got near enough to jump at the cranes. She (*snatched, caught, seized*) one quickly. The cranes flew off. Now the first coyote came down the hill. The show was over. The trick had been (*awarded, rewarded*). The two coyotes had a good meal.

¹ was out of sight—исчез из виду

² coyote ['kɔɪoʊt]—волк

³ team-work—согласованная, совместная работа

⁴ cranes—журавли

⁵ to put on a big show—устроить представление

⁶ to roll over—кувыркаться

⁷ to keep (*kept, kept*) low—идти, прижимаясь к земле

KEYS TO SOME EXERCISES

TO HOLD, TO KEEP

Ex. I 1. hold 2. holding 3. hold 4. holding 5. keep 6. holding
7. hold 8. keep 9. keep 10. keep

Ex. II to hold a banner in one's hand; to keep horses (cows, fish, etc.); to hold an umbrella; to hold one's arms above one's head; to keep money in a savings-bank; to hold something in the mouth; to keep a weapon; to hold something in the beak; to keep food-stuff in a cellar; to keep books in a bookcase; to hold somebody's hand; to keep a dress in a wardrobe

Ex. III 1. "I can't make out what has happened to my fountain-pen. It won't write."

"You are holding it the wrong way. Let me show you how you should hold it."

2. "Will you please hold my overcoat? I'll put on my cap."
"Certainly. You'll hold my overcoat too, won't you?"

3. "Where do you keep Rex?"

"In the corridor. And where do you keep your hedgehog?"

"In a box on the balcony, so far. But soon I'll take it to the woods."

4. "Why do you keep one more kitten?"

"To make company for the first one."

5. "Do you know how to hold the oars?"

"Yes, of course. Let me show you."

Ex. VI The hands of a clock.

COMFORTABLE, CONVENIENT

Ex. I comfortable jacket; comfortable fountain-pen; convenient time; comfortable seat; comfortable tram; comfortable uniform; uncomfortable arm-chair; comfortable shoes; convenient timetable; comfortable table; inconvenient trolley-bus stop; uncomfortable tool; convenient crossing

- Ex. IV 1. "The most convenient way of travelling is by train."
 "I don't think so. It's so hot in the carriage in summer."
 "No, modern carriages are very comfortable, they are roomy and clear."
2. "You've got new shoes. How nice they are!"
 "Yes, they are, but they are uncomfortable."
 "Do they pinch?"
 "Yes."
 "Did you try them on before you bought them?"
 "Of course. I tried on two pairs of shoes, but both were uncomfortable."
 "Why didn't you try on one more pair of shoes?"
 "It was inconvenient to take the saleswoman's time. There were a lot of customers."
 "Well, I think they'll break in. New footwear often seems uncomfortable to begin with."
3. "I say, Lida, the English-speaking club begins tomorrow at 5 o'clock, not at 3."
 "Why?"
 "We decided that it would be more convenient."
 "Tanya doesn't know it. Let's ring her up."
 "Oh, no. It's inconvenient to ring her up so late. We'll do it tomorrow morning."

ALSO, TOO, EITHER

Ex. V too, also, either, too, too, too

TO WATCH, TO OBSERVE

- Ex. I 1. observe 2. observe, watch 3. watch 4. watch 5. watch
- Ex. III 1. watch 2. observe 3. watch 4. watching 5. observe
 6. watch
- Ex. IV observe, observe, observe, observe, watching, watching,
 watching

FOR, DURING

- Ex. I 1. during 2. during 3. for 4. for 5. for 6. during 7. for
 8. during 9. during 10. for 11. during 12. during 13. during
- Ex. II 1. for all his life 2. for about a month 3. during the Great
 Patriotic War 4. for ever 5. during this year 6. during the
 conference 7. during the thunderstorm 8. during the lesson
 9. for ages 10. during the whole night 11. for a few hours
 12. for many days 13. during the winter

HUGE, TREMENDOUS

- Ex. I** 1. huge continent 2. tremendous explosion 3. tremendous interest 4. tremendous success 5. tremendous noise 6. tremendous progress 7. tremendous plan 8. huge fire 9. huge rock 10. huge cage 11. tremendous sum of money 12. tremendous thank 13. huge shark 14. huge laboratory 15. huge dam 16. tremendous impression 17. tremendous changes
- Ex. II** 1. huge 2. huge 3. huge 4. tremendous 5. tremendous 6. huge 7. tremendous 8. huge 9. tremendous 10. huge 11. huge 12. tremendous

TO CARRY, TO BRING, TO TAKE

- Ex. III** 1. carrying, carry 2. brought 3. brought, take 4. take 5. take, carry 6. carry 7. bringing 8. take 9. brought 10. brought 11. brought 12. take 13. carry 14. brought 15. took

UNDER, BELOW

- Ex. II** 1. under 2. under 3. below 4. under 5. under 6. below 7. below 8. under 9. under 10. under 11. under
- Ex. III** 1. under 2. below 3. under 4. below 5. under 6. under 7. below 8. under 9. under 10. under 11. under 12. under 13. below

ABOVE, OVER

- Ex. I** 1. over/above 2. over 3. over 4. above 5. over 6. above 7. above 8. over 9. above 10. over 11. above 12. above 13. over/above
- Ex. III** under, above, over, under

TO DRESS, TO PUT ON, TO WEAR

- Ex. II** 1. wearing 2. wearing 3. dressed 4. put on 5. wears 6. wear, dress 7. dressed, wearing 8. wearing 9. dress 10. dressed 11. dresses 12. wear 13. dressed, wearing 14. dressing 15. wear
- Ex. V** "Why are you putting on your new suit? Where are you going?"
"I am going to see Victor. He has just come back from Sverdlovsk."

* * *

"Why are you wearing a sweater? It's warm outside."
"Yes, but it was chilly this morning. That's why I put it on."

* * *

"Valya, why aren't you wearing your new kerchief?"
"It doesn't match the colour of my overcoat."
"Why did you buy it then?"
"I'll wear it with my jacket when it becomes warm."

* * *

"What are you going to wear when you're on a hike?"
"Why, sports suit, of course. And sports shoes."
"And what will you wear on your head?"
"A straw hat."

Ex. VII 1. A calendar. 2. A needle.

FAVOURITE, BELOVED

- Ex. I favourite paper, favourite author, beloved man, beloved grandfather, favourite park, beloved girl, favourite meal, favourite sport, beloved brother, favourite novel, favourite song, favourite artist
- Ex. II 1. favourite 2. favourite, beloved 3. favourite 4. favourite 5. beloved 6. favourite 7. favourite 8. beloved 9. favourite 10. favourite

TO LEARN, TO FIND OUT, TO DISCOVER

- Ex. I 1. find out 2. learned 3. learn 4. find out 5. discovered 6. find out 7. discovered 8. learn 9. find out 10. find out 11. finding out

SEAT, PLACE, ROOM

- Ex. II 1. seat 2. place 3. place 4. seats 5. room 6. places 7. room 8. room 9. seats 10. place 11. room 12. seat 13. seats
- Ex. III 1. The passenger sat on a vacant seat at the window. 2. If you happened to be on tour in London what places of interest would you like to see? 3. Don't hurry. There is room for everyone here. The bus has 80 seats. 4. This writing-table is very comfortable, but it occupies a lot of room. 5. Excuse me, but this is my seat. Here is my ticket. 6. Will you put my book into your handbag, my bag is full.— But

there is no room in my bag either. 7. He is very neat. His things are always in place. 8. What a fine place here to play tennis! 9. There is room for one man on the sofa.

TO AWARD, TO REWARD

- Ex. I** 1. awarded 2. awarded 3. rewarded 4. award 5. reward
6. rewarded 7. award 8. awarded 9. awarded 10. reward 11. re-
ward 12. rewarded
- Ex. VII** 1. A. P. Chekhov. 2. Demyan Bedny.

LIKE, ALIKE

- Ex. II** alike, like, alike, alike, alike, like
- Ex. III** 1. like a huge silver pencil 2. alike 3. like brothers now
4. like steel 5. like the tracks of an inky spider 6. like you
7. alike to her 8. like a human being, a singing bird or an
animal 9. alike 10. like coffee 11. like his father 12. like
feathers 13. like a tender plant
- Ex. VI** 1. the African ostrich, kiwi of New Zealand, cassowary from
the jungles of Indonesia, the Australian emu, the rhea from
South Africa (which looks like a small ostrich) 2. the ostrich
3. snakes

TO BREAK, TO DESTROY

- Ex. I** broke, destroy
- Ex. III** to destroy hopes; to break a cup; to destroy a bridge; to
destroy the enemy; to destroy a belief; to break a glass;
to destroy a house; to destroy a town; to break a tree; to
break an arm; to break a pencil; to destroy a nest; to break
the glasses; to break silence; to break a power; to break
a promise; to break a law

SHADE, SHADOW

- Ex. II** 1. shade 2. shade 3. shadow 4. shadow 5. shadows 6. shade
7. shade 8. shade 9. shadow 10. shadow 11. shadow 12. shad-
ows 13. shade 14. shade 15. shadow
- Ex. V** 1. A shadow. 2. Because it only follows you when the sun
shines. 3. The wind. 4. Because a big shadow from its open
wings could betray its presence and attract its enemy.

TO BEAT, TO STRIKE

- Ex. I** 1. beating 2. struck 3. strike 4. beat 5. struck 6. struck
7. strike 8. struck 9. strike 10. struck
- Ex. III** 1. Don't beat a dog. 2. The broken piano stood near the window. 3. The explosion destroyed the bridge and near-by buildings. 4. The bullet struck the wall. 5. Having lost his temper, Martin Eden struck the table with his fist demanding a fee. 6. The earthquake destroyed half of the town. 7. The rain is beating against the window panes. 8. Don't play football here, you'll break a window. 9. Smoking is harmful, it destroys one's health. 10. The enemy was destroyed in stubborn fighting. 11. The sea is rough, the boat can be destroyed by stones which are numerous on the coast. 12. "No, there are no letters," I said, feeling that I was destroying her last hope. 13. Don't destroy birds' nests. 14. It was impossible to get to Vasilyevka by car, the road was completely destroyed.
- Ex. V** 1. A hammer. 2. A drum with a hole in it.

OWNER, MASTER, HOST

- Ex. I** 1. owner 2. master 3. masters 4. master 5. host (hostess)
6. owner 7. master 8. owner 9. host 10. owner 11. owner
- Ex. IV** 1. Who is the owner of this pen? May I have it for a minute. 2. The host saw the guests to the door. 3. The cat was wandering from one room to the other, looking for its mistress. 4. Now you are your own master, be careful. 5. Haven't you seen the owner of this house? I need him very much. 6. In our country, the people themselves are the masters of their destiny. 7. The horse, hearing the steps of its master, neighed. 8. I did not know the dog, which would be more faithful to its master than Jack. 9. Boris can be trusted, he is the master of his word. 10. We are grateful to the hostess for her warm reception.

TO REMEMBER, TO RECOLLECT

- Ex. I** 1. remember 2. recollect 3. remember 4. remember 5. recollect
6. recollect 7. recollect 8. remember 9. remember 10. remember
11. recollect 12. recollect 13. remember
- Ex. IV** remembered, recollect, remembered, recollect
- Ex. VII** «Скучно на этом свете, господа!» 2. «Береги честь с мо-

лodu». 3. «Самое дорогое у человека—это жизнь. Она дается ему один раз, и прожить ее надо так, чтобы не было мучительно больно за бесцельно прожитые годы, чтобы не жег позор за подленькое и мелочное прошлое, и чтобы, умирая, смог сказать: вся жизнь и все силы были отданы самому прекрасному в мире—борьбе за освобождение человечества». 4. «Остров Сахалин». 5. R. B. Sheridan. 6. *The Old Man and the Sea*. 7. *Hamlet, the Prince of Denmark*. Hamlet. 8. *Oliver Twist* in the book of the same name. 9. John Reed. *The Great October Socialist Revolution*. 10. George Gordon Byron.

Ex. VIII 1. W. Steinitz, a Chzeckh, who was the world chess champion from 1886 to 1894; Mikhail Botvinnik. 2. The Thames, the Potomac. 3. Archimedes (287—212 B. C.). 4. Karl Marx in *The Communist Manifesto*. 5. By Roald Amundsen in 1911. 6. Trafalgar Square with Nelson's Column in the centre named so to commemorate¹ the great English Admiral Nelson who was mortally wounded² in the battle of Trafalgar.

TRAVEL, VOYAGE, JOURNEY, TRIP

Ex. I 1. voyage 2. travels 3. voyage 4. journey 5. trips 6. journey/trip 7. voyage 8. travels 9. voyage 10. journey

Ex. III The voyage turned out to be very weary. 2. Are you pleased with your journey (trip) to the Caucasus? 3. On summer week-ends many people go on trips in the country in cars of their own. 4. A group of Soviet actors has returned from their journey abroad. 5. During his travels about Bulgaria my father met a man who had fought together with him in a partisan unit. 6. Since childhood Sasha has dreamed of travelling to distant countries. Now his dream is coming true. He is going to travel in Africa. 7. The young workers of our plant are preparing for a trip (journey) to the Pamirs. 8. For two weeks my brother was on the journey, changing trains for cars and cars for planes! 9. What courage and love for the sea one must have had to make round-the-world voyages in such small ships! 10. This year our class will go on a trip (journey) to Lake Baikal.

¹ to commemorate [kə'meməreɪt]—увековечивать

² mortally wounded ['mɔ:təlɪ 'wu:ndɪd]—смертельно ранен

- Ex. VI 1. Afanasy Nikitin. 2. M. Lomonosov. *The Sibiryakov*, in 1932. 3. Allan Bombard, a Frenchman.
- Ex. VII 1. I. A. Goncharov; the frigate *Pallada*. 2: To study the system of education in various countries of Europe. 3. A. P. Chekhov; to the island Sakhalin; in the 1890s. 4. The journey to New York, in 1925. New York reminded the poet of his country before the Revolution.

TO LOOK, TO STARE, TO GLANCE, TO PEEP

- Ex. I 1. looked 2. stared 3. glanced 4. looked 5. peeped 6. peeping 7. stared 8. looked/glanced 9. glanced 10. peeped 11. glanced 12. stared
- Ex. III 1. Tom and Sid were lying silently, staring into the darkness. 2. The girl looked first at the man and then at his dog. 3. If you peep into the book, the teacher will think that you don't know the rule. 4. Open the door and look what they are doing there. 5. Having glanced at the old fortress, Natasha and her brother ran towards the centre of the town, where they heard revolutionary songs. 6. He stared at the Thames as if he was seeing it for the first time. 7. I looked down and thought how beautiful our land is. 8. Robinson Crusoe stood on the shore staring at the horizon. 9. The Gadfly glanced at Montanelli and quickly turned his head away. 10. He passed by and peeped in the letter his sister was reading. 11. The old woman looked at her grandmother and shook her head sadly.

EVERY, EACH

- Ex. III A. each, every, each, every, each, each
B. every, each, every, every, each
- Ex. IV 1. There are houses on each side of the street. There are a lot of flowers in front of each house. 2. Each of you must carefully read this article. 3. Every man must know his duty. 4. Every summer their class goes to the Crimea. 5. The old man's sleep was not sound, he woke up every half hour. 6. We issue our wall newspaper every two weeks, and we broadcast our radio-bulletin every two days. 7. Every man strives for happiness. 8. "Why do you stop at every step? At this speed we shall not get to the place even in three hours." 9. There is a park at the foot of the monu-

ment on Mamaev Mount in which every delegation visiting that sacred place plants a tree in memory of the defenders of Stalingrad. 10. Everything looks different in space. Each continent, each ocean has its own colour.

EMPTY, VACANT, BLANK

- Ex. I** 1. empty 2. vacant 3. empty 4. empty 5. blank 6. empty
7. blank 8. empty 9. empty 10. empty
- Ex. III** empty truck; empty classroom; blank page; vacant chair; empty pockets; empty house; empty cup; blank column; empty tram; empty hall; empty streets; vacant seat; empty envelope; empty plate; empty hand-bag; vacant desk; blank cheque
- Ex. IV** 1. An empty one. 2. Only one, after that the bottle will no longer be empty.

TO OFFER, TO SUGGEST

- Ex. II** 1. suggested 2. offered 3. suggested 4. suggested 5. offered
6. suggested 7. offered 8. suggested 9. offered 10. suggested
11. offered 12. suggested 13. suggested 14. suggested 15. offers
16. offered, suggested
- Ex. VII** 1. I suggest every one should read the book again and then discuss it. 2. "What did Vera suggest?"—"She suggested giving some poetic name to this corner of the woods." 3. "What else can you suggest?"—"I can suggest we all go skiing." 4. My brother offered to help me assemble a radio receiver. 5. The friendly hostess offered us a delicious pie, and when we were leaving she offered us an umbrella, as it was raining outside. 6. I offered to fetch the doctor, but they said that Peter had done it already. 7. Who could suggest boating in stormy weather? 8. She was offered hard but interesting work. 9. When a passer-by saw that the woman would not dare to cross the street alone, he immediately offered her his help. 10. Why didn't you suggest holding the chess tournament in our school? We have a big hall. 11. Our teacher suggested organizing an English social at the end of the term. 12. We were offered tickets to the theatre but we refused to go as we were busy that night. 13. Our Komsomol leader suggested joining the 10 "B" form and continuing

the excursion together. 14. She suggested sending a telegram at once, otherwise nobody would meet Katya at the station.

ALONE, LONELY

Ex. I 1. lonely 2. lonely 3. alone 4. lonely 5. alone 6. alone
7. alone 8. alone 9. lonely 10. lonely 11. lonely 12. alone
13. alone 14. lonely 15. lonely 16. lonely

Ex. V 1. The Soviet cosmonauts were not alone in their flight: all the Soviet people were with them. 2. The old man felt quite lonely in the big house. 3. On a lawn in the yard sat a child quite alone. He seemed sad and lonely without toys. 4. They are not alone in their struggle for independence: all progressive mankind supports them. 5. A man can feel lonely even in a crowd. 6. You will find the house easily. It stands alone on the hill. 7. We offered her an interesting book, so that she did not feel lonely. 8. Our neighbour is so gay. Nobody feels lonely with him. 9. Why are you sitting here alone? Everyone is in the hall. There is a concert on there now. 10. A lonely pine-tree grew on the edge of the forest. 11. The house is big. There is much work to be done in it. I can't do everything alone.

Ex. VI 1. A nose. 2. Salt.

EVENT, INCIDENT, ACCIDENT

Ex. I 1. accidents 2. incidents 3. events 4. events 5. incidents
6. accident 7. accident 8. incident 9. event 10. events
11. incident 12. accidents

Ex. III A Railway Incident. A Little Accident While Cycling.

Ex. VI 1. The breaking of the Taman Army through the encirclement of the whiteguard troops. 2. B. Lavrenyev "A Split" (or "A Break").

TO PULL, TO DRAW, TO DRAG

Ex. II 1. drag 2. dragged 3. pulling 4. drew 5. drew 6. pulling
7. draw 8. drag 9. pull 10. pulled 11. pull 12. pull

Ex. IV A ball of wool.

FEW, A FEW, LITTLE, A LITTLE

Ex. I 1. a little 2. few 3. few 4. little 5. few 6. a few 7. a little
8. little 9. a few 10. a little

- Ex. II** 1. a little 2. little 3. little 4. few 5. little 6. few 7. little
8. a little 9. little 10. few 11. few, few, little 12. a few,
few 13. a little, a few
- Ex. IV** little, a few, a few, a little, little, a little, few
- Ex. VI** 1. Few tourists come to our town in winter. 2. There are
only a few coloured pencils in the box. 3. They saw a few
mushrooms under a big oak. 4. The old woman got few
letters and felt lonely. 5. "Do you put much sugar in
your tea?"—"No, not much, only a little." 6. I think I'll
need little time to get there. It's near. 7. There was
little hope of having the job done. 8. We buy little milk,
we don't like it. 9. Who used my fountain-pen? There is
little ink left in it. 10. In spite of the bad weather a few
people came to the lecture. 11. Few pupils understood the
rule, so I'll explain it again. 12. He drank a little water
and felt much better after it. 13. There was little milk in
the glass, so mother poured in some more. 14. There was
little snow last winter, so we did not ski.

DIFFERENT, VARIOUS

- Ex. II** different, different, different, various, various, different, vari-
ous, various, various, various
- Ex. IV** 1. The collective farmers make efforts to supply our country
with various products. 2. They gave two different stories
of one and the same event. 3. For many years this man
worked as a clerk in various government offices. 4. Seche-
nov was not only a great research worker, but a great
educator too. He gave public lectures on various subjects.
5. Their approach to the problem was different. 6. They
say they are quite different people but I think they have
much in common. 7. There are many and various circles
in our school, but I attend the chess club. 8. "How do you
get to your work?"—"By various means of transport."
9. Light is a combination of rays of different colours.
10. Mr. Pickwick and his friends travelled about the country,
meeting various members of English society. 11. The three
men made different suggestions.

HABIT, CUSTOM

- Ex. I** 1. custom 2. custom 3. custom 4. habit 5. habit 6. custom
7. habit 8. habit 9. custom 10. habit 11. custom 12. habit

13. custom 14. custom 15. habit 16. custom 17. custom
18. custom

Ex. II force of habit; nasty habit; long-standing habit; to break it; make it; habit cures habit; develop a habit

TO CATCH, TO SNATCH, TO SEIZE

Ex. I 1. catch 2. caught 3. seized 4. snatched 5. snatched 6. caught
7. snatched 8. snatched 9. seized 10. caught 11. seized
12. caught 13. snatching

Ex. II 1. to snatch 2. to snatch 3. to seize 4. to catch

Ex. III to catch, to seize, catch, catch, catch, seized, catch, caught.

Ex. V 1. The drowning man seized the edge of the boat and held on to it until help arrived. 2. A passer-by snatched at his cap but failed to hold it; the blow of the wind was very strong. 3. The small boy, seizing the back of the chair, tried to stand up. 4. "Don't snatch your food, eat slowly," said Mother. 5. When the telephone rang, the man hurriedly came up and snatched the receiver. 6. It's a good thing you've come just now. In 15 minutes you wouldn't have caught me, as I'm leaving. 7. The militiaman seized the culprit's arm. 8. The cat ran after a mouse but did not catch it. 9. Terror seized the people when they saw a child on the edge of the gap. 10. Don't catch an interlocutor by his arm, it's not polite.

BESIDES, EXCEPT

Ex. I 1. except 2. besides 3. besides 4. except 5. except 6. besides 7. besides 8. besides, except 9. besides 10. besides 11. besides 12. besides 13. besides 14. except 15. besides 16. besides

Ex. II 1. besides 2. except 3. besides 4. except 5. besides 6. besides 7. besides 8. except 9. except 10. besides

Ex. IV 1. Besides this I must solve one more problem. 2. Everybody knows this rule except you. 3. He visited all the big towns of the Urals, except Chelyabinsk. 4. Who else, besides Oleg, did you meet that day? 5. Besides *Komsomolskaya Pravda*, I subscribe regularly to *Literaturnaya Gazette*. 6. What other English playwrights do you know besides Shakespeare? 7. Besides swimming my friend goes in for boxing. 8. She attends her sports club every day except Sunday. 9. Who else, besides you, went to the skating-rink

yesterday? 10. Besides me, one more pupil of our school took part in the tournament. 11. Besides his outward appearance, kindness to people attracted him in that man. 12. There are a lot of good workers besides Ivanov at that plant. 13. The Russian people have many good traditions besides this.

Ex. V 1. Lara, from *Old Woman Isergil*. 2. Lermontov M. Y. 3. The poem *Good*. 4. V. V. Mayakovsky, the poem *War and Peace*.

TO JOIN, TO CONNECT, TO UNITE

Ex. II 1. connects 2. united 3. join 4. join 5. connect 6. joins 7. connecting 8. unite 9. join 10. joined 11. joined 12. unite

Ex. IV 1. We saw our friends and decided to join them. 2. The path went down, joining the wide road. 3. The inhabitants of the village were united in the kolkhoz named after V. Kuybishev. 4. M. Gorky said that "Comrade" is a great word called on to unite the world. 5. A new road connects the capital with the chemical complex. 6. The troops joined for a decisive offensive. 7. Oil can be united with water by means of alkali. 8. All progressive mankind was united under the slogan "Fascism shall not pass!" 9. Connect the ends of the rope but do not tie them in a knot. 10. The strike continues. Workers of other plants are joining the strikers. 11. In this museum anyone may join a group of tourists and listen to the story of the excursion guide.

LINE, ROW, RANK

Ex. I. 1. line 2. row 3. row 4. ranks 5. ranks 6. ranks, line 7. row 8. row 9. line 10. row 11. row 12. rows

Ex. III 1. A row of reproductions from Russian painters hung along the wall. 2. The pioneer leader made them stand in line and then they went down the bank of the river. 3. The members of the Komsomol have been and always are in the first ranks. 4. The Negro woman smiled and we saw a row of white even teeth. 5. Look for them somewhere in the third or fourth rows. They usually take those seats. 6. A long line of cars stood waiting on the road—the children were crossing the street. 7. A row of new many-storeyed houses stretched along the sides of the street. 8. The books were placed in close rows on the shelves. 9. The distance between

the rows is very narrow, the tractor is unable to cultivate the crops. 10. Row upon row the demonstrators marched along the platform in the May Day columns. 11. In what row did you reserve seats? 12. Go along the rows of maize and see for yourself that the harvest is excellent.

- Ex. IV 1. A. N. Radishchev. 2. Manolis Glezos, a Greek journalist; Anna Segers, a German writer; John Bernal, an English scientist; Nikolai Tikhonov, a Soviet writer; Nguyen Thi Dinh, a public and political figure; Jean Effel, a French artist.

TO CHOOSE, TO SELECT, TO ELECT

- Ex. II 1. elected 2. chosen 3. choose 4. choose 5. selected 6. elected 7. chose 8. elected 9. selected 10. chosen 11. choose 12. chosen 13. choose, selected 14. selected 15. elected
- Ex. IV 1. choose 2. elected 3. select 4. was selecting 5. to choose, choose 6. selecting 7. selected 8. elected 9. choose

HAPPY, LUCKY

- Ex. II 1. happy 2. happy 3. lucky 4. lucky 5. lucky 6. happy 7. happy 8. lucky 9. unhappy 10. happy 11. happy 12. happy 13. lucky 14. lucky 15. lucky
- Ex. VI happy, happiness, happy, happy, happy, happy, happy, lucky, happy, happy, happy, luck, happiness, happiness, luck, lucky, luck, happy, happy, happy, happiest, happiest
- Ex. VIII A knife-grinder.¹

TRADE, PROFESSION, OCCUPATION

- Ex. I 1. occupation 2. trade 3. trade 4. profession 5. trade 6. trade 7. profession 8. occupations 9. profession 10. trade 11. trade 12. profession

CAUSE, REASON

- Ex. I 1. cause 2. reason 3. cause 4. reason, cause 5. cause 6. reasons 7. cause 8. causes 9. reason 10. cause 11. reason 12. cause
- Ex. V 1. There is no reason to suppose that she has forgotten about your arrival. 2. The cause of your failure was carelessness.

¹ knife-grinder [ˈnaɪf,graɪndə]—точильщик

3. Infection is the cause of many diseases. 4. Does he have any good reason for showing his dislike towards his classmates? 5. The plan was not carried out by reason of bad organization. 6. Give reasons for all that bad conduct of yours. 7. There are reasons for supposing that the man behaves justly and bravely. 8. Calm yourself! There is no cause for nervousness. Everything will be all right. 9. Why are you always laughing without cause? 10. We hope we shan't have reasons to complain about your behaviour. 11. You have no reason to mistrust this man.

COMMON, GENERAL

- Ex. I 1. common 2. common 3. general 4. common 5. general
6. common 7. common 8. general 9. common 10. common
11. common 12. general 13. general 14. common 15. common
16. general
- Ex. II general impression; common cause; common things; common features; common books; common habits; common interests; common language; common property; common land; general outline; general idea; common consent; common friend; common trouble; common enemy; common desire
- Ex. VI 1. The progressive people of the world have one common desire—peace and friendship among nations. 2. What is your general impression about yesterday's English social? 3. What do you have in common with this man? 4. The brothers have common textbooks, common writing-materials and they sit at the same desk, too. 5. They are all united by one common cause: the struggle for the independence of their country. 6. I have only a general idea about the subject, that's why I can't be of any help to you. 7. Common friends have common interests. 8. Since childhood, Volodya and I had one common dream to become pilots. 9. The professor did not like the student's answer as it was rather general. 10. The common desire of our 10th formers is to go to work on some new construction site. 11. Though we are friends and have much in common, our sports interests are different.

KEYS TO GENERAL EXERCISES

1. THE HERO OF ACROPOLIS

over, under, event, watched, huge, above, to find out, seized, each, ranks, during, remembers, masters

2. OFF-SHORE OIL TOWN

for, during, connects, rewarded, awarded, comfortable, watching, lonely

3. SINGING MOUNTAIN

like, places, too/also, found out, various, to look, under

4. RUTHLESS

like, alone, place, comfortable, favourite, kept, beloved, looked, except, taking, drew, held, stared, remembered, struck, a few

5. A DEAL IN OSTRICHES

wore, huge, alike, suggested, owner, keep, voyage, tremendous, offered, owners, too, different

6. LUGGAGE QUESTION

learned, wear, besides, a little, favourite, occupation

7. BROWN WOLF

lonely, every, a few, brought, for, for, each, each, any reason, shade, take, happy, choose, master, for, watched, caught, to drag, master, happy, a few

8. COYOTE TEAM-WORK

to hold, above, for, watching, caught, rewarded

hold
hold

CONTENTS

Introduction 5

The Ninth Form

1. To hold, to keep 6
2. Comfortable, convenient 10
3. Also, too, either 15
4. To watch, to observe 20
5. For, during 26
6. Huge, tremendous 31
7. To carry, to bring, to take 35
8. Under, below 42
9. Above, over 46
10. To dress, to put on, to wear 52
11. Favourite, beloved 60
12. To learn, to find out, to discover 64
13. Seat, place, room 68
14. To award, to reward 72
15. Like, alike 77
16. To break, to destroy 83
17. Shade, shadow 88
18. To beat, to strike 92
19. Owner, master, host 97
20. To remember, to recollect 100

The Tenth Form

21. Travel, journey, voyage, trip 107
22. To look, to stare, to glance, to peep 113
23. Every, each 119
24. Empty, vacant, blank 124
25. To offer, to suggest 129
26. Alone, lonely 136
27. Event, incident, accident 140
28. To pull, to draw, to drag 147
29. Few, a few, little, a little 151
30. Different, various 157
31. Habit, custom 162
32. To catch, to snatch, to seize 167
33. Besides, except 172
34. To join, to connect, to unite 177
35. Line, row, rank 182
36. To choose, to select, to elect 187
37. Happy, lucky 192
38. Trade, profession, occupation 200
39. Cause, reason 205
40. Common, general 210
- General Exercises 215
- Keys to Some Exercises 223
- Keys to General Exercises 238

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