

T. I. ARBEKOVA

Correct English for Everyday Use

What is this?
Do as you are told.
Practice makes perfect
Keep to the point.
Did I get you right?
It doesn't make sense.
I got you.
Is it good English to say so?
Repeat it, please.
How do you pronounce it?
How do you spell it?
PRACTICE MAKES PERFECT
What do you think?
cost, cost, cost
rise, rose, risen
lie, lay, lain
Did you get me?
What do these letters stand for?
What is the English for it?
You are making good progress.
Are you following me?
Does it sound correct?

What do you call it?
How much time is left?
Excuse my being late.
height [haɪt]
Don't go into details.
When has he come?
Let's clear it up.
Does it sound correct? pto

height [haɪt]
Excuse my being late.
Don't go into details.
When has he come?
Let's clear it up.
Does it sound correct? pto

Т. И. АРБЕКОВА

АНГЛИЙСКИЙ БЕЗ ОШИБОК

ВТОРОЕ ИЗДАНИЕ, ИСПРАВЛЕННОЕ

Допущено
Государственным комитетом СССР
по народному образованию
в качестве учебного пособия
для студентов институтов и факультетов
иностранных языков



МОСКВА
«ВЫСШАЯ ШКОЛА»
1990

ББК 81.2 Англ-923

A 79

Р е ц е н з е н т:
кафедра английского языка Орехово-Зуевского педагогического
института

ПРЕДИСЛОВИЕ

Английский без ошибок! Возможно ли это для иностранцев? Говорят ли люди без ошибок и на родном языке? Фактически, ответ на оба эти вопроса должен быть отрицательным. Но ошибки бывают разные. Грамотный человек, говоря на родном языке, может допустить отклонения от нормы в употреблении лексико-грамматических единиц, находящихся на периферии языкового сознания, но благодаря четко работающему автоматизму никогда не ошибается при использовании базовых моделей, составляющих основу языка. Избегать ошибок такого рода должны и те, кто владеет английским языком в качестве иностранного. Такие ошибки имеются в виду в заглавии, и предупреждению и коррекции их должны, по мере возможности, способствовать предлагаемые в данном пособии упражнения.

Предназначается пособие для студентов второго и третьего курсов институтов и факультетов иностранных языков (аспект «речевая практика»), а также для лиц, занимающихся английским языком индивидуально. Структура пособия (тематическая организация материала, сквозная маркировка параграфов, наличие индекса) позволяет использовать его также в качестве справочника.

Пособие содержит модели, представляющие трудность для русскоязычных студентов и являющиеся источником стереотипных ошибок в их английской речи. Критерием отбора послужила частотность ошибок, возникающих при использовании конструкций, построенных по этим моделям.

Отобранные конструкции сгруппированы по разделам (см. Оглавление) и снабжены комментариями. В отдельных случаях в целях большей наглядности приводятся неправильные варианты, которых следует избе-

ISBN 5 - 06 - 000217 - 9

© Издательство «Высшая школа», 1985
© Издательство «Высшая школа», 1990.
с изменениями

гать. Если сам факт включения конструкции в пособие является достаточным для ее семантизации, примеры и комментарии отсутствуют.

Так как упражнения составлены с учетом лексико-грамматического минимума, которым студенты должны владеть на данной стадии обучения, в принципе последовательность прохождения материала может быть произвольной. Однако придерживающимся предлагаемого порядка упражнений гарантируется большая правильность их выполнения, поскольку в пособии по мере возможности соблюдается в отношении тренируемых моделей принцип повторяемости.

В пособии имеются приложения. Первое представляет собой оригинальный литературный текст, иллюстрирующий употребление отобранных структур и создающий ситуативную основу для их дополнительной активизации. Второе содержит обзорно-контрольные упражнения.

Говоря о принципах отбора, организации и тренировке материала, необходимо подчеркнуть следующее.

Данное пособие (в котором дополнительно тренируются отдельные трудности ранее пройденного материала) отличается от учебников (в которых материал вводится первично и темы даются в полном объеме программы).

Словарные единицы и лексико-грамматические структуры сопоставляются в пособии постольку, поскольку это необходимо для профилактики или коррекции определенных ошибок и противопоставляются лишь по требуемым параметрам*.

* Например, при ошибках в употреблении полисемантических слов последние сравниваются не во всех своих значениях, а лишь в тех, которые реализуются в контекстах, порождающих ошибки. Так, при сравнении глаголов *learn* и *find out*, соответствующих разным значениям русского «узнавать», контексты *learn a foreign language*, *learn to do sth* не упоминаются как семантически нерелевантные. Синонимическое гнездо, члены которого соответствуют русскому существительному «хозяин», приводятся не полностью. Существительные *boss* и *employer*, четко обособленные семантически и не заменяемые ошибочно словами *owner*, *master* и *host*, в пособии отсутствуют.

В целях экономии учебных усилий по мере возможности реализуется принцип «одно понятие – одно средство выражения» (для репродуктивного владения). Это значит, что для передачи значения русского слова или словосочетания рекомендуется, как правило, только один из его возможных английских эквивалентов: наиболее типичный стилистически нейтральный синоним^{*}.

Объяснения даны в форме примечаний и напоминаний и содержат лишь ту информацию, которая необходима и достаточна для коррекции разбираемой ошибки.

Предлагаемые упражнения также отличаются от тех, которые образуют привычный цикл в учебнике. Так, задачами пособия объясняется относительно большое количество упражнений-переводов. Они необходимы для выработки автоматизма в преодолении влияния родного языка. Упражнения-переводы данного пособия не требуют переводческих навыков. От выполняющих задание требуется лишь умение, преодолев интерферирующее влияние моделей русского языка или ранее усвоенных английских моделей, подобрать и в правильной форме употребить требуемые английские конструкции. Составлены переводы на базе отобранных трудностей. Остальным упражнениям, насколько позволяет специфика материала, придана речевая направленность. Английские имена собственные там, где позволяет ситуация, могут быть заменены именами реально существующих людей**. Обмен репликами может быть развит в диалог***.

* Например, хотя для выражения результативности может иногда употребляться *now when*, рекомендуется использовать союз *now that* как более типичный для передачи указанного значения. Из двух моделей *It is I who am wrong* и *It is me who is wrong* рекомендуется первая как стилистически нейтральная.

** Имена собственные являются частью лексического состава языка, и полное их исключение нежелательно.

*** Однако в полной мере тренировка заданных лексико-грамматических единиц в сочетании с развитием речевых навыков возможна лишь на более ситуативно широком материале, в ходе овладения темой в целом.

Анализ ошибок, допускаемых русскоязычными учащимися в их английской речи, еще раз подтверждает тот факт, что – если принять методику работы над материалом за правильную – основной причиной, ведущей к возникновению ошибок в иностранном языке (помимо объективно существующих расхождений между языковыми системами), является действие закона аналогии, стремление уподобить новое известному, построение иноязычных структур по моделям родного языка или ранее усвоенным моделям иностранного. Поскольку язык не представляет собой рационально организованной структуры и поскольку в нем действует большое количество ограничений, безоговорочное применение правил и имеющихся знаний может привести к конструированию (на основе ложных аналогий) построений, неправильных с точки зрения существующей языковой реальности. Интерферирующее воздействие родного и иностранного языков может проявляться как раздельно, так и одновременно и охватывать сферу синтаксиса, морфологии, словообразования и семантики. Например: Предложение *'He was elected as president* построено явно по образцу предложений *He was regarded / chosen as our leader. He acted as chairman.* (После глагола *elect* союз *as* не употребляется.)

Ошибочное употребление предваряющего местоимения *it* после глагола *doubt* вызвано конструированием по аналогии: *I think / believe / consider / find it odd that he said so.*

Создание гипотетических слов **gossipier, *revolutioner, *reactioner* теоретически оправдано. Но в действительности существительные с этим значением образованы в английском языке не аффиксацией, а конверсией: сплетник – *a gossip*, революционер – *a revolutionary*, реакционер – *a reactionary*.

В предложении *The car *speeded past the house* форма глагола неправильна. Глагол *speed* – многозначный. Разница в семантике сопровождается разграничением форм: *speed, sped, sped* – «передвигаться быстро, на большой скорости»; *speed, speeded, speeded* – «ускорять, увеличивать». Например: *They speeded up production.* Однако семантические различия в системе форм глагольных

лексем не обязательно закреплены внешне. Например, многозначный глагол *draw* во всех своих значениях имеет одни и те же основные формы. С другой стороны, во многих случаях различие форм не свидетельствует о различии в семантике. (Ср. основные формы глагола *learn: learn, learned, learned* и *learn, learnt, learnt.*)

Создание нового глагола при переводе предложения «Буржуазная печать дезинформирует общественное мнение» – **disinform* (вместо употребления существующего в языке *misinform*) вызвано стремлением включить английский глагол с этим значением в ряд словообразовательных параллелей: *agree – disagree, approve – disapprove, believe – disbelieve, arm – disarm* и т.п., подкрепленных соответствиями «дезорганизация» *disorganization*, «дезориентация» *disorientation*, «дискредитация» *discredit*.

В результате ложных дедукций глагол *replace* «положить обратно на свое место» (*She replaced the receiver = She hung up / He replaced the book on the shelf = He put the book back on the shelf*) используется в значении «передвигать с места на место, менять местоположение»: **Who replaced my things?*

Значение «перемена состояния» извлекается из серии *reconstruct, renew, reopen, rejuvenate, reprint*. По этой же причине при переводе предложения «Мы переехали на новую квартиру / в другой город / из этого дома» учащиеся часто придерживаются нетипичного варианта: *We removed to a new flat / to another town / from this house.* Привычнее: *We moved to a new flat / to another town / from this house.*

Различные способы выражения направленности действия на подлежащее (возвратные глаголы в русском языке и пассивная конструкция в английском) приводят к ошибкам типа **Her hopes realised. *His suspicions confirmed.* Вместо *Her hopes were realised. His suspicions were confirmed.*

Непереходность глагола в русском языке и переходность его лексического эквивалента в английском приводят к пропуску прямого дополнения и ошибке типа **Repeat, please. (Вместо Repeat it, please.)*

Соотношение между временной формой глагола-ска-

зумого и семантико-синтаксическим типом предложения различно в русском и английском языках. Например, в английском употребление будущего времени в придаточных условных и временных считается избыточным. Достаточным считается употребление будущего времени в главном предложении. В русском языке для отнесения условия или времени действия к будущему необходима соответствующая глагольная форма. Отсюда ошибка: **When I shall see him, I shall talk to him.*

Особого рода супплетивность – наличие разнокоренных слов в пределах одного семантического сектора (особенно, если в русском языке в соответствующий круг значений входят только родственные слова) – приводит к неправильному словотворчеству. Например, **He contempts us* (от существительного *contempt*) вместо *He despises us.* (Ср. «презрение», «презирать», «презрительный», «презираемый», но *contempt*, *to despise*, *contemptuous*, *contemptible*, *despicable*.)

Также к словарным ошибкам приводит неучет возможного соотнесения многозначного существительного с разными глаголами. Например, существительному *deduction* в двух его значениях соответствуют два разных глагола: *It will be deducted from your salary* и *I deduced it from what he said.* Недискриминированное их употребление неправильно.

Типичной ошибкой является употребление инфинитива как более привычной формы вместо не свойственного русскому языку герундия: **He avoided to speak about it.* **She dreams to become an actress.* **We are used to get up early.*

Очень заметно интерферирующее влияние русского языка при выборе предложного или беспредложного управления. Здесь четко проявляется возникающая у русских (вполне обоснованная) ассоциативная связь между падежными отношениями в русском языке и предлогами в английском. Типичная неправильность, например, – передача значения дательного падежа предлогом *to*: *He *threatened / *believed / *contradicted to me.* Ср. «верить» / «угрожать» / «противоречить кому-л.». (В известной мере здесь действует также аналогия с конструкциями *to seem / to belong / to reply to sb.*)

В английском языке отсутствуют падежные и родовые окончания прилагательных, и, следовательно, нет кратких форм. Построенное по образцу русского «Я не был согласен с ним» **I wasn't agree with him* – неправильно. Требуемое значение передается глаголом: *I didn't agree with him.*

Многие ошибки вызваны расхождением в речевом этикете. Например, «пожалуйста» в «Пожалуйста, возмите!» (*при передаче в руки какой-либо вещи*) и в восклицании-подтверждении «Вот, пожалуйста!» не **please*, но *here you are.* «Пожалуйста» как ответ на благодарность – *You are welcome.*

Многие особенности употребления лексических единиц диктуются спецификой узуса. Так, *this country / city* для англичан обычно страна / город, где говорящий находится в момент речи. Поэтому в предложении «Он много читал о Норвегии и мечтает посетить эту страну» *«этая страна» – that country* (но не **this country*).

Влияние русского языка может проявляться «прямолинейно», приводя к ошибкам-буквализмам. Например: **I saw a dream* (Я видел сон) вместо *I had a dream.* **I forgot the umbrella at the office* (Я забыл зонтик на работе) вместо *I left the umbrella at the office.* **Is it cold in the street?* (На улице холодно?) вместо *Is it cold outside?* **Don't stand in the door* (Не стой в дверях) вместо *Don't stand in the doorway.* Явным синтаксическим калькированием является ошибочное употребление местоимения *it* в предложениях-дефинициях. Например, **Hollywood it is the centre of the US film industry.* (Ср. Голливуд – это центр американской киноиндустрии.)

Калькируется также употребление предлогов в их вторичных значениях. Использование английских предлогов в их непространственном значении часто ошибочно повторяет использование русских предлогов, эквивалентами которых они являются при выражении пространственных отношений. Ср. «от вокзала / дома / са-

* Высказывание с таким звуковым рядом в принципе возможно, но оно несет иную смысловую нагрузку и должно быть иначе оформлено как на письме, так и в устной речи (как пунктуационно, так и интонационно).

да» – от = from. Но « зависеть от кого-л., лечить кого-л. от чего-л., вылечивать кого-л. от чего-л., избавляться от кого-л. / чего-л. – от = from: depend on sb, treat sb for sth, cure sb of sth, get rid of sb / sth. Вызванное ложной аналогией употребление предлога from в этих сочетаниях было бы неправильно, а именно: *depend from sb, *treat sb from sth, etc.

Многие ошибки объясняются взаимодействием конкретных частных причин. Так, после look forward to вместо герундия русские часто употребляют инфинитив (*I'm looking forward to meet them вместо I'm looking forward to meeting them). Возможно, предлог to принимается за частицу при инфинитиве. Может быть, этому способствует неопределенная форма глагола в русском предложении «Я с нетерпением жду возможности (предвкушаю удовольствие) увидеть их / встретиться с ними». Возможно, действуют оба фактора.

Общеизвестно, что любой язык (независимо от того, с каким языком его сопоставляют и на какой язык при изучении его как иностранного он «накладывается») обладает своими «внутренними» трудностями. Это – исключения из общих правил построения предложения, правил словоизменения и словообразования, специфика комбинаторности слов, дифференциация лексикологически-сопряженных словарных единиц – синонимов, омонимов, паронимов*. Эти трудности «усугубляются» при «соприкосновении» с другим языком (проявляясь по-разному в каждом конкретном случае). Например, при изучении английского языка русскими особого внимания требует группа сходных по форме, но различных по содержанию слов типа «композитор» и *compositor*, «новелла» и *novel*, «декада» и *decade*.

Таким образом, изучающие английский язык должны быть готовы преодолеть не только трудности англий-

* В данное пособие включены лишь некоторые из лексикологически-сопряженных словарных единиц: такие, которым в русском языке соответствует одно и то же многозначное слово (например, *incident, case, chance, occasion* = «случай») или сходные по форме слова (например, переходные и непереходные глаголы: *worry, disturb, bother, trouble* = «беспокоить», «беспокоиться»). Более подробный перечень см. в: Арабекова Т.И. Лексикология английского языка. М., 1977.

ского языка как такового, но и те, которые возникают вследствие расхождений в лексико-грамматическом строе двух языков.

Большинство упомянутых выше ошибок и ошибок, о которых идет речь в самом пособии (равно как и большая часть возможных ошибок), является результатом этих расхождений, которые, в конечном счете, сводятся к следующему.

1. Количество и номенклатура частей речи в русском и английском языках не совпадают.

2. Одноименные части речи при совпадении основных характеристик имеют ряд несходных словообразовательных, морфологических и синтаксических особенностей. Последнее ведет к расхождению также в синтаксическом строе предложения.

3. Грамматическая характеристика лексически сходных слов может быть различной.

4. Способы словообразования и, как результат их действия, структурные типы слов не являются одинаковыми.

5. Многозначные слова, совпадающие в одном или двух значениях, обычно не совпадают в остальных.

6. Слова, идентичные по своему словарному (т.е. обобщенному) значению, почти всегда различаются значениями контекстными, вступая в семантико-синтаксические связи с несовпадающими наборами слов.

7. Стилистическая характеристика номинативно-тождественных слов может быть различной.

8. Объем и характер словообразовательных гнезд в русском и английском языках, как правило, неодинаков. Значения, передаваемые в одном языке родственными словами, в другом закрепляются за разнокоренными лексическими единицами.

9. Сближающиеся по форме слова могут не совпадать по значению.

10. Слова и словосочетания, имеющие одинаковое предметное значение, могут не совпадать по этимологической мотивировке и современному ассоциативному значению.

Такое несовпадение лексико-грамматических систем русского и английского языков необходимо постоянно иметь в виду, чтобы не допускать грубых типичных ошибок и сделать свою англоязычную речь по возможности более правильной.

В заключение хотелось бы выразить надежду, что предлагаемое пособие окажется в той или иной степени полезным для тех, кто занимается практическим изучением английского языка.

Автор

VOCABULARY

PREPOSITIONS

- [1] Review the following common prepositions denoting time. Note the words and phrases they may be used with.

AT three o'clock / late at night / at midnight / at sunrise / at sunset / at the weekend / at weekends / at the New Year / at Christmas / at that time / at that moment / at the time sth was done / at present / at the appointed time / at the beginning (at the end) of the week / January / (the) term / (the) school year / the vacation

IN winter (summer, etc) / in (early, late) September (October, etc) / in the morning / in the afternoon / in the evening / in the daytime / in the twenty-first century / in the machine age / in prehistoric (ancient) times / in the Middle ages / in Shakespeare's time / in the 1970s / in the early (late) '30s

FROM ten TILL six o'clock / from 1960 till 1980 / from January till March / from early in the morning till late at night

Notes. 1. The prepositions from ... till ... are not used with reference to place. When referring to place use from ... to ... Eg travel from Paris to London / go from place to place.

2. To indicate a period of time use from ... till ... If the action is still going on, use the preposition since.

<i>Cf</i>	Он работал здесь с 1975 по 1980 год.	Он работает здесь с 1982 года.
	He was working here from 1975 till 1980.	He has been working here since 1982.

ON Sunday (Monday, etc) / on the third of May (the fifth of June, etc) / on a cold (wet, rainy, hot, windy, summer, winter,

etc) day (morning, night, evening) / on the night (morning, evening, day) of sb's arrival (departure) / on the night (morning, evening) of the tenth of July (the second of August, etc) / on sb's birthday / on the appointed day / on the same day / on Saturday evening / on Sunday morning / on New Year's Day / on New Year's Eve / on the eve of ... / on this (festive, melancholy, etc) occasion / On what occasion ...? / on the occasion of ... / on May (Soviet Army, etc) Day

Note the translation of the following phrases denoting time:

в тот год
завтра (вчера) в это время

that year
this time tomorrow

сейчас, в наше время (в
противоположность то-
му, что было в про-
шлом)

now, at present (Note.
Presently means «сей-
час», «скоро», «незамед-
лительно».)
now, nowadays (Note. This
time means «на этот
раз».)

I. Translate the prepositional phrases from the above list.

II. Use the phrases in sentences of your own.

III. Say it in English.

1. Они пришли в назначенное время. 2. Джордж жил в Эдинбурге с 1978 по 1983 год. 3. Элис живет в Дублине с 1980 года. 4. Джеймс приехал в Лондон холодным зимним вечером. 5. В тот год семья Браунов жила в Брайтоне. 6. Завтра в это время вы будете уже купаться в Средиземном море. 7. Сейчас никто не верит в чудеса. 8. Сейчас он работает в каком-то НИИ. 9. В то время мы ничего об этом не знали. 10. От Москвы до Праги они ехали поездом. 11. Это имя стало знаменитым в начале тридцатых годов. 12. Вот что произошло в день нашего приезда. 13. Накануне Нового года все были заняты. 14. Опера «Аида» была написана Верди ко дню (по случаю) открытия Суэцкого канала*. 15. На этот раз мне повезло.

* A canal [kæ'næl] is an artificial water-way, a channel is a natural stretch of water joining two seas. Cf the Suez Canal and the English Channel (Ла-Манш).

IV. Fill in the gaps with prepositions if required.

1. Piccadilly Circus derives its name from "pickadille", a type of neckwear popular – the eighteenth century. 2. They returned late – night. 3. – weekends there is a lot of traffic on the roads. 4. The travellers set out – sunrise. 5. His name became famous – the early '50s. 6. They came – the appointed day. 7. I saw her – New Year's Day. 8. This is what happened – Ann's birthday. 9. – this time tomorrow you'll be taking your examination. 10. – a clear day you can see the top of the mountain.

It's a slip of the my pen.

It's a slip of the my tongue.

[4] Review the following phrases containing prepositions in common use.

ABOUT

to be happy / enthusiastic / glad / optimistic / pessimistic / sulky / sad / concerned / fussy / uneasy about sth. How do you feel about that?

There is sth funny / strange / odd / unusual / suspicious, etc about him (her, them, etc).

AT

at a bus stop / a taxi stand / the crossing / the entrance / the exit / the airport / the railway station

at the top (at the bottom) of a hill / a mountain / a staircase / a page / a list (but: on top = above. Eg Two frogs fell into a pail of milk. The first frog lost heart and got drowned. The second frog hustled, hustled and hustled around. In the end there was a pat of butter in the pail and the frog was sitting on top.)

pail [peɪl] (n) a large container for liquid.

pail [peɪl] (n) a large container for liquid.

at a conference / a session / a congress / a lesson / a performance / the theatre / a trial; at school / college / (the) university / Moscow (Cambridge / Oxford) university; at an office (but: on a farm); at dinner / lunch / supper

buy sth at the baker's / the grocer's / Woolworth's / Macy's

look / glance / stare / laugh / swear / shout / yell / nag / grumble / rush / shoot / jump at sb (but: jump to conclusions «делать поспешные выводы»)

smile / grin / wink at sb

sell (buy) sth at a profit / at a loss / at a discount / at fifty cents (pence, * roubles**) a pound (a yard / a metre) (but: sell (buy) sth for a certain sum)

to be surprised / amazed / astonished / annoyed / shocked / indignant / disgusted / frightened at what sb did

to be good / clever / awkward at sth

pull at a string, tug at a rope (but: hold on to sth «держать-ся за что-л. чтобы не упасть»)

start at a sudden noise (at seeing or hearing sth / at the mention of sth) / tremble at sb's threats / shudder at a thought (a sight)

at the beginning (at the end) of a road / a street / a corridor

at a speed (at a rate) of 30 miles an hour, at a height (at an altitude) of a thousand metres, at a distance, at a distance of several miles, at a temperature of 40°C, at a high temperature, at full speed, at a walking speed, at regular intervals

Note. «Вдали» is “in the distance”. Eg They saw an approaching car in the distance.

at sb's call / sb's invitation / sb's suggestion

live / find sb / write sb at an address (at No 5 / at 17 Palm Street***); call (ring) sb up at a telephone number; call (ring) sb up at the office / at home [41]

BY

travel (go smwh) by land / by sea / by air / by train / by boat / by plane / by bus / by underground / by taxi; come

* “Pence” denotes a sum, “pennies” refers to coins.

** [ru:blz]

*** Note that in the address the number of the house is put before the name of the street.

down by parachute; write sth by hand, cook by electricity

happen by chance (by accident) / by mistake / by coincidence

by sb's consent, by mutual consent, by a majority decision, by an overwhelming majority

send sth by post / by book-post / by parcel-post / by telegraph; order sth / make an appointment / find sth out by telephone

benefit / profit / gain / lose by sth (by doing sth)

sell (buy sth) by the yard / by the metre / by the dozen / by the kilogram / by the pound / by weight / by number / by packet

pay sb by the hour / by the day; rent a house by the month / by the year; hire a boat by the hour / by the day

judge by the words / by deeds / by the results / by appearances

know sb by name / by sight / by reputation

call (mention) sb by name; call sb by sb's first name

decide sth by secret (open) vote; vote by ballot / by a show of hands

FOR

sb's love / sb's sympathy / sb's consideration / sb's respect / sb's liking / sb's hatred / sb's contempt for sb (but: sb's love / sb's hatred / sb's contempt of sth)

show (no) zeal / (no) enthusiasm for sth

have sth for breakfast / lunch / dinner / dessert / supper

start / set out / depart* / sail / leave for a place; sb's departure for a place

to be important / convenient / necessary / (im)possible / enough for sb; to be good (bad) for sb's health / for sb

to be good / valid for two days (three months / one fare)**

ask / wish / cry / clamour / queue for sth; shout for help, ring (call) for an ambulance, signal (call) for a bill, ring (call) for a taxi (a porter / a maid); a cry for help

make (have) an appointment (with sb) / book a ticket / get an invitation for a certain date; What are your plans / What is

* ‘Depart’ (= to leave) should not be confused with ‘part’ (= say goodbye). Cf departing trains but: parting friends.

** About a ticket, a visa, etc.

the programme for today? What are you going to do for your holiday / your vacation / your birthday?

get ready / prepare / read / cram for one's examination / a diploma / a degree; read for pleasure, do sth for exercise, say sth for fun; to be closed for repairs

to be known / noted / famous / remarkable / notorious for sth

FROM

know sth from experience, speak from memory (from notes); As is clear from... From what you say... Judging from...

IN

end in (sb's) victory / in failure / in confusion; end in a letter / a consonant / a vowel; result in sth ~~и несть~~

a rise / a fall / a cut in prices (public spending / the production of sth)

speak in a loud (soft / low) voice / in a whisper / in a tone of surprise

in ink, in pencil, in small (capital / block) letters, in bold type, in italics, in small print, in sb's handwriting

in the sun, in the shade,* in the shadow of sth, in the tree, in the picture, in the sky, in the photograph [autograph]

OF

to be kind / nice / bad / mean / silly / wise / thoughtful / thoughtless / loyal / clever / sensible / (un)fair / (im)polite / considerate of sb, eg It was nice of you to come.

expect / require / demand / ask / beg sth of sb; ask a favour of sb

OFF

fall off a ladder / a tree / a bicycle / a roof / a horse; jump off a bridge / a fence / a log

to be situated (happen) off the coast / off the south coast / off the coast of Sweden / off Cape Trafalgar; off the main street / off Broadway

* Shade is opposed to light, a shadow has the outline of a thing or a person.

ON

a book / a textbook / a composition / an article / an essay / a talk / a conference / a debate / a resolution / a lecture on sth

Notes. 1. A test **on** prepositions / articles / tenses (but: a test (an examination) **in** grammar / lexicology / history).

2. Both **on** and **about** name the contents of a book, an article, etc. But **on** implies that the subject is treated in greater detail and more professionally.

3. Note that «рецензия на книгу, пьесу и т.д.» is «a review **of** a book / a play, etc».

go on a (business / fishing) trip / a (holiday) cruise / a voyage / an expedition / an excursion / (a) mission / an outing (but: go **for** a walk / a drive / a ride / a swim)

set out on a journey / a sightseeing tour

to be on leave / on holiday; go smwh on business
on sb's advice / sb's order / sb's initiative / sb's instructions

hear sth on the radio / on Radio Moscow / on the BBC;
show (see) sth on TV / on Channel One; speak on TV / on the radio / on the telephone; get sb on the phone [40]; You are wanted on the phone.

OUT OF

do sth out of gratitude / curiosity / spite / love / respect / sentiment / jealousy / fright / pride / envy / compassion / sympathy / charity

OVER

disagree / argue / quarrel / clash / fall out / have differences / go on strike / resign / break (off) diplomatic relations over sth

a quarrel / an argument / a strike / disagreement / misunderstanding over sth

TO

to be kind / nice / (im)polite / rude / cruel / (un)fair / loyal / friendly / (un)faithful / nasty / hostile to sb; to be thankful / grateful / obliged to sb; sb's attitude / reaction / reply / answer to sb

to be news / a blow / a burden / a shock / a great loss / a

danger / a challenge / a mystery / of great (no) value / of great (no) use / of great (no) importance to sb; to be unexpected / unknown / familiar / clear to sb; to be all the same / make no difference / look nice (bad) / mean sth to sb; to be a stranger to sb, to be dear to sb

to be sensitive / vulnerable / immune / allergic to sth

UNDER

under communism / socialism / capitalism / feudalism / sb's regime / military rule / foreign (Turkish / Stuart / Tudor) rule (but: in Stuart / Tudor, etc times)

under international (British) law / the Constitution / the will

WITH

shiver with cold, tremble with fear (excitement / weakness), shudder with horror, cry with pain, weep with disappointment, grin with delight (amusement / satisfaction); to be flushed with excitement / exercise / joy (but: sing / dance / jump / cry for joy)

Note. «Покраснеть от стыда» is “to blush”. To add “for shame” would be redundant.

to be satisfied / (dis)pleased / frightened / annoyed /indignant / disgusted with sb

I. Translate the prepositional phrases from the above list.

II. Use the phrases in sentences of your own.

III. Say it in English.

1. Я смотрю на это оптимистически. 2. В этом человеке есть что-то странное. 3. Мы подождем вас на стоянке такси. 4. Никто не любит, когда на него кричат. 5. Дом, который вам нужен, находится в конце этой улицы. 6. Машина шла со скоростью шестьдесят километров. 7. Премьер-министр живет на Даунинг-стрит, в доме № 10. 8. Как в Англии продаются мука – на фунты или на килограммы? 9. Напиши ему на этот адрес. 10. Все зовут его по имени. 11. Ваше презрение к этому человеку можно понять. 12. Встретимся в среду. Вам это удобно? 13. Что вы собираетесь делать во время отпуска? 14. Что изобра-

жено на этой картине? 15. Это было очень любезно с вашей стороны. 16. Пьесу показали по телевизору. 17. Вы очень добры ко мне. 18. Вам все ясно? 19. Ему это безразлично. 20. Рассматривайте это как вызов для себя. 21. Мы расстались на автобусной остановке. 22. Запишитесь к врачу по телефону. 23. Это было неожиданным для всех. 24. Девочка покраснела от стыда. 25. Закрытый слог оканчивается на согласный звук. 26. Он сделал это из уважения к вам. 27. Вы читали рецензию на эту книгу? 28. На солнце было очень жарко. 29. Деревня находится у подножия горы. 30. Победа при Гангуте (у мыса Гангут) была первой морской победой России.

IV. Fill in the gaps with prepositions.

1. Most adjectives ending – the suffix “able” have a passive meaning. 2. The letter was returned with “Not known – this address” scrawled on it. 3. In the Tower the tourists shuddered – the sight of the instruments of torture. 4. Bond Street is noted – fashionable shops. 5. Reckless drivers are a danger – the public. 6. Squirrels live – trees. 7. Don't drink so much coffee. It is bad – you. 8. He is speaking – the phone. 9. The coat was very cheap – the price. 10. This quotation is – the top of the page. 11. Is the paper you need – the bottom of the pile or – top? 12. Max doesn't seem to be very good – interpreting. 13. Your name – the end of the letter should be written – hand, not typed. 14. Call him – this number. 15. What was done was done – mutual consent. 16. The man is a complete stranger – me. 17. Boys are known – their love – adventure. 18. The ticket is valid – one fare only. 19. How he did it is still a mystery – everybody. 20. There is something suspicious – people who always keep silent. 21. Everybody was surprised – what happened. 22. What is Jane so happy – ? 23. She bought this dress – Macy's. 24. It is loyal – you to act like this. 25. Don't jump – conclusions.

[3] The following prepositional phrases are rendered in English also by prepositional structures.

авторитет в чем-л.

an authority on sth

билет на спектакль, на поезд, в театр и т.п.

a ticket for a show / a play / a race / a match / "Hamlet"
a ticket to the theatre / the cinema / a stadium / a train / a plane / a bus
(Note. The preposition for emphasises the right to attend an event, to stresses the right to be admitted. Eg "a ticket for an exhibition" and "a ticket to an exhibition". Thus in some cases both prepositions are correct.)

близко от кого-л. / че-
го-л.

вид на что-л.

визит в город / страну

виновный в чем-л.

(делать) вклад во что-л.
включать что-л. во что-л.
вмешиваться во что-л.
быть вовлеченным во

что-л.
 вторжение в страну
вылечить кого-л. от че-
го-л.

граничить со страной /
штатом

делать, создавать что-л.
из чего-л.

делить что-л. на какое-л.
число

close to sb / sth (but: near sb / sth)

a view of sth (eg a view of a city / a lake)

a visit to a city / a town / a country

guilty of sth (eg guilty of a crime / murder) (but: «Я не виноват / Это не моя вина (что он опоздал)» is "I am not to blame / It is not my fault (that he was late)».)

(make) a contribution to sth
include sth in sth

interfere in sth [13]

to be involved in sth / to be mixed up in sth [30]

sb's invasion of a country

cure sb of sth

border on a country / a state

make sth of / from sth [15]

divide sth in a number [11]

долг перед кем-л.
жаловаться (кому-л.) на
кого-л. / что-л.

зависеть от кого-л. / че-
го-л.

заходить к кому-л.
заходить в какое-л. место
избавляться от кого-л. /
чего-л.

извиняться перед кем-л.
за что-л.

на чье-л. имя
интерес к кому-л. / че-
му-л.

ключ от чего-л.

лекарство от чего-л.

лекция о чем-л.
читать лекции по како-
му-л. предмету

лечить кого-л. от чего-л.
от первого / третьего ли-
ца

менять что-л. на что-л.
по моему / его мнению

в (открытом) море
намекать на кого-л. /
что-л.

направленный на что-л.
(имеющий что-л.
своей целью)

быть в невыгодном по-
ложении

независимо от чего-л.

sb's duty to sb
complain about (of) sb / sth
(to sb) (but: "Complain
about sb to sb in an official
way" is "report sb to sb"
[17]

depend on sb / sth

call on sb [9]
call at a place [9]
get rid of sb / sth

apologise to sb for sth

in sb's name
sb's interest in sb / sth

a key to sth (eg to a door / a
drawer)
(a) medicine for sth (eg for a
cold / a headache / a
cough)

a lecture on / about sth [2]
lecture in a subject (eg in
physics / chemistry /
history)

treat sb for sth [20]
in the first / third person

change sth for sth
in my / his opinion (but: to
my / his mind)

at sea
hint at sb / sth

aimed / directed at sth

to be at a disadvantage
regardless / irrespective of sth

независимый от кого-л. / чего-л.	independent of sb / sth	преимущество перед кем-л.	an advantage over sb
нужда, потребность в ком-л. / чем-л.	need for sb / sth	приглашать кого-л. на какое-л. мероприятие	invite / ask sb to sth (eg to a party / lunch, etc)
обвинять кого-л. в чем-л.	accuse sb of sth	приезжать в какое-л. место	arrive in / at a place [8]
предъявлять кому-л. официальное обвинение в чем-л.	charge sb with sth (eg with a crime / murder)	призывать к чему-л.	call for sth [9]
опаздывать на работу / собрание / спектакль	to be late for (come late to) work / a meeting / a performance	примириться с чем-л.	reconcile oneself / become reconciled to sth
оставаться на какое-л. мероприятие (не уходить)	stay for sth (eg stay for dinner / a meeting / a film)	принимать кого-л. в какую-л. организацию	admit sb to sth [54]
останавливаться у кого-л.	stay with sb [14]	приходить в себя по какой-л. (определенной) причине, из каких-л. соображений	come to (oneself) for a certain reason / reasons (eg for political / humanitarian / personal / sentimental / religious reasons)
от какого-л. числа (датированный каким-л. числом)	of a certain date (eg the newspaper of 23 March)	поездка по стране по какой-л. программе, по каналу (о TV)	a tour of a country on a channel (eg see sth on Channel Two)
в ответ на что-л.	in answer / in reply to sth	происходить с кем-л.	happen to sb
быть ответственным перед кем-л. за что-л.	to be responsible to sb for sth	путеводитель по чему-л.	a guide-book to sth (eg a guide-book to London)
отметка по какому-л. предмету	a mark in a subject	работать над чем-л.	work at sth
память на что-л.	memory for sth (eg have a good / bad memory for faces)	ради шутки, несерьезно	for fun (eg say / do sth for fun)
переводить со слуха	translate by ear (but: translate at sight)	быть в чьем-л. распоряжении	to be at sb's disposal
пересаживаться на что-л.	change for sth (eg change for a train / a plane / a bus)	распространяться, перекидываться на что-л.	spread to sth (eg to the neighbouring towns / the whole village)
поздравлять кого-л. с чем-л.	congratulate sb on sth / doing sth	реагировать на что-л. с риском для чего-л.	react to sth
показывать на что-л.	point to sth [16]	(дарить кому-л. что-л.) на день рождения	at the risk of sth (eg of one's life / one's reputation)
покупать что-л. за / на деньги	buy sth with money	рядом с кем-л.	(give sb sth) for sb's birthday
на полях (страницы)	in the margin	садиться в поезд / автобус / самолет / машину; садиться на пароход	next to sb
популярный, пользующийся популярностью у кого-л.	popular with / among sb		get on a train / on a bus / on (board) a plane / on (board) a ship; get into a car (Note: get off a train / a bus but: get out of a car)
право на что-л.	a right to sth		

по секрету
согласие на что-л.
соглашаться на что-л.
(не)способный на что-л.
/ сделать что-л.
справедливо в отношении кого-л.
наводить справки относительно чего-л. по какому-л. источнику

спрос на что-л.
средство от чего-л.
стучать в дверь
суд над кем-л.
талант к чему-л.
типичный для кого-л. /
чего-л.

убедить кого-л. в чем-л.
быть уверенным в

чем-л.
угощать кого-л. чем-л.
умереть от чего-л.
упрекать кого-л. в чем-л.
характерный для кого-л.
/ чего-л.

шпионить за кем-л.
сыграть шутку с кем-л.

I. Use the phrases from the above list in sentences of your own.

II. Say it in English.

1. Его признали виновным в преступлении. 2. Не сердитесь на Майкла, он не виноват. 3. У меня есть лишний билет на «Кармен». Хотите пойти? 4. Вам придется пересесть на автобус. 5. Это ваш долг перед самим собой. 6. От кого это зависит? 7. Это прекрасное лекарство от простуды. 8. Вас ни в чем не подозревают. 9. Что он купил на эти деньги? 10. Каждый имеет право на собственное мнение. 11. Потребность в такого рода материалах увеличи-

in confidence
sb's consent to sth
agree to sth [6]
(in)capable of sth / doing sth

to be true of sb (eg It is true of
him too.)
look sth up in a reference-
book (eg Look up the word
/ the spelling / the
meaning in the dictionary.)

demand for sth
a remedy for sth
knock on / at the door
a trial of sb
a talent for sth
typical of sb / sth

convince sb of sth [58]
to be sure of sth

treat sb to sth [20]
die of / from sth [10]
reproach sb with sth
characteristic of sb / sth

spy on sb
play a joke on sb

лась. 12. В чем вы обвиняете мистера Блэра? 13. Какое официальное обвинение было ему предъявлено? 14. Что мне принять от головной боли? 15. Такое не могло произойти с Чарльзом. 16. Что мы подарим Доре на день рождения? 17. Посмотри в словаре, как произносится это слово. 18. Алиса присутствовала на суде над Валетом*. 19. Это типично / характерно для литературы того времени. 20. Они подшутили над нами. 21. Проверьте произношение этого слова по словарю. 22. Я видел, как он садился в машину. 23. Как мне пересказывать текст – от первого или от третьего лица? 24. Оставьте билеты на мое имя.

III. Fill in the gaps with prepositions.

1. We consider Mr Thompson an authority – English literature.
2. Russian composers made a great contribution – world culture.
3. Include it – your report.
4. How long did the Roman invasion – Britain last?
5. He found himself involved – the plot.
6. Who cured you – your headaches?
7. What countries does Switzerland border – ?
8. Apologise – Francis – your words.
9. The document was made out – Mr Harlow's name.
10. My interest – the subject grew.
11. Professor Cox lectures – physics.
12. This is the key – the upper drawer.
13. Shall I retell the story – the first person?
14. – my opinion you would be – a disadvantage.
15. There is no need – changes of any kind.
16. The article was published in The TIMES – 21st April.
17. Neither Senators nor Congressmen are responsible – their electors.
18. Making a tour – the country was part of the programme.
19. That's your advantage – your rival.
20. She'll never reconcile herself – the new situation.
21. Each state regardless / irrespective – the population sends to Congress two Senators.
22. You shouldn't reproach Helen – it.
23. Don't enter without knocking – the door first.
24. I'll be – your disposal in a minute.
25. Don't forget to congratulate Mark – getting the prize.
26. It might have been done – some other reason.
27. I wonder what happened – the manuscript.
28. It's nonsense: nobody is spying – them.
29. The speaker stressed the need – order and coordination.
30. He felt better the moment he got – the train.
31. You can't be sure – anything.
32. The demand – such goods is growing.
33. The storm started when the ships were

* the Knave

still – sea. 34. The match will be shown – Channel One. 35. What does your decision depend – ? 36. From the top storey you can get a wonderful view – London. 37. It is a wonderful medicine – a cough. 38. They must have done it – humanitarian reasons.

[4] When translating the following words and non-prepositional phrases into English use prepositions.

Note. The personal object after the verbs listed in (1) is used with the preposition *to* no matter whether it follows or precedes the direct object (if the verb is transitive). *Eg* I can't prove to him that he is mistaken – he won't listen to me. Dictate to the secretary the letter you want to send them. Explain to me what it is all about.

(1) возвращать кому-л.
говорить кому-л.
демонстрировать ко-
му-л.

доказывать кому-л.
докладывать кому-л.
жаловаться кому-л.
казаться кому-л.

лгать кому-л.
объявлять кому-л.
объяснять кому-л.
описывать кому-л.

отвечать кому-л.
повторять кому-л.
посвящать кому-л.
делать кому-л. пред-
ложение (*о браке*)

представлять кому-л.
принадлежать ко-
му-л.

раздавать кому-л.

return to sb
say to sb [38]
demonstrate to sb

prove to sb
report to sb [17]
complain to sb
seem to sb
lie to sb

announce to sb
explain to sb
describe to sb
reply to sb
repeat to sb

devote to sb; dedicate to sb
propose to sb

introduce to sb [42]
belong to sb

distribute to sb

Note. The personal object after the following verbs does not require the preposition *to*.

answer sb
applaud sb

отвечать кому-л.
аплодировать кому-л.

contradict sb
obey sb
threaten sb

(2) богатый чем-л.
выражение лица
гордиться кем-л. /
чем-л.
касаться чего-л. (*воп-
роса / проблемы*)
комментировать

что-л.
лишать кого-л. че-
го-л.
мешать кому-л. / че-
му-л.

навязывать что-л. ко-
му-л.

напоминать (ко-
му-л.) кого-л. /
что-л.
наследник чего-л.,
наследующий

что-л.

одобрять кого-л. /
что-л.
оперировать кого-л.
по поводу чего-л.

отомстить кому-л. (за
что-л.)

памятник кому-л. /
чему-л.

пахнуть чем-л.
поддержка (оказыва-
емая) кому-л.
полный чего-л.

противоречить кому-л.
повиноваться кому-л.
угрожать кому-л.

rich in sth
the expression on sb's face
to be proud of sb / sth (but:
sb's pride in sb / sth)
touch upon sth [18]

comment on sth (**Note:**
commentary on sth)
deprive sb of sth

interfere with sb / sth [47]

impose sth on sb

remind sb of sb / sth

[ea]
an heir to sth (*eg* an heir to
the throne / the property /
the title (but: «наследник
кого-л., чей-л. наслед-
ник» is “sb's heir / an heir
of sb”))
approve of sb / sth [7]

operate on sb for sth (*eg* for
ulcers / appendicitis)
revenge oneself upon sb (for
sth) [85]

a monument to sb / sth

smell of sth (*cf* taste of sth)
sb's support for sb / sth (but:
give support to sb)
to be full of sth (but: Her
eyes were filled with
tears.)

придерживаться че-
го-л., ограничи-
ваться чем-л.
причина чего-л.

соответствовать зани-
маемой должности
сочувствовать ко-
му-л.
способствовать че-
му-л.
(наносить) ущерб че-
му-л.
хвастаться чем-л.

- I. Use the phrases from the above list in sentences of your own.
II. Say it in English.

1. Постарайтесь доказать Ричарду, что это единственный выход. 2. Он жалуется всем, что его никто не понимает. 3. Объясните ему, как все это произошло. 4. Возвратите ему все книги, которые вы у него брали. 5. Опишите мне все подробно (в деталях). 6. Это заявление широко комментировалось в газетах. 7. Вы напоминаете мне миссис Тротт: она тоже ничем не бывает довольна. 8. Майклу уже сделали операцию. Он чувствует себя хорошо. 9. В Лондоне много памятников королям и политическим деятелям. 10. Все сочувствовали Норе и старались подбодрить ее. 11. Это способствовало его успеху. 12. Все эти страны богаты нефтью.

III. Fill in the gaps with prepositions if required.

1. Announce – them what you think necessary. 2. Distribute – the tourists the booklets I gave you. 3. Don't impose your opinions – others. 4. Ann is to be operated – appendicitis. 5. The monument – George Washington in Washington is a white marble obelisk. 6. Mr Watt confined himself – outlining the general aspects of the problem. 7. Did the earthquake cause much damage – the

confine oneself to sth / doing
sth

a reason for sth (Note. "That was the reason why he did it," but not "That was the reason because he did it.")
qualify for a job / a post

sympathise with sb
contribute to sth / doing sth

cause damage to sth

boast of sth

town? 8. Helen's support – their family was invaluable. 9. The heir – the throne in England has the title of Prince of Wales. 10. This is his last chance. Don't deprive him – it. 11. What is the reason – all this secrecy? 12. You should have seen the expression – his face. 13. You have done nothing to boast –. 14. They applauded – him long and loud. 15. Don't threaten – me. 16. Explain – me what it is all about.

- [5] When translating the following prepositional and non-prepositional phrases into English do not use prepositions.

влезать на что-л.

влиять на кого-л. / что-л.

вторгаться в страну

входить в здание / ком-
нату и т.п.

добраться, доехать до
чего-л.; дотягиваться
до чего-л.

догадываться о чем-л.
жениться на ком-л. (вы-
ходить замуж за ко-
го-л.

играть в какую-л. игру

играть на музикальном
инструменте

красить что-л. в какой-л.
(синий / зеленый и
т.п.) цвет

наблюдать за кем-л. /
чем-л.

награждать кого-л.
чем-л.

налетать, наскакивать на
что-л.

climb sth (eg a tree / a
mountain / a ladder)

influence sb / sth; affect sb /
sth

invade a country

enter sth (eg a building / a
room)

reach sth

guess sth

marry sb (but: to be married
to sb)

play a game (eg play chess /
cards / football)

play a musical instrument (eg
play the piano / the violin /
the guitar)

paint sth blue / green, etc

watch sb / sth

award sb sth (eg award sb an
order / a medal)

hit / strike sth (eg The car hit
a lamp-post. The ship
struck a rock.) (Note.
When both objects are
moving, use "collide", eg

нападать на кого-л. /
что-л.

нуждаться в ком-л. /
чем-л.

обращаться к кому-л., за-
говаривать с кем-л.

обращаться с кем-л. (хо-
рошо / плохо и т.п.)

обращаться с чем-л.
(обращаться с ка-
ким-л. механизмом,
работать на ка-
кой-л. машине)

объявлять о чем-л.
отказываться от чего-л.
претендовать на что-л.
приближаться к чему-л.
признаваться в чем-л.
присоединяться к ко-
му-л. / чему-л.

продвигаться вперед на
какое-л. расстояние
разводиться с кем-л.
советоваться, консульти-
роваться с кем-л.

сомневаться в чем-л.
спорить (держать пари) с
кем-л. на что-л., что...

The bus collided with a
lorry. The ships collided in
the fog. If the blow is
violent and causes much
noise and breaking, use
"crash", eg The car crashed
into the wall. The plane
crashed into the
lighthouse.)

attack sb / sth

need sb / sth

address sb [48]

treat sb well / badly, etc [20]

handle / operate sth (eg
handle household
appliances / a mechanical
device / a type-writer;
operate a lift / an excavator
/ a bulldozer)

announce sth

refuse sth [49]

claim sth

approach sth

confess sth [53]

join sb / sth

advance a distance (eg two
miles / ten kilometres)

divorce sb

consult sb [48]

doubt sth

bet sb sth that...

увеличиваться в не-
сколько раз
упоминать о ком-л. /
чем-л.

I. Use the phrases from the above list in sentences
of your own.

II. Say it in English.

1. За мужество и героизм, проявленные в этом бою, свыше ста солдат и офицеров были награждены орденами и медалями. 2. В тот день наши войска продвинулись вперед более чем на сто километров. 3. Англы и саксы, вторгнувшиеся в Британию, оттеснили кельтов в горные районы страны. 4. Известно, что Достоевский и Чехов оказали большое влияние на многих западных писателей. 5. Производительность труда возросла более чем в три раза. 6. Бульдозером легко управлять? 7. Если не умеете обращаться с этим прибором, лучше не прикасайтесь к нему. 8. Машина столкнулась с грузовиком. 9. Машина налетела на дерево. 10. Самолет врезался в маяк. 11. Корабль наскочил на айсберг. 12. Держу с вами пари на билет в Большой, что канадцы проиграют. 13. Не входите к нему в кабинет, не постучав (в дверь). 14. Никто в этом не сомневается. 15. Он женат на сестре Норы. 16. Кошки могут влезть на любое дерево. 17. Вы доберетесь до Редфорда через полтора часа. 18. Покрасьте потолок в светло-зеленый цвет. 19. Он объявил об этом вчера. 20. На эти деньги претендует три человека. 21. Мы приближаемся к какому-то городу. – Да, по-видимому. 22. Никогда не упоминайте об этом событии, если не хотите рассердить ее. 23. Кто первым упомянул об этом? 24. Вы когда-нибудь играли в бейсбол? 25. Мы уже давно следим за ним. 26. Как вы об этом догадались? 27. Дик играет на скрипке довольно прилично. 28. Она сказала, что не нуждается в наших советах. 29. Мы идем в музей. Не хотите к нам присоединиться? 30. Я присоединюсь к вам позднее.

The following verbs which may be used without a preposition or with (different) prepositions are often mixed up by students of English. Note the structures they are used in and the meaning they may assume.

increase several times

mention sb / sth

[6] **agree with sb / sth** соглашаться с кем-л. / чем-л.
eg agree with sb / sb's words / sb's opinion / with what sb said

agree to sth соглашаться, давать свое согласие на что-л.

eg agree to a proposal / a plan / a suggestion / an operation

agree (up)on sth (= decide on sth) приходить к общему согласию, принимать решение относительно чего-л.; решать что-л. в результате переговоров

eg agree upon the time for sth / a conference / a joint investigation / joint research / a course of action / an early election / exchanging scientific information

Say it in English.

1. Герберт не был согласен с вами, не так ли? – Да, не был. 2. Я полностью согласен с вашим мнением. 3. К моему удивлению, мистер Стэнли дал согласие на этот план. 4. Как следует поступать, если больной не дает своего согласия на операцию? 5. Представители фирм приняли решение о проведении совместного расследования.

[7] **approve of sth** одобрять, относиться с одобрением

eg approve of sb's actions / sb's behaviour / sb's attitude / the way sb did sth / what sb did

approve sth одобрять, утверждать (офиц.)

eg approve a plan / a resolution / a decree / a project / a proposal

Say it in English.

1. А что скажет Чарльз? – Думаю, он все одобрит. 2. Артур слишком много всем обещает. Я не одобряю этого. 3. Все голосовали за проект мистера Нокса, и он был одобрен. 4. Никто не согласится обсуждать это предложение, если оно не будет официально одобрено шефом. 5. Решение неразумное. Вряд ли кто-нибудь его одобрит (отнесется к нему с одобрением).

[8] **arrive (arrival) in a place** приезжать, прибывать (приезд, прибытие) в страну, большой город

arrive (arrival) at a place приезжать (приезд) в небольшой город, на станцию, в аэропорт

Say it in English.

1. Для встречи иностранного гостя в аэропорт прибыла официальная делегация. 2. Приезд премьер-министра в Париж планируется на май. 3. Гости прибыли в Лондон накануне открытия выставки. 4. Мы приехали на вокзал заблаговременно.

[9] **call on sb** заходить к кому-л. с коротким визитом

eg call on a friend / a relative / Robert / the Butlers

call at a place заходить куда-л. по делу или с коротким визитом

eg call at an office / a bank / sb's house / the Butlers'

call on sb at / in a place заходить куда-л. к кому-л., навещать кого-л. где-л.

eg call on sb at home / at the office / at the hotel / at sb's country house / at this address / at Ashfield / in London

call for sb / sth заходить, заезжать за кем-л. / чем-л.

eg call for Mary / a letter / a parcel / a trunk

call for sth призывать к чему-л.

eg call for peace / unity / disarmament / vigilance / calm / solidarity / discipline / an end to sth / prompt action / urgent measures / an early conclusion of a treaty / trade expansion / a revision of sth

call upon sb to do sth 1) призывать кого-л. сделать что-л., призывать кого-л. к чему-л.

eg call upon sb to unite / take part in sth / conclude a treaty / solve the problem by negotiation / expand trade / revise the decision / adopt a constructive programme

/ keep calm / sign an appeal / take urgent measures
2) вызывать (ученика) от-
вечать урок

eg call on a student to retell a story / read a text / do an exercise / recite a poem

I. Construct sentences on the patterns: "call for + noun" and "call upon sb + infinitive".

II. Say it in English.

1. Джордж заходил к нам вчера. 2. На обратном пути мы зашли к Норманам. 3. Когда вы последний раз были у Роберта? 4. Я зашел к Джорджу в гостиницу. 5. Они навестили Ричарда в Лондоне. 6. Мы навестили Батлеров в их загородном доме. 7. Чарльз зайдет за нами в семь. 8. Я зайду за письмом вечером. 9. Все выступившие призвали к единству. 10. Докладчик призвал всех объединиться. 11. Он призвал к сохранению спокойствия. 12. Он призвал их сохранять спокойствие. 13. Оратор выступил с призывом принять срочные меры. 14. Оратор призвал заведующих отделами принять срочные меры. 15. Преподаватель вызвал Джона читать текст.

[10] die of sth умереть от какой-л. болезни, недуга или переживания

eg die of a disease / an illness / heart failure / hunger / grief / shame / disgrace

die from sth умереть в результате повреждения, нанесенного организму

eg die from wounds / loss of blood

[11] divide / cut / break / tear sth into several parts делить / резать / разбивать / разрывать что-л. на несколько частей

divide / cut / break / tear sth in two делить / резать / разбивать / разрывать что-л. пополам

[12] hear about / of sb / sth слышать, получать информацию о ком-л. / чем-л.

hear from sb получать известия от кого-л.

Fill in the gaps with prepositions.

1. The old man died – heart failure. 2. The wounded man must have died – loss of blood. 3. Divide the page – two. 4. The woman cut the loaf – three parts. 5. I do correspond with Annabel, but it's a long time since I heard – her last.

[13] interfere in sth вмешиваться во что-л.

eg interfere in a conversation / a talk / sb's affairs / other people's affairs / what does not concern you

interfere with sth мешать чему-л., служить помехой

eg interfere with sb's work / sb's rest / sb's studies / sb's plans

Say it in English.

1. Если бы вы не вмешались в их разговор, они бы не поссорились. 2. Не вмешивайтесь в чужие дела. 3. Это его не касается. Скажите, чтобы он не вмешивался. 4. Это может помешать нашей поездке. 5. Его рекомендации только мешают моей работе*.

[14] leave sth at a place оставлять что-л. где-л.
stay at a place останавливаться где-л.

eg leave a letter / a note / a thing at the post office / at the desk / at Michael's / at the Butlers'
stay at Michael's / at the Butlers'

leave sth with sb оставлять что-л. у кого-л.
stay with sb останавливаться, жить у кого-л.

eg leave a letter / a note / a key / a parcel / a thing with a receptionist / a clerk / a secretary
stay with Michael / with the Butlers

I. Ask questions using "stay at somebody's" instead of "stay with somebody". Do the exercise orally and in writing.

Eg "Helen lived with the Adamses."
"Did you also stay at the Adamses?"

* See also [47].

1. When in Edinburgh he lived with Mr Cox. 2. She spent a week with the Coxes. 3. Tom stopped with Mr Hastings. 4. Ada was invited to spend the holiday with Evans. 5. They lived with the Richardses at that time.

II. Say it in English.

1. Когда он был в Лондоне, он останавливался у Джорджа. 2. Если вы поедете в Глазго, вы сможете остановиться у Смитов. 3. Оставьте ключ у портье. 4. Почтальон сказал, что оставил газету у ваших соседей. 5. Я оставил письмо у секретаря.

[15] **make sth of sth** делать, создавать что-л. путем обработки материала, изменения формы, соединения деталей

eg The statue is made of bronze. The statuette is made of wood.

make sth from sth делать, создавать что-л., используя что-л. в качестве сырья, полностью видоизменяя что-л.

eg The bronze bas-reliefs at the foot of the Nelson Column are made from captured French guns. Irish stew is made from meat, onions and potatoes. What is polyester made from?

Say it in English.

1. Согласно легенде, Прометей* создал человека из глины. 2. Вино делается из винограда. 3. Эти колонны сделаны из мрамора. 4. Йогурт делают из молока. 5. Ваза стеклянная. Не разбейте.

[16] **point to sb. / sth** показывать, указывать на кого-л. / что-л.

eg point to a person / a road-sign / the North

point sth at sb целиться в кого-л.

eg point a gun / a pistol / a rifle at sb / sth

* Prometheus [prə'mi:θju:s]

[17] **report sb (to sb)** жаловаться на кого-л. в официальном порядке

eg report sb to the authorities / the chief / the manager / the police

report to sb докладывать, рапортовать кому-л.; отчитываться перед кем-л.

eg report to the authorities / the chief / the manager / the colonel / the headmaster

[18] **touch sth** касаться чего-л., прикасаться к чему-л.
touch (up)on sth касаться чего-л. в разговоре, затрагивать тему

eg touch upon a subject / a topic / a problem

[19] **to be tired of sth / doing sth** уставать от чего-л.
(*так как что-л. надоело*)

eg to be tired of arguing / repeating sth / explaining sth / quarrelling

to be tired from sth / doing sth уставать, утомляться от чего-л.

eg to be tired from a long walk / running / reading / sewing / climbing the stairs / playing tennis

I. Fill in the gaps with prepositions if required.

1. The needle of a compass points – the North. 2. At midnight both the hour hand and the minute hand point – twelve. 3. It's poison. Don't touch – it. 4. The speaker touched – this problem in passing. 5. Jack is never tired – tennis. He can play it for hours. 6. My eyes are tired – sewing. 7. It is Mr Stone who is in full command here. You are supposed to report – him.

II. Say it in English.

1. Отчитайтесь перед заведующим. 2. Я пожалуюсь на вас шефу. 3. Советую вам не касаться этой темы. 4. Не понимаю, что произошло с телевизором, я к нему не прикасался. 5. Я устал объяснять вам одно и то же.

[20] **treat sb in a certain way** обращаться с кем-л. каким-л. образом

eg treat sb well / badly / as sb deserves / as a lady / as a child

treat sb for sth лечить кого-л. от чего-л.

eg treat sb for a disease / illness / shock / poisoning

treat sb to sth угостить кого-л. чем-л.

eg treat sb to fruit / sweets / ice-cream

Say it in English.

1. Элиза считала, что профессор Хиггинс обращается с ней очень плохо. 2. В отличие от профессора Хиггинса, полковник Пикеринг обращался с Элизой как с настоящей леди. 3. Вы обращаетесь с ним как с маленьким ребенком. 4. Фред в больнице. Его лечат от малярии. 5. Ее лечили от гриппа, но оказалось, что у нее воспаление легких. 6. От чего ее лечат? 7. Чем вас угостили у Фостеров? 8. Можно угостить вас мороженым?

- [21] Be sure you don't omit the preposition in the following patterns: They will be taken care **of**. He is not used to being shouted **at**. There is nothing to argue **about**. I've got nothing to thank you **for**. She is easy to talk **to**.

Say it in English.

1. Об этом событии много писали. 2. Об этой истории много говорили. 3. Вас ждут. 4. Здесь не о чем спорить. 5. О детях позаботились. 6. Вам не на что жаловаться. 7. Мне не с чем вас поздравить. 8. Им не в чем упрекнуть вас. 9. Бояться здесь нечего. 10. Вас слушают. Продолжайте.

- [22] 1. Note the English pattern corresponding to the Russian «быть занятым чем-л.». Do not use a preposition.

Она была занята переводом текста.

She was busy translating the text. (*Incorrect: "She was busy with translating the text. But: She was busy with the text."*)

Say it in English.

1. Они были заняты разговором и пропустили свою остановку. 2. Они были заняты спором и не слышали, как я вошел. 3. Кэтрин занята приготовлениями к поезде. 4. Они были заняты обсуждением статьи, и я решил не мешать им. 5. Мэри занята мытьем окон.

2. Note the use of prepositions in the following patterns:

a) It happened **on board** a ship / a plane / a helicopter / the *Queen Elizabeth II*. (*Incorrect: "on board of a ship / a plane, etc*)

b) This tradition came into being **as far back as** the 17th century. (*Incorrect: "as far back as in the 17th century*)

Note. Do not mix up the phrases: Some modern customs and traditions **date back to** / **date from** very early times.

c) What came of it? = How did it end?

What became of him? = What happened to him?

Nothing came of it. = It was a failure. (*Incorrect: "What came out of it? "Nothing came out of it. "What became out of him?"*)

Say it in English.

1. Они пересекли Атлантический океан на борту лайнера «Королева Елизавета II». 2. Адмирал Нельсон умер на борту флагманского корабля* «Виктори». 3. Книгопечатание появилось в Англии еще в пятнадцатом веке. 4. Возникновение этого обычая относится к средним векам. 5. Боюсь, что из этого ничего не получится. 6. Что из этого получилось?

PHRASAL VERBS**

The following phrasal and non-phrasal verbs are often misused. Discriminate between them.

* a flagship

** verb-adverb combinations forming a phrase which is equivalent to a single verb

[23] **to be out**
to be away

— Мистер Брэкнел у себя? “Is Mr Bracknell in?”
— Его нет, он обедает. “No, he is out at lunch.”

Note. “He is away” in this case would be incorrect. **To be away** means “to stay away from home or the building for at least a night”. Eg He is away on holiday / on a business trip / on (a) mission.

[24] **break**
break down

Мы не могли продолжать опыт: робот сломался.

We could not carry on with the experiment — the robot had broken down.

Note. When a mechanism fails to operate, use **break down**, eg The machine / the engine / the appliance / the apparatus / the car broke down. (Cf She had a nervous break-down.) When a whole thing is caused to come into separate parts as the result of force, use **break**, eg The glass / the vase / the cup / the rope / the string broke.

[25] **call sb**
call sb in

Почему вы не вызвали врача?

Why didn't you call in a doctor?

Note. **Call in** means to summon somebody (a doctor / a mechanic / a radio man / a TV man) in an advisory capacity.

[26] **carry on**
carry out

Carry on denotes a process, **carry out** denotes fulfilment, eg carry on a conversation / an experiment / business / propaganda — вести, проводить; **carry out** a task / an assignment / a mission / an experiment — провести, выполнить.

[27] **clear sth up**
clear sth out
clear out

Мне хотелось бы выяснить несколько вопросов.

I'd like to clear up a few points.

Note. **Clear sth out** means “empty sth by taking out the contents”, eg clear out a desk / a drawer / a cupboard / a book-case. **Clear out** means “go away” (убираться вон грубо.), eg Clear out before I throw you out.

[28] **fill sth in**
fill out

Нам пришлось заполнить много бланков.

We had to fill in a lot of forms.

Note also: **fill in** an application form / a declaration form / a telegram form / a questionnaire / a ballot / gaps / blanks / empty spaces / a library call slip. **Fill out** means “become rounded, larger or fatter”.

[29] **hand sth in**
hand sth to sb

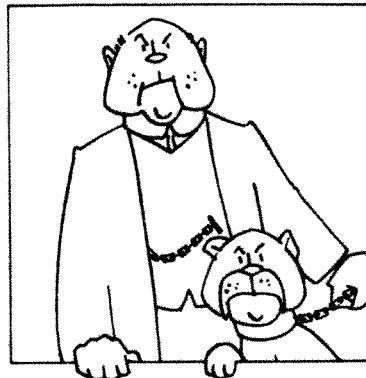
Note. No personal object is used after **hand in**, whereas after **hand sth** a personal object is obligatory. Eg hand in one's paper / one's notice / an application form. (But: hand one's papers to the policeman / one's notice to the manager / an application form to the secretary.) **Hand sth to sb** specifies the act of giving — “give by handing”. If the way of giving is not important, use the verb **give**.

[30] **mix sth**
mix sb / sth up
to be mixed up in sth

Mix sth is said of different substances that are brought or come together so that they are no longer distinct, eg mix paints / oils / flour and water / vinegar and oil / medicines. **Up** is added when the verb is used figuratively, eg mix up (= not to be able to distinguish between things or persons) words / phrases / terms / twins; **to be mixed up in** (= involved in) murder / an affair / a crime.

[31] **pick sth**
pick sth up

Pick sth is “pull away with the fingers”, eg pick flowers / fruit / berries / mushrooms; pick sth up means “take sth lying on the ground”, eg pick up a coin / a handkerchief / sth that was dropped. When used figuratively, pick up may mean “gain, acquire”, eg pick up bits of information / foreign words / slang.



“It is so easy to mix them up. Don't you think so?”

[32] **see sb off**
see sb out

See sb off means “go to the railway station or the airport with sb who is starting on a journey”. Eg Nobody saw them off as it was a late train. We saw him off at Kennedy Airport / at Victoria Station / at Grand Central Station. See sb out means “accompany sb till he is out of the building”. Eg Our building is a maze. I'll see you out. Don't trouble to see me out. I know the way.

[33] **tear sth up**
tear sth open

Она прочла письмо и порвала его.

Она разорвала конверт и прочла письмо.

Note. The adverb up emphasises the idea of the action being deliberate and the fact that the thing was torn into small pieces.

She read the letter and tore it up.

She tore the envelope open and read the letter.

I. Use the phrasal verbs from the above list in sentences of your own.

II. *Say it in English.*

1. Джордж в отпуске. Его нет с прошлой недели. 2. Майкл дома? – Нет, он вышел. 3. У них сломалась машина, и они приехали только на следующий день. 4. Телевизор не работает. Вызови мастера. 5. Если почувствуешь себя хуже, вызови врача. 6. Задание выполнено. 7. Они так похожи. Я всегда их путаю. 8. Поговорите с мастером Дэйли и выясните все. 9. Прежде чем сесть в самолёт, туристы заполнили бланк декларации. 10. Сейчас все привыкли заполнять всякого рода анкеты. 11. Порвите это письмо и забудьте о нем. 12. Оказалось, что все они замешаны в это дело. 13. Когда вы подали заявление? 14. Вы уронили ключ. – Так подними его. 15. Когда отходит ваш поезд? Я обязательно провожу вас.

[34] Do not add repetitious adverbs to the verbs *return* and *repeat*. Eg He returned. He came back. (Incorrect: *He returned back.) Repeat it. Say it again. (Incorrect: *Repeat it again. *Repeat it once more.)

Say it in English.

1. Что вы сказали? Повторите еще раз. 2. Его заставили повторить свой рассказ снова. 3. Становится темно. Пора возвращаться обратно. 4. В чем дело? Почему вы вернулись? 5. Он так и не вернулся обратно.

DIFFICULT WORDS AND STRUCTURES

[35] **беспокоить(ся)** *worry, bother, trouble, disturb*
worry (about sb / sth) беспокоиться, волноваться

eg What's the use of worrying? Don't worry about her, she is feeling much better. Habitual worriers worry about trifles.

worry sb беспокоить, волновать кого-л.

eg What's worrying you? Don't tell him anything. Why worry him?

bother sb (with sth) 1) беспокоить кого-л., надоедать, докучать

eg He is tired. Don't bother him. Don't bother him with your complaints.



"Shall I help you?"
"Don't bother. I'll manage."

2) беспокоить кого-л. просьбой, побеспокоиться (взять на себя труд) сделать что-л.

eg Don't bother (trouble) to cook dinner for me today, I'll eat out. He didn't even bother (trouble) to let us know. Don't bother, I'll manage.

trouble sb 1) беспокоить кого-л., причинять беспокойство, затруднять (часто в вежливых вопросах)

eg May I trouble you to come to my office? I'm sorry to trouble you, but will you ...?

2) беспокоить кого-л., причинять боль, внушать беспокойное чувство

eg "What troubles you?" "It's my heart, doctor." Where is she? Her absence troubles me. (Cf What's the trouble? Don't look for trouble. Did it give you much trouble? It caused him a lot of trouble. He got into trouble. He is in trouble.)

3) See **bother**.

disturb sb 1) беспокоить кого-л., выводить из состояния покоя

eg Don't disturb him, let him sleep. There was a "Don't

disturb" sign on his door. The manager is not to be disturbed, he is with Mr Nash.

2) беспокоить, выводить из состояния душевного покоя

eg This thought disturbed me.

Say it in English.

1. Изменить ничего нельзя. Какой смысл беспокоиться? 2. О ней не беспокойтесь, она чувствует себя хорошо. 3. Не беспокойтесь по пустякам. 4. Не беспокой его (не приставай к нему со) своими вопросами. 5. Он даже не побеспокоился (не потрудился) ответить на письмо. 6. Простите, мне неудобно беспокоить (затруднять) вас, но не могли бы вы позвонить мистеру Смиту еще раз? 7. Их молчание беспокоит меня. 8. Его нельзя беспокоить, у него клиент. 9. Ребенка найдут, не беспокойтесь. 10. Вас все еще беспокоит ваша печень?

[36] привлекать внимание **attract sb's attention**,
draw / call sb's attention to sb / sth

attract sb's attention привлекать к себе чье-л. внимание, не оставаться незамеченным

eg The picture / the man / the fact / the noise / the notice / the sound attracted my (his, everybody's) attention.

draw / call sb's attention to sb / sth привлекать чье-л. внимание к кому-л. / чему-л., заставлять кого-л. обратить внимание на что-л. / кого-л.

eg The judge drew the attention of the jury to this detail / to the handwriting / to the signature / to the way the letter was addressed / to what the witness had heard / to the fact that the letter was not signed. **Note.** Avoid the frequent mistake of saying "He attracted our attention to it."

Say it in English.

1. Почему этот человек привлек ваше внимание? 2. Кто привлек ваше внимание к этому человеку? 3. Этот

факт привлек внимание всех (всеобщее внимание). 4. Вам следует привлечь их внимание к этой детали. 5. Экскурсовод привлек внимание посетителей к этой картине. 6. Эта картина всегда привлекает внимание посетителей.

[37] обращать внимание notice, note, pay attention

notice sb / sth обращать внимание на кого-л. / что-л., замечать, случайно увидеть

eg notice a person / a road-sign / a signal / sb do sth / sth done

note sth обращать, сосредоточивать внимание, стараться что-л. запомнить

eg note sb's words / how to do sth / how sb does sth / the way sb does sth / the way sth is done

It should be noted that...

pay attention (to sb / sth) обращать внимание на кого-л. / что-л., не оставлять незамеченным

eg He is such a nuisance. Don't pay attention (to him). He paid attention to the trifles but overlooked the essentials.

I. Paraphrase the sentences to use "note" or "notice".

1. He didn't say "Hello" to Jane because he didn't see her come in. 2. The teacher told the students to pay attention to the figures. 3. "Pay attention to the way the article is used in this sentence," said the teacher. 4. The accident occurred because the driver had not seen the road-sign. 5. It should be pointed out that the play had excellent notices.

II. Say it in English.

1. Никто не обратил внимания на то, что письмо не было подписано. 2. Я не заметил, как он включил магнитофон. 3. Он сам не знает, что он говорит. Не обращайте внимания. 4. Обратите внимание на то (заметьте), что артикуль в этом выражении не употребляется. 5. Обратите внимание на то, как прибор выключается. 6. Следует заметить, что проблема обсуждалась уже несколько раз.

[38] говорить speak, talk, say, tell

speak говорить, разговаривать

eg speak loudly / slowly / fast / (in)distinctly / for a long time / to the point / beside the point / at a conference / in debate / from notes / from memory / on the telephone

speak to / with sb (about sb / sth)

speak a foreign language / Danish / Dutch / good English

They are not on speaking terms. They are on non-speaking terms.

talk 1) говорить, разговаривать; беседовать

eg talk loudly / for a long time / fast

talk to / with sb (about sb / sth)

2) говорить, болтать

eg talk a great deal / a lot / too much

Stop talking, please.

3) говорить на какую-л. тему

eg talk shop / business / politics / music / weather

say sth говорить, сказать что-л.

eg say something / nothing / nothing important / very little / a few words about sth / that...

He said to me: "Let sleeping dogs lie."

"Don't look for trouble," he said to me.

tell sb (about sth) говорить что-л. кому-л., сказать, рассказать о чем-л.

eg tell sb the news / the time / what time it is / what it means / that...

tell sb about sth

tell sb to do sth

Notes. 1. After the verb say use a direct object. Before the personal object use the preposition to.

Eg Кто сказал об этом?

Who said it?
(Incorrect: "Who said about it?")

Он сказал мистеру Куперу, что все уложено.

He said to Mr Cooper that everything had been settled. (*Incorrect: *He said Mr Cooper that...*)

2. After the verb **tell** meaning «сказать, говорить» use a personal object. If there is no personal object in the Russian sentence, in translating it use **say**.

Eg Он сказал (мне), что пьеса ему нравятся.

He told me he liked the play. He said to me he liked the play. (*Incorrect: *He told he liked the play.*)

The personal object may be omitted if **tell** means «расказывать» (*eg He told how he had crossed the river*) and in set phrases: **tell the truth**, **tell a lie**, **tell a story**, etc.

Eg Some people have tact, others tell the truth. She told me her life story.

3. To introduce direct speech use **say**.

4. In indirect orders use **tell** (in the pattern: **tell + noun / pronoun + infinitive**).

5. Discriminate between the following patterns:

He was told to speak Dutch.

Ему сказали, чтобы он говорил по-голландски.

He was said to speak Dutch.

Говорили, что он знает голландский.

I. *Memorise the following. Note how the verbs “say”, “tell”, “speak” are used.*

1. I will never be old enough to speak without embarrassment when I have nothing to say. (*Abraham Lincoln*)
2. I never allow myself to get a false impression from

* See also [62].

anything anyone tells me. I form my own judgement. (*Agatha Christie*)

3. Speak well of your friends, of your enemies say nothing. (*Proverb*)

4. A gossip-monger speaks about other people, a bore speaks about himself, a good conversationalist speaks about you. (*D. Carnegie*)

5. A wise old owl lived in an oak.

The more he saw the less he spoke.

The less he spoke the more he heard.

Why can't we all be like that wise old bird?

(*Nursery rhyme*)

II. *Repeat what Peter and Helen said. Use direct speech. Explain what made them say it.*

Eg Helen told the children not to interrupt her.

Helen said to the children: “Don’t interrupt me.” She told the children not to interrupt her because interrupting the speaker is bad manners / because it annoyed her / because she was in a hurry to leave.

1. Peter told the children not to slam the door. 2. Helen told Ann to leave the light on. 3. Helen told the boys to leave the dog alone. 4. Peter told us not to disturb Helen. 5. Helen told Peter to lock the door. 6. Peter told Helen to switch on the TV set. 7. Helen told the girls not to bother her with questions.

III. *Say it in English.*

1. Что он сказал? 2. Что он вам сказал? 3. Он сказал что-нибудь новое? 4. Она сказала вам что-нибудь интересное? 5. Мистера Паркера попросили сказать несколько слов о последних событиях в Африке. 6. Докладчик говорил долго, но не сказал ничего нового. 7. Мэри сказала: «Перестаньте болтать». 8. Джейн сказала им: «Мне это безразлично». 9. «Я этого не одобряю», – сказала мне Дорис. 10. Энн сказала, чтобы мы не беспокоили Ричарда: он заканчивает свою статью.

[39] **дело affair, matter, business, case**

affair дело, событие; то, что происходит

eg a pleasant / unpleasant / strange affair

a family affair / a love affair
private affairs / other people's affairs
It's my (your) affair.

matter 1) дело времени, вкуса и др.

eg a matter of time / principle / taste / life and death /
special interest / honour / great importance

2) в составе фразеологизмов

The matter is that...

What's the matter?

business 1) дело, работа, занятие

eg a business talk / trip / interview

2) в составе фразеологизмов

eg go smwh on business

Mind your own business.

It's none of your business.

case судебное дело

eg take up / hear / dismiss / close / reopen a case (in court)

I. Answer these questions.

1. In what cases do people say "It's a matter of life and death"? 2. Explain the meaning of the saying "Business before pleasure". 3. Why shouldn't people interfere in other people's affairs? 4. What affair is usually referred to as a family affair? 5. When do we say "It's a matter of taste"?

II. Say it in English.

1. Это дело времени. 2. Это было не очень приятное дело. 3. Дело будет слушаться завтра. 4. Не вмешивайтесь в чужие дела. 5. Это дело двух недель, не более. 6. Занимайтесь своими делами. 7. В чем дело? 8. Дело в том, что я передумал. 9. Мистер Фогт отправился в Лондон по делу. 10. Это мое дело.

[40] дозваниваться **get through**, **get sb on the phone**

get through дозвониться; добиться, чтобы кто-нибудь ответил

eg I couldn't get through: the line was busy / the coin got stuck in the slot.

get sb on the phone дозвониться до кого-л., связаться с определенным лицом

eg I couldn't get Mr Star on the phone – whenever I called he was out / he is away on holiday / he was in conference.

Say it in English.

1. Никак не могу дозвониться до Эгнес, ее никогда нет дома. 2. Вот ваша монета, спасибо. Я не дозвонился.
3. Постарайся дозвониться до Джорджа. 4. В чем дело? – Я не дозвонился: занято.

[41] звонить, позвонить (по телефону) **make a call**, **call sb (up)**, **give sb a call**; **call up a place**, **call sb (up) at / in a place***

make a call позвонить, сделать телефонный звонок

eg I've got a call to make. Is there a public telephone near here? Will you excuse me? I've got a call to make. "Where is Dick?" "Making a call."

Note. When asking someone for permission to make a call («Можно позвонить по вашему телефону?»), say "May I use your phone?"

call sb (up), **give sb a call** звонить кому-л.

eg Mrs Ridley called me up. Call up Mr Dale at this number. Give me a call.

call up a place звонить куда-л.

eg Call up the airport / the railway station / the enquiry office.

call sb (up) at / in a place звонить кому-л. куда-л.

eg Call him up at home / at the office / at the hotel / in London.

* Call sb up = ring sb up.

Say it in English.

1. Мне нужно позвонить (сделать телефонный звонок). 2. Можно позвонить по вашему телефону? 3. Вы говорили, что вам нужно позвонить. На этом этаже есть телефон. 4. Мистер Хантер просил вас позвонить ему в университет. 5. Позвони в аэропорт или справочное бюро. 6. Джордж дома. Позвони ему.

[42] знакомить(ся) introduce, get acquainted

introduce sb (to sb) знакомить кого-л. с кем-л., представлять кого-л.

eg When making an introduction, introduce the gentleman to the lady / the younger woman to the older / the younger man to the older. Will you introduce me to Mrs Weston? May I introduce my daughter?

get acquainted (with sb) знакомиться (с кем-л.)

eg He got acquainted with Mr Lane at Mrs Dunlop's. We got acquainted yesterday.

Note.

Я с ним знаком.

I know him.

Познакомьтесь: моя сестра.

Meet my sister.

— Знакомьтесь: мой брат.

“This is my brother.”

— Мы (уже) знакомы.

“We've met before.”

Say it in English.

1. Где вы познакомились с мисс Уэстон? 2. Чарльз, кто познакомил тебя с мисс Уэстон? 3. Вы знаете миссис Броуди? Познакомьте меня с ней. 4. Знакомя людей, мужчину следует представлять женщине.

[43] избегать, избежать avoid, escape

avoid sb / sth / doing sth избегать, стараться не делать чего-л., сторониться кого-л.

eg avoid such people / harmful medicine / talking to sb / mentioning sth / arguing / making rash decisions /

sb's company / (unlooked-for) complications / talking shop in company

Note. Do not use the infinitive after **avoid**, use the gerund.*

escape sth / doing sth избежать какой-л. опасности (аварии / наказания и т.п.)

eg escape death / punishment / a blow / a devastation / an accident / a catastrophe / an air crash / being punished (exposed / executed / expelled / arrested / fired / injured) / drowning

I. Answer these questions.

1. Why does one avoid speaking with people who are always complaining?
2. What should one do to avoid catching cold?
3. What should the patient do to avoid complications?
4. Why did so many war criminals escape punishment?
5. How will you avoid being recognised?

II. Give advice beginning with “avoid” to the following people: parents, children, wives, husbands, motorists, pedestrians.

III. Say it in English.

1. Соединенным Штатам удалось избежать разрушений, причиненных двумя мировыми войнами. 2. Тебя исключают, тебе этого не избежать. 3. Избегайте использовать сокращения в частных письмах. 4. Всегда говорите правду, это поможет вам избежать многих неприятностей. 5. Преступнику не удалось избежать наказания. 6. Избегайте говорить с ним о болезнях. Говорите об искусстве, спорте, погоде. 7. Больше практики — это главное, что поможет вам избежать ошибок в иностранном языке.

[44] история story, history, affair

story история; то, что пишут, рассказывают, читают; рассказ

eg tell / read / write a story

an interesting / dull / amusing / long / short story
tell sb one's life story

* See also [107].

history 1) история, совокупность прошедших событий; последовательные изменения

eg ancient / modern / American / Russian history; the history of the English language / modern architecture / European art

History repeats itself.

2) история; наука, предмет изучения

eg teach / study / specialise in history; a student of history; a history master

affair история, дело

eg to be involved (mixed up) in an affair, tell sb about an affair
an unpleasant affair

Note. Do not use the word **story** to render the Russian «история» meaning “an incident, an occurrence, what happened”.

<i>Cf</i>	Эта история произвела сенсацию.	This / this thing / this affair caused a sensation.
	Эта история случи- лась (с ним) недавно.	It happened (to him) not long ago.

Say it in English.

1. Хотите я расскажу вам занятную историю? 2. Мистер Браун преподает историю в школе. 3. Я не желаю быть замешанным в эту историю. 4. Эта история произошла недавно. 5. Когда произошла эта история?

[45] в конце концов **in the end / in the long run, after all, at last**

in the end / in the long run в конце концов, в ко-
нечном итоге

eg What conclusion did they come to in the end? What
happened to the main character in the long run?

after all в конце концов, ведь, все-таки (имеет ус-
тупительное значение)

eg After all, they are relatives. I admit that the situation

isn't very pleasant, but it isn't the end of the world, after all.

at last в конце концов, наконец (после долгого
ожидания)

eg At last he took a decision. When the approval was
granted at last, he wasn't even glad.

I. Expand the statements by adding “in the end” / “in the long run”, “at last”, “after all”.

1. What happened to the treasure? 2. What a relief! They are safe. 3. Do not take it to heart. It's only fiction. 4. Cheap becomes dear. 5. Don't be sorry. The play isn't very good.

II. Say it in English.

1. Что они решили в конце концов? 2. В конце концов, решение еще не окончательное. 3. Когда он, в конце концов, пришел, настроение у всех было плохое. 4. В конце концов, это их личное дело. 5. На ком он женился в конце концов?

[46] **кроме except, besides**

except кроме, исключая кого-л. / что-л.

eg Children go to school every day except Sunday. The windows must not be opened except in emergency.

besides кроме, в дополнение к кому-л. / чему-л.

eg Did Lewis Carroll write any books besides *Alice in Wonderland* and *Through the Looking-Glass*?

Say it in English.

1. Пригласили всех, кроме Мартина. 2. Кто был у них, кроме Максвеллов и Текеров? 3. Вы знаете какой-нибудь иностранный язык, кроме голландского? 4. Он никого не любит, кроме себя, конечно. 5. Мне удобны все дни, кроме вторника и четверга.

[47] **мешать interfere; prevent / keep sb from sth**

interfere with sth / doing sth мешать чему-л.,
мешать кому-л. делать что-л. хорошо, быть
помехой

eg interfere with sb's work / sb's studies / sb's literary activities / sb's social work / sb's doing sth

Note. Do not use the infinitive after *interfere*.

Eg Это мешает мне
 работать.

It interferes with
my work. (*Incorrect:*
*It interferes me to
work.)

prevent / keep sb from doing sth помешать ко-
му-л. сделать что-л.
prevent sth помешать чему-л.

eg What prevented / kept you from coming earlier?
Nothing will keep me from saying it. I regret that a previous engagement prevents me from accepting your invitation.

I'm determined to prevent his arrival / her nomination / their departure.

Say it in English.

1. Спорт не может мешать работе. 2. Что мешает вашей учебе? 3. Его общественная работа не мешает его литературной деятельности. 4. Их громкий разговор мешал мне сосредоточиться. 5. Выключи радио. Музыка мешает мне читать. 6. Их приезд помешал моей работе. 7. Их приезд помешал мне закончить работу в срок. 8. Его эгоизм мешает ему видеть, что происходит вокруг.

[48] обращаться к кому-л. *turn to sb, ask, consult, apply, address*

turn to sb for sth обращаться к кому-л. за по-
мощью, советом и т.п.

eg turn to sb for help / advice / comfort / protection / sympathy

ask sb for sth обращаться к кому-л. с просьбой
помочь, дать совет, разрешение

eg ask sb for help / advice / comfort / protection / permission*

consult sb обращаться к кому-л. за профессио-
нальным советом, помощью

eg consult a doctor / a lawyer / a specialist

* See also [128].

consult sth обращаться за справкой к письменно-
му источнику информации

eg consult a reference-book / a dictionary / an encyclopaedia

apply to sb (for sth) обращаться к кому-л. с офи-
циальной просьбой

eg apply to the authorities / a manager / a chief / a headmaster

apply (to sb) for permission to do sth / for member-
ship / for admission / for a post / for a job

address sb 1) обращаться к кому-л. со словами, за-
говаривать с кем-л.

eg address a passer-by / all those present / an audience
(with a speech) / a meeting / a rally

2) называть кого-л. как-л., обращаясь к
человеку в разговоре

eg address sb as "Mr Brown" / "Colonel" / "Sir"

Notes. 1. Do not use **address** (in this meaning) unless
the actual act of speaking is meant.

2. After **address** do not use the preposition **to**.

I. *Ask questions to react to the following. Use the verbs "consult", "ask", "apply", "address". Have the questions answered.*

Eg "When speaking to Ann, he called her 'Mrs Joyce'."
"Why did he address her as 'Mrs Joyce'?"
"Her second husband's name is Joyce."

1. Donald is still feeling bad. 2. Cliff doesn't know what to do. 3. It's necessary for Mr Adams to have the afternoon off. 4. Richard says the headmaster allowed him to stay away from classes. 5. Everybody calls Mr Banter "George".

II. Say it in English.

1. Мне пришлось обратиться к мистеру Твиду. У меня не было другого выхода. 2. Обратитесь за разрешением к председателю. 3. Почему вы не обратились к специалисту? 4. Обращаясь к замужним женщинам, называй-

те их «миссис». Например: миссис Бенсон, миссис Грейвс. 5. Обратитесь к шефу. Я не могу решить этого вопроса. 6. Начальник обратился к подчиненным с длинной речью. 7. Чаще обращайтесь к словарю.

[49] отказываться refuse, give up

refuse sth / to do sth 1) отказаться принять то, что предлагают
2) отказаться сделать то, что просят

eg refuse sb's help / a job / money / anything offered
refuse to accept sth / to explain sth / to answer /
to keep sb company / to go smwh

give up sth / doing sth отказаться от первона-
чальных замыслов, отказаться продолжать
начатое, прекратить делать что-л.

e.g. give up a job / a post / tennis / this idea / the idea of doing sth

give up smoking / taking piano lessons / fighting /
studying Danish

Notes. 1. Refuse is followed by a direct object.

<i>Eg</i>	Он отказался от этого.	He refused it. (<i>Incorrect:</i> *He refused from it.)
-----------	---------------------------	--

2. The noun after the verb «отказываться» expressing the idea of action is often rendered in English by an infinitive.

<i>Eg</i>	Она отказалась от поездки (прогулки / совместного путешествия).	She refused to go (to go for a walk / to travel with us).
-----------	---	---

3. After **give up** use a noun or a gerund, but not an infinitive.

*Eg He gave up golf / playing golf. (Incorrect: *He gave up to play golf.)*

I. React to the following. Use "give up" and "refuse".

Eg "Helen no longer dreams of becoming a pianist."

“Why did Helen give up the idea of becoming a pianist?”
“She realised she had no talent.”

1. Harris doesn't go yachting any longer. 2. We asked Harry to dinner but he said he wouldn't come. 3. Iris wanted to become a ballet dancer but thought better of it. 4. I offered her money but she didn't accept it. 5. Ruth got into the habit of reading in bed, she should drop it. 6. Sidney didn't take the job he was offered. 7. John said he wouldn't tone down the article.

II. *Say it in English.*

1. Не отказывайтесь от их помощи. 2. Откажитесь от этого абсурдного плана. Зачем вы дали свое согласие? 3. Джейн отказалась от мысли стать актрисой. 4. Дуглас отказался давать интервью. 5. Почему вы отказались от работы, которую вам предложили?

[50] отличать(ся), различать(ся) differ, distinguish

differ (from sb / sth) (in sth) отличаться, быть непохожим на кого-л. / что-л.

e.g. differ very little / greatly / in one's tastes / in one's opinions / in one's approach to sth / in one's attitude to sth

Tastes differ.

differ from British English / received pronunciation
/ our standards

distinguish sb / sth from sb / sth (= tell sb / sth from sb / sth) отличать кого-л. / что-л. от кого-л. / чего-л.

distinguish between sb / sth различать, видеть разницу между кем-л. / чем-л.

e.g. distinguish red from amber / a hare from a rabbit / John from his twin brother / imitation pearls from genuine ones

distinguish between colours / dialects / sounds /
the essentials and the trifles / what should be remem-
bered and what should be forgotten

Say it in English.

1. Дальтоникам*, то есть людям, не различающим цветов (спектра), не разрешается водить машину. 2. Семантически эти слова не отличаются друг от друга. Различие между ними – в употреблении. 3. Что касается грамматики, американский вариант английского языка мало отличается от британского. 4. Китайские иероглифы отличаются от японских? 5. Он не отличает краткие гласные от долгих. 6. Сейчас трудно отличить искусственный жемчуг от натурального. 7. Английский язык Шекспира сильно отличается от современного английского.

[51] открывать discover, reveal

discover sth открывать, узнавать, обнаруживать что-л. (часто неожиданно для себя)

eg discover a new continent / a new medicine / a law / a fact / the truth / that...

reveal sth открывать, раскрывать, рассказывать кому-л.

eg reveal the truth / a secret / one's identity / one's real name / that...

I. Read these sentences filling in the gaps with the verbs "discover" or "reveal" in the required form.

1. What did Archimedes** – ? 2. She is the sort of person who knows a great deal more than she chooses to – . 3. It was – that if a small straight magnet is floated on water, it will always point to the North and the South. 4. "The secret is dead with him" means that he won't – it to anybody. 5. Newton – the law of gravitation.

II. Say it in English.

1. Овод*** не открывал никому своего настоящего имени. 2. Ученые открыли, что снотворное мешает (спящим) видеть сны. 3. Я открыл (узнал) правду уже давно.

* colour-blind people

** [ə:kri'mi:di:z]

*** the Gadfly

4. Колумб* не знал, что он открыл новый континент. 5. Не беспокойтесь, я никому не открою вашей тайны. 6. Сизиф** открыл секреты богов людям, и боги наказали его. 7. Под этим храмом археологи открыли еще более древнюю постройку.

[52] предлагать suggest, offer

suggest sth предлагать, подавать идею

eg suggest a plan / an idea / the idea of doing sth

suggest that sb should do sth

suggest doing sth

offer sth предлагать, давать что-л.

eg offer (sb) one's help / a loan / money / a cigarette / a reward

offer to do sth предлагать, вызываться сделать что-л.

eg offer to help sb (with sth) / give sb a lift to a place / show sb round (a city / Paris / an exhibition)

Note. Do not use a personal object after **offer** if the direct object is expressed by the infinitive.

Cf	Он предложил мне сделать перевод. (= Он вызвался сде- лать перевод для ме- ня.)	He offered to do the translation for me. / He offered to help me with the translation. (Incor- rect: *He offered me to do the transla- tion.)
-----------	---	--

I. Ask questions using the verbs "offer" and "suggest". Have the questions answered.

Eg "Let's cast lots," said Harris.

"Why did Harris suggest that we should cast lots?"

"He realised it was the best way to avoid arguing."

* Columbus [kə'lumbəs]

** Sisyphus ['sɪsfi:z]

1. Donald said it wouldn't be bad if we went down to Folkestone for the weekend. 2. Douglas volunteered to mend the puncture. 3. Let John apply to the manager, that's what Helen said. 4. Mrs Hart wrote she would give a reward to the finder. 5. Jane said she would show me round London. 6. Philip said he would take me for a drive in his new car.

II. Say it in English.

1. Мистер Бейкер предложил обсудить этот вопрос немного позднее. 2. Марк предложил поводить меня по городу. 3. Кто предложил вам обратиться к профессору Форду? 4. Инженер предложил увеличить скорость. 5. Сколько она предложила вам за пианино? 6. Джо предлагает подвезти нас до вокзала*.

[53] признавать(ся) admit, confess

admit sth признавать что-л.; быть вынужденным
признать что-л. (*под давлением обстоятельств, часто неохотно*)

eg admit one's fault / one's guilt / one's mistakes /
(one's) failure / that one is wrong (mistaken / to blame)

confess sth / that... признаваться в чем-л. (*обычно в результате собственного решения*)

Say it in English.

1. Мало (недостаточно) признать свою ошибку, нужно постараться исправить ее. 2. Признаю(сь), что это было не очень вежливо с моей стороны. 3. Хорошо, что мальчик (сам) признался, что потерял книгу. 4. Том Сойер** признался, что обманул тетушку, и был прощен. 5. На суде он был вынужден признать свою вину. 6. Почему ты не признался в этом сразу? 7. Что заставило его признаться во всем? 8. Она призналась в том, что знала об этом плане. 9. Он был вынужден признать, что работа выполнена плохо. 10. Он признал, что потерпел неудачу, но это не расхолодило его.

* See also [83].

** Sawyer

[54] принимать take, receive, accept, adopt, admit

take sth 1) принимать меры, действовать

eg take measures / steps / action

2) принимать, воспринимать, реагировать

eg How did he take it?

take sth well / badly / seriously / easy / (very much)
to heart

3) принимать лекарство и т.п.

eg take (a) medicine / poison / pills

receive sb принимать гостей, пациентов

eg receive visitors / guests / delegations / patients

accept sth принимать предложение; не отвергать,
соглашаться на что-л.

eg accept an offer / a present / a job / sb's help
accept a suggestion / a proposal / an invitation / a
challenge / sb's apologies / sb's condolences
accept sb's candidacy / sb's resignation

adopt sth принимать, официально одобрять, утверждать

eg adopt a decree / a bill / a constitution / a declaration
/ a resolution / a project / tactics

admit sb / sth (to sth) принимать кого-л. в члены организаций, зачислять в учебное заведение

eg admit sb to college / school / university / a club / an
organisation

I. Answer these questions.

1. What was the first decree adopted by the Soviet government? 2. When was the Declaration of Independence adopted?
3. You told Mr Hudson that he is to be transferred to another department, didn't you? How did he take it? 4. You suggested Mr Drake's candidacy, didn't you? Was it accepted or turned down? Why? 5. Why is it considered bad form not to accept a

present? Explain the meaning of the proverb "Don't look a gift horse in the mouth". 6. Helen will give a home-coming party. You were asked too, weren't you? Why didn't you accept the invitation? 7. Why is it advisable to make an appointment if you want to see a doctor? 8. The doctor you consulted prescribed some medicine, didn't he? How is the medicine to be taken – before or after meals?

II. Say it in English.

1. Когда была принята Конституция СССР? 2. Резолюция была принята единогласно. 3. Законопроект был принят. 4. Его отставка не была принята. 5. Ричард сдал экзамены и был принят. 6. Я принимаю ваш вызов. 7. Примите мои соболезнования. 8. Я получил приглашение, но, к сожалению, не могу его принять. 9. Вам пора принимать лекарство. 10. Доктор Стоун не принимает (пациентов) по четвергам и вторникам. 11. Она принимает все это всерьез (относится ко всему этому серьезно). 12. Как он (вс)принял эти новости?

[55] случай incident, accident, case, chance, occasion

incident случай, происшествие; то, что произошло

eg incidents take place / are remembered / are mentioned / are forgotten

accident несчастный случай, авария

eg have an accident, meet with an accident, to be injured in an accident (*about people*), to be damaged in an accident (*about cars, buses, etc*), to die in an accident, in a road accident

case 1) случай из медицинской или судебной практики

eg a typical / serious / grave / hopeless case
a case of pneumonia / appendicitis / influenza / the gripe

2) в составе фразеологизмов

eg in case of fire / emergency
in any case

chance случай, возможность, шанс

eg have a / no chance to do sth / of doing sth
have a chance / take the chance

occasion 1) случай, событие; повод для чего-л.

eg a festive / special / solemn / ceremonial / melancholy occasion

2) в составе фразеологизмов

eg What's the occasion?

On what occasion...?

on the occasion of sb's arrival / sb's departure / sb's graduation

on this / that occasion

Note. Avoid the common mistake of saying: "This case happened...". The noun shouldn't be mentioned at all. (If you do use a noun, it should be "incident".)

Cf Этот случай произошел давно. This / this thing / it happened long ago.

Когда произошел этот случай? When did it happen?

Say it in English.

1. Майкл никогда не упоминает об этом случае. 2. Об этом случае скоро забыли. 3. Кто-нибудь пострадал в результате несчастного случая? 4. Какой номер набирать в случае пожара? 5. Вам предоставлялся случай совершить эту поездку. Почему вы им не воспользовались? 6. Этот случай произошел до того, как я сюда приехал. 7. У вас гости? По какому случаю?

[56] сначала first, at first

first сначала; перед тем, как делать остальное или что-л. определенное

eg First read the explanation, then do the exercise.

at first сначала, на первых порах, поначалу (*подразумевается, что потом положение изменилось*)

eg At first it was difficult for me to drive a car in London.

I. Expand these sentences using "first" or "at first".

1. Before crossing the road look to the left, then to the right.
2. There is a two-stage presidential election in the USA: the voters elect electors, then the electors elect President.
3. They wanted to call the baby Christopher or Rodney, but finally decided on George.
4. I didn't believe him.
5. Try this number.
6. He is an Australian. I couldn't understand his accent, but now I've got used to it.

II. Answer these questions using "first" or "at first".

1. How are you getting on with your Chinese?
2. What do the English begin their breakfast with?
3. Now you like the taste of English marmalade, don't you?
4. Which part do you usually start reading the daily newspaper with?
5. You have got used to the Japanese cuisine, haven't you?

III. Say it in English.

1. Перед тем как переходить улицу, посмотрите сначала налево, потом направо.
2. Сначала они хотели назвать дочь Констанцией.
3. Сначала я ему не поверил.
4. Сначала опустите монету, потом наберите номер.
5. Не говорите ничего, обдумайте все сначала.

[57] совсем, совершенно altogether, at all

altogether совсем, совершенно (в утвердительных предложениях)

eg It is out of the question altogether.

at all совсем, совершенно (обычно в отрицательных предложениях)

eg I don't know this man at all.

Say it in English.

1. Герберт совсем забыл голландский*.
2. Рональд совершенно не помнит датского.
3. Марк совсем испортил свой костюм.
4. Телевизор совсем сломался.
5. Мне совсем не нравится этот актер.
6. Я совсем не знаю этого человека.
7. Будьте нашим гидом. Мы совсем не знаем города.

* разг., расширительн. термин – нидерландский язык

[58] убеждать, убедить persuade, convince

persuade sb (to do sth) убедить, заставить кого-л. сделать что-л.

eg persuade sb to sign a paper / take a holiday / speak on TV

convince sb (of sth) убедить кого-л. в чем-л., заставить поверить во что-л.

eg I gave him a lot of arguments but did not convince him. He is very hard to convince.

convince sb of sth / of the necessity of doing sth / of the fact that..., convince sb that...

Notes. 1. **Persuade** means "to make somebody act", **convince** means "to make somebody think in a certain way".

Cf He persuaded me to give up the job. He convinced me that the job was no good.

2. To render the Russian «убеждать» (as distinct from «убедить») use either the Continuous form or the verb **try**.

Eg Он убеждал (убедил) меня оставаться. He was persuading me / tried to persuade me (persuaded me) to stay.

Он убеждал (убедил) меня в том, что не виноват. He was convincing me / tried to convince me (convinced me) that he was not to blame.

3. Note the preposition of after **convince.**

Cf Он убедил меня в этом. He convinced me of it.
 Я в этом убежден. I'm convinced of it.

I. Answer these questions. Use the verbs "convince" and "persuade".

1. Why did you go to see the play a second time? 2. Why did the manager keep you so long? What did he tell you? 3. Why did Mr Crabb withdraw his candidacy? 4. Why did Mary take a holiday in winter? 5. Why did Michael decide to become a doctor?

II. Say it in English.

1. Он говорил долго, но никого не убедил. 2. Он никого ни в чем не убедил. 3. Кто убедил мистера Брэдли подписать этот документ? 4. Мы убеждали Мэри взять отпуск зимой. 5. Мы убедили ее в том, что зимой можно тоже хорошо отдохнуть. 6. Мы убеждали Чарльза изменить свое решение. 7. Мы убедили его изменить свое решение. 8. Его никогда ни в чем не убедишь. 9. Операция необходима. Постарайтесь ее в этом убедить. 10. Убедите ее согласиться на операцию.

[59] узнавать learn, find out, recognise, get to know

learn sth; learn about / of sth узнавать о чем-л., как правило, не прилагая усилий

eg learn that sth has happened

learn about sb's arrival / sb's illness / sb's marriage from sb

find sth out / find out about sth узнавать что-л., прилагая усилия; выяснять

eg find out the correct time / the number of a flight / sb's address; find out about the train / the flight / sb's whereabouts

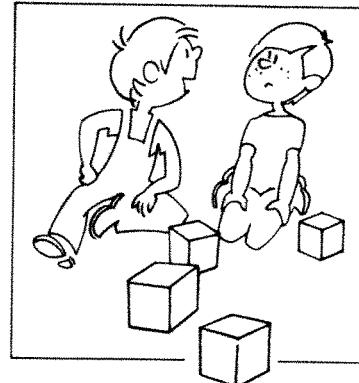
recognise sb / sth узнавать, вспоминать кого-л., что-л.

eg recognise a person / a melody / sb's voice / a street

get to know sb узнавать кого-л., ближезнакомиться с кем-л.

eg He will improve on acquaintance. You'll like him when you get to know him better.

"I've found out what sex is."
"Well?"
"It's something between five and seven."



Say it in English.

1. Мне не удалось узнать, где он живет. 2. Вы можете узнать это в справочном бюро. 3. Когда вы ближе узнаете мистера Уайта, вы поймете, что он неплохой человек. 4. Точное время можно узнать по телефону. 5. Мы узнали о вашем приезде из письма Джона. 6. Мне не удалось подшутить над Дэвидом – он сразу же узнал мой голос.

[60] **хозяин (хозяйка) master (mistress), host (hostess), owner, landlord (landlady), house-keeper, housewife**

master хозяин; человек, распоряжающийся кем-л., чем-л.

eg the master (mistress) and the servant

to be master (mistress) in one's own house

to be (the) master of one's fate / of the situation

to be one's own master

the master of a pet / a dog / a horse

host (hostess) хозяин; человек, принимающий гостей в своем доме

eg the host (hostess) and the guests

owner хозяин, владелец; тот, кому что-л. принадлежит в качестве собственности

eg the owner of a house / a car / an estate

landlord (landlady) хозяин; тот, кто сдает внаем дом, квартиру

eg the landlord (landlady) and the lodgers / the tenants

house-keeper 1) хозяйка, экономка, домоправительница

2) домашняя хозяйка; женщина, ведущая хозяйство

eg a good / bad / thrifty house-keeper

housewife домашняя хозяйка; женщина, не работающая в учреждении; домохозяйка

I. Fill in the gaps with the words "host", "master", "landlady", and "owner".

1. At a dinner party the wife of the guest-of-honour sits on the right hand of the — . 2. The dog seems to have lost its — . 3. Mrs Prigg, my — , does not allow her lodgers to keep pets. 4. Everybody wants to be — in his own house. 5. "Are you the — of this car, sir?" "Yes."

II. Say it in English.

1. Сэм Уэллэр любил своего хозяина, хотя и считал его чудаком. 2. Миссис Хадсон, экономка и квартирная хозяйка Шерлока Холмса, знала, что ее квартирант – известный сыщик. 3. Каждый человек хочет быть хозяином в своем доме. 4. Миссис Стоун – хорошая хозяйка. 5. Хозяин пригласил гостей в сад. 6. Владельцы собак должны платить налог. 7. Собаки очень редко кусают своих хозяев. 8. Теперь он сам себе хозяин.

GRAMMAR

SENTENCE STRUCTURE AND WORD ORDER

[61]

1. There is no inversion in indirect questions.

Cf

Where does Mary live? Robert wants to know where Mary lives.

2. To introduce indirect questions use the verbs ask, wonder, want to know, would like to know.

Eg Robert asks / wonders / wants to know / would like to know where Mary lives.

3. Do not use the verb "interest" to introduce an indirect question.

Cf

Она поинтересовалась, пригласили ли She asked if George had Джорджа. been invited.*

4. If the verb in the main clause is in one of the Past tense forms, the verb in the object clause is also in the past (unless the grammar rule requires otherwise).

I. Say what questions you were asked (by your teacher, friend, etc).

Eg How are you getting on with your English?

Alice asked me how I was getting on with my English.

(A) 1. What subjects do you study at the university? 2. When will you take your examination in English? 3. Who will you be examined by? 4. When did you take an examination in English last? 5. What questions were you asked? 6. How long were you being examined? 7. What mark did you get? 8. What

* «Интересоваться, задавать себе вопрос» is “wonder” *Eg* I wonder what he wants / what will come of it / what she is up to / whether he will come.

have you been doing since you passed your examination? 9. When will you graduate from the university? 10. What will you do after you graduate from the university?

(B) 1. Is translating by ear difficult? 2. Is it easier to translate at sight? 3. Is the text you are translating difficult? 4. Is there anything that you can't make out? 5. Did you consult any reference-book when translating the text yesterday? 6. Did you look up the meaning of any word in the dictionary? 7. Have you ever interpreted for a big audience? 8. Do you consider yourself (Ann, Peter) a good interpreter? Why (not)? 9. Have you ever spoken English with a native speaker? 10. Has anyone complimented you on your English?

II. Give the information required. If you cannot, admit your ignorance saying "I don't know when / where / who / why ...".

1. When did the Norman Conquest begin? 2. Why are there so many words of French origin in the English language? 3. When did England go decimal? 4. Where is Charles Dickens buried? 5. Where did the first colonists settle in America? 6. What is the old name of New York? 7. How did Wall Street get its name? 8. When was slavery abolished in the United States? 9. What do the stars on the American flag stand for? 10. How many stars are there on the US flag now?

[62] To introduce indirect orders use the pattern **tell sb to do sth**, eg He told me (not) to lock the door. Avoid the common mistake of saying "He told that I should do it".

I. Say what the teacher told the students to do.

Eg Set the tape-recorder for recording.
The teacher told the students to set the tape-recorder for recording.

1. Open your books at page ten. 2. Read the text on page ten. 3. Retell the story in the first person. 4. Speak distinctly. 5. Avoid irrelevant details. 6. Leave a wider margin. 7. Don't write in the margin. 8. Clean the board. 9. Do the translation in writing. 10. Review this for our next class.

II. Say it in English.

1. Мэри сказала, чтобы я пригласил Паркеров. 2. Джон сказал, чтобы мы купили путеводитель по Риму. 3. Грегори сказал, чтобы мы сделали пересадку в Будапеште. 4. Мистер Клифф сказал, чтобы они прокомментировали это событие. 5. Я сказал, чтобы Джек проводил ее.

[63] The parenthesis **do you think** does not call for the inverted word order. Do-you-think questions are constructed without any other question-forming verbs.

Eg	Как вы думаете, где он сейчас находится?	Where do you think he is now?
	Для чего, по вашему мнению, этот прибор?	What do you think the device is (used) for?
	Вы думаете, они выиграют?	Do you think they will win?

I. Make these questions more personal by changing them into do-you-think ones. Have the questions answered.

Eg Why did he mention it?
"Why do you think he mentioned it?"
"Maybe he wanted to see your reaction."

1. Why don't the English carry out a spelling reform? 2. Why doesn't England go over to the right-hand traffic? 3. Why are sport, art and hobbies the best topics for light social conversation? 4. Why is chess considered a sport but not a game? 5. Why hasn't TV ousted the theatre and the cinema? 6. Why do many people like to read crime stories? 7. Why don't some people want to be school teachers? 8. Why should the patient have confidence in the doctor? 9. Is there life out in the universe or is the Earth the only planet inhabited by living beings? 10. Are UFOs (Unidentified Flying Objects) space ships from outer space?

II. Say it in English.

1. Как вы думаете, какой актер будет играть эту роль?
2. Как вы думаете, когда нам объявит об этом? 3. Почему, как вы думаете, письмо адресовано миссис Мейсон? 4.

Сколько времени, по вашему мнению, им понадобится для завершения работы? 5. Вы думаете, Уолтер согласится на это?

- [64] 1. Parentheses asking for a repetition are introduced without conjunctions. Sentences with such parentheses have no inversion.

Eg Где, как он говорит / пишет / думает, состоится конференция?

Where does he say / write / think the conference will take place? (*Incorrect:* "Where as he says / writes / thinks will the conference take place?")

2. If the verb in the parenthesis is in the past, the principal verb is normally in the past too.

Eg Как, вы сказали, его зовут?

What did you say his name was?

Кто, как он пишет, это предложил?

Who did he write had suggested it?

I. a) Ask for a repetition.

Eg "James will take a holiday in May."

"When did you say James would take a holiday?"

1. Shillings and old pence were replaced by decimal currency in 1971. 2. In New York State you can get a driving licence when you are sixteen. 3. Clifford's birthday is in November. 4. Dennis left the tickets in Mr Pratt's name. 5. The film is showing at the *Odeon*. 6. The visa is valid for three months. 7. The dialling code for Leningrad is 812. 8. The letter is addressed to Mrs Halifax. 9. It cost Walter twenty-one pounds. 10. The parcel weighs half a pound.

b) Say it in English.

1. Какой предмет, вы сказали, он преподает? 2. Когда, вы сказали, у него день рождения? 3. На чье имя, вы сказали, она оставила билеты? 4. Сколько времени, вы сказали, действительна ваша виза? 5. Где, вы сказали, идет этот фильм?

II. a) Ask for a repetition.

Eg "Douglas wrote he would return on Thursday."
"When did Douglas write he would return?"

1. Ann says that William gave her a purse for her birthday. 2. Gladys said the TV man had charged her two pounds. 3. Bob says the film will be shown on Channel Two. 4. Madge writes her next exam will be in physics. 5. Donald thinks the experiments will be over next week. 6. Max believes our new manager will be Mr Spencer. 7. Books of etiquette emphasise that a good conversationalist is first of all a good listener. 8. Wise people say, "Be careful what you wish for because you may get it." 9. As long as a woman can look ten years younger than her own daughter, she is perfectly satisfied. (*Oscar Wilde*) 10. A deaf husband and a blind wife are always a happy couple. (*Danish proverb*)

b) Say it in English.

1. Где, как пишет мистер Спенсер, будет проходить конференция? 2. Где, как она говорит, сейчас работает Дуглас? 3. Сколько, он говорит, с него взяли за починку телевизора? 4. Когда, как сказал профессор, у нас будет экзамен? 5. К кому, он сказал, мне нужно обратиться?

- [65] 1. Conjunctions are not used to introduce the main clause. Do not use the conjunction that in the following patterns.

Correct

As the speaker said / pointed out / mentioned before, labour productivity has increased considerably.

Incorrect

*As the speaker said / pointed out / mentioned before, that labour productivity has increased considerably.

2. Differentiate between a parenthesis making reference to the source of information and an adverbial clause of cause.

Cf As was reported in the press... / As was pointed out in the report... / As was clear to everybody...

Как сообщалось в печати... / Как отмечалось в докладе... / Как было ясно всем...

As it was reported in the press... / As it was pointed out in the report... / As it was clear to everybody...

Так как об этом сообщалось в печати... / Так как это отмечалось в докладе... / Так как это было ясно всем...

Note. Как известно is "as is known...". Eg As is known the Earth goes round the Sun. (Incorrect: "As it is known the Earth goes round the Sun.)

I. Explain these statements by making reference to the source of information. Use the parentheses: "As was reported in the press" / "As was pointed out in the report" / "As is clear from what he said".

1. The cause of the fire is not known. 2. Spending on education has risen considerably for the past ten years. 3. The minister has been relieved of his post. 4. The prospects are not encouraging. 5. Differences remain unreconciled. 6. The project was adopted without anybody objecting to it. 7. They agreed on the issue in principle. 8. The measure brought about great changes. 9. New moral problems arise every day. 10. They must be prepared to face economic and social changes.

II. Say it in English.

1. Как отмечалось в докладе, вопрос этот в принципе решен. 2. Как отмечалось в статье, результаты опыта подтвердились. 3. Как было ясно из выступления докладчика, в этой области предстоит сделать многое. 4. Как ясно из того, что он сказал, решение будет принято в ближайшем будущем. 5. Как сообщалось в газетах, 30 октября 1971 года в Каире вспыхнул большой пожар. Сгорел оперный театр, построенный в 1869 году по случаю открытия Суэцкого канала*. 6. Как известно, английский монарх царствует**, но не управляет***.

[66] Note the customary English pattern corresponding to the Russian В письме / объявлении / записке / рапорте / инструкции / рецепте и т.п. говорится (сказано), что....

* See p. 14.

** to reign

*** to rule

Eg В рецепте сказано, что смесь нужно довести до кипения.

The recipe says that the mixture should be brought to boil.

Eg В записке было сказано: «Приходите один».

The letter said: "Come alone."

Say it in English.

1. В записке говорилось, что мистеру Хортону нужно прийти одному. 2. В объявлении говорилось, что по вторникам банк закрыт. 3. В рецепте сказано, что муку следует добавить позднее. 4. В объявлении сказано, что дети проходят без билета. 5. В программе сказано, что (роль) Гамлета играет Ричард Броуди. 6. В афише говорится: «Окончание спектакля в десять часов». 7. В письме говорилось: «Чем скорее, тем лучше».

[67] The pattern *Don't you know / remember / like / recognise...* expresses surprise: Разве (неужели) вы не знаете / не помните / не любите / не узнаете....

To ask for information say *Do you (by any chance) know / remember, Do you happen to know / to remember...* .

Eg Разве / Неужели он не знает, что Британский музей известен также своей библиотекой?

Вы случайно не знаете, где родился Голсуорси?

Doesn't he know that the British Museum is noted also for its library?

Do you (by any chance) know / Do you happen to know where Galsworthy was born?

I. Translate the following into Russian.

1. Doesn't he know that the London underground is called the Tube? 2. Do you know that London Bridge was dismantled and sold to the United States? 3. Don't they know that the first

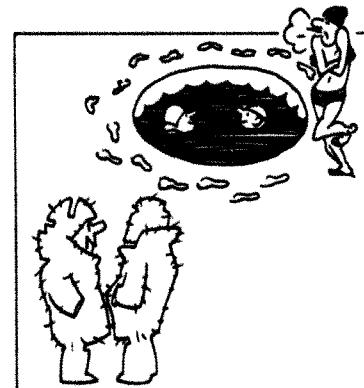
ten amendments to the US Constitution are called *A Bill of Rights*? 4. Doesn't she know that members of the House of Representatives of US Congress are called Congressmen? 5. Do you know what monument in Washington is called the Pencil? 6. Don't they know that the symbol of the US Republican party is an elephant and the symbol of the Democratic party is a donkey? 7. Do you know what event in American history is referred to as the Boston Tea Party?

II. Say it in English.

1. Не помните ли вы, кто был президентом США во время первой мировой войны? 2. Не знаете ли вы случайно, сколько пассажиров находилось на борту «Титаника», когда корабль наскочил на айсберг и затонул? 3. Не помните ли вы, за что, согласно легенде, у царя Мидаса^{**} выросли ослиные уши? 4. Разве он не знает, что в Англии шиллингов в обращении больше нет? 5. Не знаете ли вы, какой памятник в Лондоне служит напоминанием о пожаре 1666 года? 6. «Edinburgh» произносится [ˈedməbər]. Неужели она не знала этого?

[68] When using the verbs **think**, **believe**, **suppose** to express an opinion, put the negator in the main clause.

Cf Думаю, что они не проиграют. I don't think they will lose the game.



* the *Titanic*

** Midas [mazdəs]

I. Answer these questions expressing a negative opinion. Use the words and phrases suggested.

Eg "What are his chances in the election?" (to be elected)
"I don't think / suppose / believe he will be elected."

1. How will the game end? (*to lose / win the game*) 2. What do you think of the method Mr Gibbs suggested? (*to prove effective*) 3. What will be the outcome of the debate? (*to come to an agreement*) 4. The decision is final, isn't it? (*to be revised*) 5. Can we rely on Robert? (*to fail sb*) 6. What will Helen say? (*to approve*) 7. How will George take it? (*to cheer*) 8. What about Martin? (*to like it*) 9. What about the project? (*to be adopted*) 10. How about the report? (*to manage it*)

II. Say it in English.

1. Думаю, что решение не будет пересмотрено. 2. Полагаю, план не будет утвержден. 3. Думаю, что Билл не виноват. 4. Думаю, что на этот раз они не проиграют. 5. Думаю, что Эдвард нас не подведет.

[69] When asking and answering questions, avoid a double subject.

Correct

“What is rugby?”

“Rugby is a kind of football.” / “I don’t know what rugby is.”

Incorrect

*“What is it rugby?”

*“Rugby it is a kind of football.” / *“I don’t know what it is rugby.”

I. Choose the correct word or phrase to define the following:

Eg “Is polo a boat, an article of clothing, a game or a bird?”
“Polo is a game.”

1. Is bingo a plant, a game, a musical instrument or an animal?
 2. Is a barbecue a military signal, a flower, a picnic or an insect?
 3. Is a trunk call a telephone call, an invitation, a call for help or a code message?
 4. Is a gadget a vegetable, a device, a dish or a mineral?
 5. Is Piccadilly a show place, a street, a monument or a museum?

II. Ask for and give information about the following. If you have difficulty in giving a definition, consult a dictionary.

Eg a motel

“What is a motel?”

“A motel is a roadside hotel for motorists.”

a supermarket, a drive-in, a kilt, a who-dun-it, a squatter, live music, the bagpipes, a soap opera, a penthouse, window shopping, a kitchen-sink drama, a request stop, a one-way street, traffic lights, wire tapping, a juke box, kitch

III. *Say it in English.*

1. Вы знаете, что такое аллитерация, не так ли? 2. Что такое морфема? Дайте определение. 3. Дифтонг – это сочетание звуков, диграф – сочетание букв. 4. Герундий – неличная форма глагола. 5. Он не знает, что такое постфикс. А вы?

[70] Remember that **yes** introduces affirmative answers, **no** introduces negative ones.

Cf

– Вам не нравится этот человек?	“You don’t like the man, do you?”
– Да, не нравится.	“No, I don’t.”
– Вам не нравится этот человек?	“You don’t like the man, do you?”
– Нет, нравится.	“Yes, I do.”

I. *Confirm or deny these statements.*

Eg “You don’t speak French, do you?”
“Yes, I do.” / “No, I don’t.”

1. You don’t watch TV, do you? 2. Washington isn’t the capital of Washington State, is it? 3. You don’t speak English, do you? 4. The English noun hasn’t got the category of gender, has it? 5. Japanese isn’t easy to study, is it? 6. English spelling isn’t difficult, is it? 7. You don’t believe in fate, do you? 8. American English doesn’t differ from British English, does it? 9. You can’t have everything, can you? 10. You can’t turn back the clock, can you?

II. *Say it in English.*

1. Мэри не была в Голландии, не так ли? – Нет, была.
2. Она не знает испанского, не правда ли? – Нет, знает.

3. Питер не был в Дании, правда? – Да, не был. 4. Он не знает датского, верно? – Да, не знает. 5. Ирландский язык не похож на английский, не так ли? – Да, не похож. 6. Швейцарского языка не существует, не так ли? – Да, не существует. 7. Швеция не граничит с Советским Союзом, не так ли? – Да, не граничит. 8. Норвегия не граничит с нашей страной, не так ли? – Нет, граничит. 9. Колумб не знал, что он открыл новый континент? – Да, не знал. 10. Олбани не является столицей штата Нью-Йорк, правильно? – Нет, является.

[71] 1. The link-verb in non-emphatic sentences agrees in number with the subject. *Eg* The main problem **was** her children. Her children **were** the main problem.

2. The verb following a relative pronoun agrees with its antecedent.

Eg It is I who **am** wrong. It is they who **are** right. It is you who **are** late.

Fill in the gaps.

1. Writers believe that people – the most interesting subject. 2. Our main consideration – people. 3. Worry, hate and fear – mental poison. 4. Her only trouble – her relatives. 5. Traffic rules – a must for all drivers. 6. His one consolation – his friends. 7. Dogs – Britain’s national obsession. 8. Chemicals – a danger to wildlife. 9. It is I who – against it. 10. It was they who – surprised.

[72] 1. In sentences with the conjunctions **either ... or** and **neither ... nor** the predicate agrees with the nearest subject. *Eg* Neither they nor he **has** any complaints. Either you or I **am** wrong.

2. If the subjects are connected by the conjunction **as well as**, the predicate agrees with the first one. *Eg* The radio **as well as** newspapers **is** a powerful means of propaganda. Newspapers **as well as** the radio **are** a powerful means of propaganda.

Read these sentences using the verbs in brackets in the proper form.

1. Neither Mr Flint nor I (*to know*) this man. 2. Neither the Hunters nor Mrs Foot (*to doubt*) it. 3. Try this number again,

I'm sure either the girls or Alfred (*to be*) at home. 4. Neither the buses nor the train (*to be running*) today. 5. Either the Lanes or Mr Stock (*to be to blame*). 6. Neither Great Britain nor the USA (*to export*) oil. 7. Jane as well as the boys (*to be going*) to the game. 8. The captain as well as the passengers (*to be*) out of danger. 9. Jack as well as the girls (*to be*) getting better. 10. The forester as well as the animals (*to be*) saved.

[73] Question words used in Russian and English may differ since they refer to different members of the sentence. Note the following patterns.

Как называется это растение?

What is this plant called? / What do they call this plant?

Как выглядит единорог?

What does a unicorn look like?*

Как вы думаете? (Какое ваше мнение?)

What do you think?

I. Ask questions on the words in bold type.

1. In the USA the government is called the **Administration**, ministers are called **Departments**, most of the heads of the Departments are called **Secretaries**. 2. The US national flag is called **Stars and Stripes**, the British national flag is called **Union Jack**. 3. Northern Ireland is called **Ulster**. 4. The chairman of the House of Commons is called the **Speaker**. 5. In England the husband of the reigning Queen is called **Prince Consort**. 6. Guards of the Tower of London are called **Beefeaters**. 7. They call Agatha Christie the **Queen of Crime**. 8. The Romans called Zeus **Jupiter**. 9. The Scots call lakes **lochs**. 10. People who travel by train or by car between one's work in town and one's home in the country are called **commuters**. 11. In England a proposal for a new law is called a **bill**.

II. Say it in English.

1. Как называют полицейских в Англии? 2. Как называют метро в Нью-Йорке? 3. Как называют бензин в Америке? 4. Как называют Японию? 5. Как, вы сказали,

* See [153].

называется это блюдо? 6. Что за существо кентавр*? Как он выглядит? 7. В Лондоне есть памятник Питеру Пэну. Как он выглядит? 8. Энтони с этим справится. Как вы думаете? 9. Мы обойдемся без него. Как вы думаете? 10. Я считаю, что это справедливо. А вы как думаете?

[74] The word order is inverted if the sentence begins with the emphatic adverbs and conjunctions **never**, **only**, **especially**, **no sooner ... than ...**, **hardly ... when ...**, **under no circumstances**, **by no means**.

Eg Never before have we heard him speak like this.
Only then did I realise how unfair I had been. Especially did I like the first act.
No sooner had she come, than they quarrelled.
Hardly had we reached home, when a hail-storm began.

Note the Past Perfect after **no sooner** and **hardly**.

I. Make the following statements emphatic by adding or placing at the beginning of the sentence adverbs and conjunctions from the above list.

1. I liked Ann Weston, the young actress who played the title role. 2. The snow-storm broke out the moment we reached home. 3. The moment I entered the room, the telephone started ringing. 4. I've never seen Mark so angry before. 5. And then Alice realised that nothing could be changed. 6. Then I remembered his warning. 7. They have never heard Mary sing with such feeling before. 8. The professor praised Dobbin more than anybody else. 9. I'll give in under no circumstances. 10. I'll never do it again.

II. Say it in English.

1. Никогда прежде не видели мы Джорджа таким счастливым. 2. Никогда больше не буду ничего просить у Маргарет. 3. Особенно мне понравился конец фильма. 4. Не успел мистер Крок приехать из одной командировки,

* a centaur ['sent(ə)r]

как его послали в другую. 5. Я устал: только уехали родственники, как приехали знакомые. 6. Только тогда Дэвид простил нас. 7. Ни при каких обстоятельствах я не дам такого обещания.

- [75] Differentiate between the following types of Russian sentences and translate them correctly.

Было холодно.

It was cold.

Было трудно дышать.

It was difficult to breathe.

Было внесено не- сколько / (очень) много поправок.

A few / several / a (great) number / a lot of amendments were made.
(*Incorrect: "It was made a few amendments.*)

Say it in English.

1. Было поздно. 2. Было поздно что-либо менять. 3. Было трудно разглядеть что-нибудь в темноте. 4. Было трудно расслышать что-нибудь в таком шуме. 5. Было отмечено несколько недостатков. 6. Было подано много заявлений. 7. Было похищено несколько ценных картин. 8. Было сделано большое количество конструктивных предложений. 9. Было допущено несколько ошибок. 10. Было принято много важных решений.

- [76] 1. Use the anticipatory *it* after the following verbs in the main clause: *think, consider, appreciate, find, like, hate, owe, make clear*.

Eg I think / consider / find it strange that he refused your offer. I like / appreciate it that you came up with a constructive suggestion. I'd appreciate it if you left me alone. I hate / don't like it when you speak like this. She owes it to her coach that she took first place. He made it clear that my proposals didn't interest him.

2. Clauses denoting manner are introduced by the noun *way*. *Eg I appreciate the way you broke the news to her. I like the way she treats her children. I don't like the way the boy speaks to his elders.*

I. Combine these sentences using the anticipatory "it" or "the way".

Eg Norman won the title. He owes it to you.

Norman owes it to you that he won the title.

John takes defeat easy. I like it about him.

I like the way John takes defeat.

1. Rodney was saved. He knows he owes it to you. 2. Mr Wood didn't say a word. We consider that it is a good sign. 3. Mr Nash is willing to take a chance. He said so. 4. Mary was given a free hand. She appreciated it. 5. Helen is glued to the TV set and has no exercise. I think it's very bad for her. 6. Geoffrey put this affair out of his mind. I think that it is very wise of him. 7. Mr Taylor alone has the authority to make decisions. Evans made it clear. 8. The fingerprints on the glass were Mr North's. The inspector thought that it was convincing evidence. 9. Don't push him around. He hates it. 10. Don't hurry me. I don't like it. 11. Dennis speaks with his superiors with selfrespect. I like it about him. 12. Jane admits failure gracefully. We like it about her.

II. *Say it in English.*

1. Никто не любит, когда его перебивают. 2. Джон терпеть не может, если с ним разговаривают, когда он смотрит футбол по телевизору. 3. Я был бы вам признателен, если бы вы поговорили с мистером Скоффом сами. 4. Считаю странным, что никто не поднял такого важного вопроса раньше. 5. Тем, что Джордж стал известным ученым, он обязан вам. 6. Мистер Кларк дал понять, что не собирается комментировать это событие. 7. Терпеть не могу, когда люди говорят о том, чего не знают. 8. Мне не понравилось, как она исполняет этот романс. 9. Мне не нравится, как он разговаривает со своими подчиненными. 10. Мне понравилось, что он сразу признал, что был не прав. 11. Мне не понравилось то, как вы реагировали на это происшествие.

- [77] The order of attributes used prepositively depends on their meaning. Farthest from the noun modified are the epithets (*eg nice, beautiful, charming, famous, notorious, etc*), then (from left to right) follow the at-

tributes denoting 1) size, 2) shape, 3) age, 4) colour, 5) place, origin or nationality, 6) material. *Eg* a charming young girl, a nasty old woman, a small round table, a large green vase, a heavy iron box, a well-known young French actor.

Construct phrases observing the accepted order of the attributes.

Eg hair (curly – long – dark)
long curly dark hair

1) curtains (silk – old – faded); 2) wallpaper (grey – expensive – foreign-made); 3) a bear (plush – brown – huge); 4) shrubbery (green – lush); 5) a lady (charming – young); 6) a creature (old – ugly); 7) a device (plastic – small); 8) a dress (velvet – black – simple); 9) a town (little – sleepy); 10) a boy (tall – handsome)

THE VERB

Regular and Irregular Verbs

[78] Be careful not to use the verb-ending -ed when there is the auxiliary *do* in the sentence.

I. Ask questions about people that interest you.

Eg “James returned from holiday last week.”
“Did Alec / Madge / Colin return too?”

1. Frank applied for membership. 2. They delayed Mr Melton in London. 3. Mark travelled alone. 4. Doris missed the train. 5. Gilbert entered himself for the competition. 6. Doris complained about her children. 7. Mr Hardy cancelled the appointment. 8. James stayed for dinner. 9. Mrs Adams travelled tourist class. 10. Donald objected to it.

II. Ask for confirmation.

Eg “Agnes contested the championship.”
“Agnes did contest the championship, didn’t she?”

1. It worked out well. 2. Stephen applied for admission. 3. Mr Williams advertised for a cottage. 4. Mrs Treves advertised the cottage. 5. They pulled down the house. 6. Howard admitted his mistake. 7. They agreed on the issue in principle. 8. He blamed everything on Jack. 9. He called an emergency meeting. 10. They fixed the date.

III. Ask wh-questions to get information about the following.

Eg They revived the play.
When / Where / Why did they revive the play?

1. They crossed the Atlantic. 2. He tripped up. 3. Ann wanted to leave. 4. Bob sprained his ankle. 5. The Pratts moved to Edinburgh. 6. Tom called from a call box. 7. The postman delivered the morning post. 8. I booked a trunk call to London. 9. Mr Stanley resigned. 10. The bomb failed to detonate. 11. The bomb exploded.

[79] The main forms of the following verbs are often misused. Be sure you do not make mistakes in using them.

arouse – aroused – aroused	lie – lied – lied
beat – beat – beaten	lie – lay – lain
bend – bent – bent	ring – rang – rung
bite – bit – bitten	rise – rose – risen
cost – cost – cost	raise – raised – raised
draw – drew – drawn	saw – sawed – sawed
feel – felt – felt	sew – sewed – sewn
fall – fell – fallen	sink – sank – sunk
find – found – found	spread – spread – spread
found – founded – founded	stick – stuck – stuck
hang – hung – hung*	strike – struck – struck
hang – hanged – hanged**	stroke – stroked – stroked
lay – laid – laid	withdraw – withdrew – withdrawn

I. Answer these questions. Give two versions.

Eg “When did they sink the submarine?”
a) “They sank it a month ago.”
b) “It was sunk a month ago.”

1. When did they lay the cable? 2. Where did they hang the picture? 3. When did they withdraw the troops from the country? 4. When did they raise the workers’ wages? 5. Where did they find the manuscript? 6. When did they found the mu-

* вешать картину / люстру и т.п.

** вешать, казнить кого-л.

seum? 7. When did they draw up the contract? 8. When did they lay off the workers? 9. When did they raise the alarm?

II. Find out why the following happened. Ask why-questions.

1. Douglas laid the blame on Mr Tucker. 2. Nancy lied to them. 3. Nicholas's behaviour aroused everybody's indignation. 4. The water in the river rose. 5. My suspicion fell on Mr Spence. 6. Jack fell in my esteem. 7. Lawrence rose in my esteem. 8. Mr Williams withdrew his proposal. 9. My spirits fell. 10. Her spirits rose.

III. Answer these questions in the affirmative.

Eg "Did you hear Godfrey ring up for a taxi?"

"Yes. He rang up for a taxi.

1. Did you hear Jane ring up the enquiry office? 2. Did you see Joe wind the clock? 3. Did you see Helen beat the rug? 4. Did you hear the clock strike four? 5. Did you see the man stick the notice on the wall? 6. Did you see the car stick in the mud? 7. Did you hear the shelf fall down? 8. Did you see Ann sew on the button? 9. Did they see the lightning strike the tree? 10. Did you see them raise the bridge?

IV. Say what would / wouldn't have happened if the circumstances had been different.

Eg He felt bad and went to see the doctor.

If he hadn't felt bad, he wouldn't have gone to see the doctor.

1. The coat cost a lot of money and Harris didn't buy it. 2. The boy annoyed the dog and the dog bit him. 3. Dick fell off a ladder and can't join us. 4. They didn't stick together and were defeated. 5. Mr Broad didn't lay claim to the money and didn't get it. 6. Mary didn't wind the clock and it stopped. 7. The patient wasn't given anaesthetic and felt pain.

V. Change these statements to express certainty or disbelief. Use "must / can't + Perfect Infinitive".

Eg The river froze.

The river must / can't have frozen.

1. The cost of production rose. 2. Lawrence lay in the sun for five hours. 3. The defendant stuck to his original story. 4. It

cost them a lot of money. 5. They hanged an innocent man. 6. Jack beat him at chess. 7. The clock struck twelve. 8. They raised a lot of money. 9. The ship sank.

VI. Say what these people did provided they acted as they were told, advised, asked, instructed or ordered.

Eg "Bob, stick the stamp on the envelope."

Bob stuck the stamp on the envelope.

1. Strike a match, Willy. 2. Everybody bend down and touch your toes. 3. You'd better spread the herbs out in the sun to dry, Rose. 4. Beat the yolk into the mixture, Helen. 5. Lay the table on the terrace, Jane. 6. Hang the lamp over the table, Peter. 7. Raise the curtain, Maggy. 8. Rewind the tape and play it again, Max. 9. Harry, will you saw off the plank? 10. Stroke the dog, Teddy, don't be afraid.

[80] Note that the verb **lie** (**lay, lain**) is intransitive and means «лежать», the verb **lay** (**laid, laid**) is transitive and means «класть». The verb **lie** «лгать» is a regular verb.

Eg lie in bed / on the ground / on the beach / on the floor / on deck / in the sun / in the shade / on one's back / on one's stomach

lie back in an armchair / lie down

lay sth smwh / aside

lay a cable / rails / a carpet / linoleum

lay the table

lay aside money

lay a trap for sb

lay eggs

I. Fill in the gaps using the verbs "lie" and "lay" in the proper form.

1. What is the meaning of the saying "Let sleeping dogs –"?
2. Translate the proverb "Do not kill a goose that – the golden eggs".
3. Why is Daniel – aside money?
4. Why did Agatha – the table for two persons only?
5. What did the commentator – emphasis on?
6. They – a trap for George and he fell into it.
7. " – down, Fido," the boy said to the dog.
8. Harry – on the beach too long and had a touch of the sun.
- 9.

The day was hot, the animals were – in the shade. 10. The road is up: they are – a cable or something. 11. They – a wreath at the monument to the Unknown Warrior. 12. – the book aside and listen to me.

II. Say it in English.

1. Отложи книгу в сторону, я хочу поговорить с тобой.
2. Доктор сказал, чтобы больной лежал на спине.
3. Когда пришли гости, стол был уже накрыт.
4. Не лежите долго на солнце.
5. Они прокладывали этот кабель уже целый месяц.

[81]

The verb **rise** (**rose**, **risen**) is irregular and intransitive.

The verb **raise** (**raised**, **raised**) is regular and transitive.

The verb **arouse** (**aroused**, **aroused**) is regular and transitive and is used in the figurative sense, with nouns denoting feelings and emotions.

Eg The temperature / the (blood) pressure / the rent / the taxes / sb's wages / the standard of living (training / education) / labour productivity / the cost of production rose. The sun / the curtain rose.

His spirits rose.

rise (to one's feet)

rise to defend one's country / freedom / independence

rise in sb's esteem

raise one's head / one's eyes / one's eyebrows / one's hand / one's hat / one's glass / a curtain / a bridge

raise one's voice

raise a question

raise the standard of living (training / education) / (the) taxes / the rent / sb's wages / sb's cultural level / sb's prestige / spending on sth / public spending / labour productivity

raise money for sth

arouse sb's anger / sb's indignation / sb's suspicion / sb's curiosity / sb's criticism

I. Answer these questions using the verbs "rise", "raise" and "arouse".

Eg "The prices grew, didn't they?"
"Yes, the prices rose considerably."

1. It has become warmer, hasn't it?
2. The taxes got higher, didn't they?
3. Max's words made you angry, didn't they?
4. Jack got suspicious, didn't he?
5. The standard of education has become higher. What do you think?
6. The rent was increased, wasn't it?
7. Martin lifted his hat to greet Mrs Brewster, didn't you see it?
8. The question shouldn't come up again. Don't you think so?
9. Mr Woods will get indignant if he hears it, won't he?
10. Your opinion of Mr Harlow has changed, hasn't it?

II. Say it in English.

1. Одной из задач советского радио и телевидения является повышение культурного уровня населения.
2. Уровень подготовки переводчиков стал намного выше (значительно возрос).
3. «Если вы хотите задать вопрос, поднимите руку», – сказал преподаватель.
4. Метод эффективен: в результате его применения производительность труда значительно возрастет.
5. Тауэрский мост может быть разведен (поднят), чтобы дать возможность пройти большим кораблям.
6. Когда вчера взошло солнце?
7. Занавес поднялся, и спектакль начался.
8. Хозяин встал, поднял бокал и предложил тост.
9. Хорошо, что вы подняли этот вопрос.
10. Когда он услышал это, настроение его поднялось.

Specific Verbs*

[82]

1. Unlike their Russian equivalents the verbs **ask** (meaning «просить»), **allow**, **order**, **advise** (when followed by the infinitive), as well as **tell**, **inform**, **remind**, **enable** and **fail** are used with a personal object. The person that may only be implied in the Russian sentence should always be mentioned in the English one.

* verbs which differ in usage and grammatical characteristics from their Russian equivalents

Eg Она попросила помочь ей.

Он не разрешает говорить об этом.

Он приказал выйти из палаты.

Она посоветовала не откладывать этот визит.

Он сказал, что не приедет.

Он не сообщил о своих планах.

Природа здесь напоминает Девоншир.

Это даст возможность улучшить результаты.

Не беспокойтесь, он не подведет.

Командир приказал взорвать мост.

She asked me / him / us, etc to help her.

He doesn't allow me / him / us, etc to speak about it.

He ordered everybody / the visitors, etc to leave the ward.

She advised me / us, etc not to put off the visit.

He told us / her, etc that he wouldn't come.

He didn't inform us about his plans.

The countryside reminds one of Devonshire.

It will enable us / them, etc to improve the results.

Don't worry, he won't fail you / us, etc.

The commander ordered them / his men, etc to blow up the bridge.

2. If the person is not specified, the pattern **object** + **passive infinitive** is used after **allow** and the pattern **object** + **passive infinitive** or a clause with the verb in the subjunctive mood is used after **order**.

Eg Он не разрешает читать свои письма.

Командир приказал взорвать мост.

He doesn't allow his letters to be read.

The commander ordered the bridge to be blown up. / The commander ordered that the bridge should be blown up.

Say it in English.

1. Куда Флоренс советует поехать летом? 2. Что вы советуете подарить Эгнес на день рождения? 3. Скажите,

что он за человек. 4. Мистер Флинт разрешил изменить заглавие статьи. 5. Сестра не разрешает брать свои книги. 6. Инспектор Холл приказал начать расследование немедленно. 7. Профессор дал распоряжение (приказал) отложить операцию. 8. Скажите, чтобы он подождал. 9. Если Мэгги спросит, скажите, что я позвоню ей на работу. 10. Почему вы не сообщили о своем решении раньше? 11. Мистер Джоунз сообщил о своих намерениях слишком поздно. 12. Книга напоминает романы Диккенса. 13. Город напоминает Венецию. 14. Мисс Саунд кого-то напоминает. Не могу вспомнить кого.

[85] After the verbs **demand** and **suggest** use a clause with the verb in the subjunctive mood, do not use the infinitive.

Они потребовали / предложили пересмотреть решение.

They demanded / suggested that the decision should be revised.

(*Incorrect:* *They demanded / suggested to revise the decision.)

(**Demand** is followed by an infinitive if the action of **demand** and the action of the infinitive refer to one and the same person. *Eg* He demanded to see the manager. = He wanted to see the manager and he demanded it. He demanded to be introduced to her. = He wanted to be introduced and he demanded it.)

Note the way the following sentences should be translated:

Ему предложили хороший план.

A good plan was suggested to him. (*Incorrect:* *He was suggested a good plan.)

Ему предложили возглавить делегацию.

It was suggested that he should head the delegation. (*Incorrect:* *He was suggested to head the delegation. / *They suggested him to head the delegation.)

I. Ask why-questions. Use the verbs "demand" and "suggest".

Eg "The matter should be put to the vote, that is my suggestion," said Mr Hunt.

Why did Mr Hunt suggest that the matter should be put to the vote?

1. "Do the exercise all over again," demanded the teacher. 2. "Don't write in pencil," said the teacher to the students. 3. "Let's make a tour of the city in the morning," suggested the guide. 4. "You had better call him up at the office," said Ann. 5. "Write her at this address," suggested Michael.

II. Ask questions and answer them. Use the verbs "demand", "suggest" and "order".

Eg They went to France by way of Hungary.

"They went to France by way of Hungary, didn't they?"

"It was Helen who suggested that they should go to France by way of Hungary."

1. Inspector Brown was put in charge of the case. 2. Paul wrote an application for admission. 3. Jane rang up the Lost and Found Department. 4. We wrote him care of Mrs Graves. 5. Paragraph five was amended. 6. Point six was deleted. 7. The name was crossed out. 8. The reporter toned down his article.

III. Say it in English.

1. Британские профсоюзы требуют национализировать все основные отрасли промышленности. 2. Ученый потребовал повторить эксперимент. 3. Все потребовали отложить собрание. 4. Они потребовали обсудить выступление мистера Брука. 5. Редактор предложил изменить заглавие. 6. Мистер Стэнли предложил утвердить решение. 7. Мистеру Дэнлопу было предложено прокомментировать это сообщение. 8. Было предложено поставить этот вопрос на голосование. 9. Режиссер предложил мисс Грей сыграть главную роль в новом фильме. 10. Продавец предложил покупателю зайти в конце недели.

[84] Unlike its Russian equivalent «повторять» the verb *repeat* is followed by a direct object.

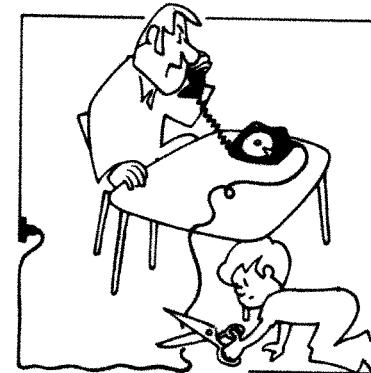
Eg Что вы сказали, повторите, пожалуйста.

Вы повторяетеесь.

What did you say? Repeat it, please. (*Incorrect:* *Repeat, please.)

You are repeating yourself.

"What did you say?
Repeat it, please."



Note. «Повторять пройденный материал» is review sth. *Eg* review a rule / a paragraph / a lesson.

[85]

1. The Russian reflexive verbs «пугаться», «обижаться», «убеждаться», «смущаться», «удивляться», «разочаровываться», «сбываться», «осуществляться», «оставаться (в остатке)» are rendered in English by the passive construction. *Eg* to be (get) frightened / offended / convinced / embarrassed / surprised / disappointed / realised; to be left.

Eg Ее мечты сбылись.
Она обиделась.
Сколько времени осталось (в нашем расположении)?

Her hopes realised.
She got offended.
How much time is left?

2. Note the absence of the reflexive pronoun after the verbs *feel* (in the pattern *feel + adjective*) and *behave*.

Cf. Она чувствовала себя прекрасно / плохо / неловко.

She felt fine / bad / awkward.

Он вел себя странно.
Она вела себя так,
как будто была хозяйкой
дома.

He behaved strangely.
She behaved as if she
were the mistress of the
house.

Note. **Behave oneself** means “behave properly, show good manners” (usually about children).

3. With the verb **revenge**, when the person is mentioned, use the reflexive pronoun.

Eg Он поклялся отомстить своему врагу.

He swore to revenge himself upon his enemy.
(But: revenge an insult / an injustice / an injury)

Say it in English.

1. Мальчик испугался и убежал. 2. Не обижайтесь. 3. До отхода поезда осталось пять минут. 4. Девочка смутилась. 5. Он убедился, что все это правда. 6. Мы уже повторили этот материал. 7. Я не слышал, что вы сказали. Повторите, пожалуйста. 8. Она ведет себя так, как будто всегда права. 9. Он чувствовал себя неловко. 10. Билл сказал, что отомстит ей за эти слова. 11. Я рад, что ваши планы осуществились. 12. Не повторяйтесь.

[86]

1. The verb **risk** is a transitive one. After **risk** use a noun (a pronoun) or a gerund, *eg* risk one's life / one's reputation / one's health / one's career / one's fortune; risk climbing a mountain / crossing a river / being punished / being expelled / being fired / being killed.

Cf Не рискуйте жизнью.

Я рискнул позвонить мистеру Батлеру.

Note. Very often the idea «рисковать» is expressed with the help of the phrases **take a chance**, **take chances**.

Eg Я рискну.
Не рискуйте.

Мы не можем рисковать.
Не рискуйте попугаю.

I'll take a chance.
Don't take chances.
We can't take (any) chances.
Don't take any foolish chances.

2. The verb **envy** as distinct from the Russian «завидовать» may be used both intransitively and transitively.

Eg Я завидую вам.
Я завидую вашему здоровью / ее силе воли / его везению.

I envy you. (Incorrect: *I envy to you.)
I envy your good health / her will power / his luck.
(Incorrect: *I envy to your good health, etc.)

The verb **envy** can be used with two objects. This pattern corresponds usually to the Russian complex sentence.

Eg I envy him his job / his well-behaved children / his relatives.

Я завидую тому, что у него такая работа / такие воспитанные дети / такие родственники.

Note the difference:

I envy his friends.
Я завидую его друзьям.
I envy him his friends.
Я завидую тому, что у него такие друзья.

The idea of being unhappy because of somebody's better fortune, health, etc may be expressed by the adjective **jealous**.
Eg She envies your success. / She envies you your success. = She is jealous of your success.

The specific use of **to be jealous** is «ревновать кого-л.». Note the way the following is expressed in English:

Он ревнует свою жену.
Он ревнует (свою жену) к Майклу.

He keeps a jealous eye on his wife.
He is jealous of Michael.

Что касается Мэри,
он ревнует ее ко всем.

As for Mary he is jealous
of everybody.

Say it in English.

1. Роберт рисковал жизнью ради вас. 2. Не рискуйте своим добрым именем (своей репутацией). 3. Дэвид понимал, что рискует потерять все, но не перестал бороться. 4. Он рискует быть исключенным. 5. Ситуация была благоприятная, и Питер решил рискнуть. 6. Не рискуйте. 7. Мистер Браун никогда не рискует. 8. Мы не можем рисковать, все должно быть тщательно проверено. 9. Джон завидует вашему успеху. 10. Завидую тому, что у вас такие друзья. 11. Можно ли добиться чего-нибудь, не рискуя? 12. Напрасно вы испытываете чувство ревности по отношению к Робину. Он совершенно не обращает внимания на вашу жену.

Tenses*

[87] Review the general meaning of a) the Indefinite tenses; b) the Continuous tenses; c) the Perfect tenses; d) the Perfect Continuous tenses. Consult a textbook on English Grammar.

I. Identify the following forms of the verbs "discuss", "paint", "change".

was discussing, will have painted, will have been changed, have been discussing, was being painted, have changed, have been changed

II. Give the forms of the verbs "repair" and "type" as required.

the Present Continuous (active and passive), the Present Perfect (active and passive), the Future Indefinite (passive), the Present Perfect Continuous (active)

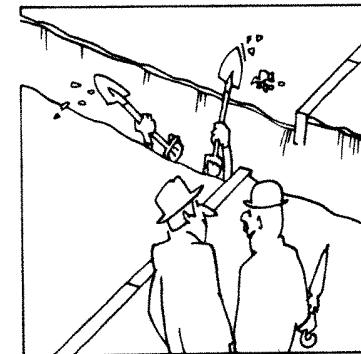
[88] 1. The verb **to be** has no Perfect Continuous form, the Perfect form is used instead. Eg He has been ill since Monday. She has been here since morning. How long have they been away?

* For practical reasons no discrimination is made between tense and aspect.

2. Verbs in the passive voice have no Perfect Continuous form, the Perfect form is used instead.

Eg Они чинят дорогу с марта.
Дорогу ремонтируют с марта.

They have been repairing the road since March.
The road has been repaired since March.



"They've been doing it for a year now."
"Two years."

3. In **how-long-** and **since-when-**questions use the Perfect Continuous tense. Eg How long have you been translating the book? Since when have you been translating the book? But: How long have you been here? How long have you known him? He has lived here for ten years.

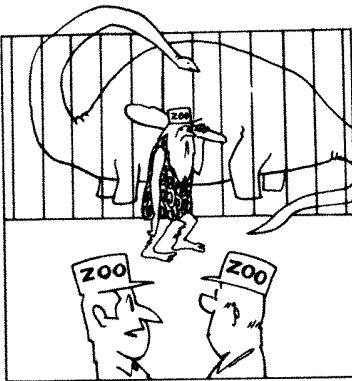
4. In sentences with the verb in the Present Perfect Continuous instead of **already** use **now**.

Eg Я жду уже целый час.

I have been waiting for an hour now.

Say it in English.

1. Букингемский дворец является резиденцией английских королей с 1837 года. 2. Этот праздник отмечается в Англии с 15 века. 3. Дождь идет со вчерашнего дня. 4. Джордж отсутствует со вторника. 5. Мэри больна с четверга. 6. Давно вы учите датский? 7. Робин учит голландский уже два года. 8. Вы здесь давно? – С прошлой недели. 9. Рельсы прокладывают уже два месяца.



"I'm afraid Jenkins has been employed here too long."
"I couldn't agree more."

[89]

1. In when-questions and in clauses introduced by the conjunction *when* use the Past Indefinite tense, do not use the Present Perfect. *Eg* When did she leave? I want to know when she left. It was still dark when they left.

2. In questions with the pattern *see / hear / notice / watch sb do sth* the Past Indefinite tense rather than the Present Perfect is used.

Eg Вы видели, как самолет взлетел?

Did you see the plane take off?

Вы слышали, как объявляли рейс?

Did you hear our flight called?

3. Use *just now* with the Past Indefinite, with the Perfect tense use *just*. *Eg* I met him just now. I've just met him. He said he had just talked to her.

Say it in English.

1. Когда объявили эти новости? 2. Когда был подписан этот договор? 3. Разве вы не слышали, как звонил телефон? 4. Я только что расстался с ним. 5. Фрэнк только что вернулся из отпуска.

[90]

To express the meaning «через» use *later* with reference to the past, use *in* with reference to the future. *Eg* He left an hour / a week / two days later. He will leave in a minute / in a week's time / in an hour. «На днях» is one of these days with the future action

and the other day when reference is made to the past. *Eg* We shall meet one of these days. I met him the other day.

Say it in English.

1. Я встретил ее на днях у Браунов. 2. Давайте продолжим этот разговор через неделю. 3. Через десять минут Джек вернулся и сказал, что все в порядке. 4. Думаю, что этот вопрос решится на днях. 5. Мы выходим из дома через час. Не опаздывайте.

[91]

Review the adverbial modifiers of time used with each tense form. Consult a textbook on English Grammar.

I. Say what tense forms are normally used with the following indications of time.

last week, a month ago, yesterday, the day before yesterday, the previous year, in 1975, in 1995, by next September, by last September, by this time yesterday, this time yesterday, this time tomorrow, since last year, since he returned, from five till seven yesterday, from five till seven tomorrow, still, for a fortnight now, never, yet

II. Say what indications of time are normally used with the following tenses.

the Present Indefinite, the Past Indefinite, the Past Continuous, the Past Perfect Continuous, the Present Perfect, the Past Perfect

III. Construct sentences by adding indications of time given in brackets to the following sentences. Change the tense of the verbs accordingly (if required).

Eg Roger is playing the violin.

Roger has been playing the violin since morning / was playing the violin this time yesterday, etc.

(a) James is playing baseball.

John is skating.

Helen is watching TV.

(since morning / for an hour now / still / this time tomorrow)

- (b) Mark returned from Glasgow.
Robert called me up.
- (c) The patient is being examined.
The resolution is being discussed.
The house is being painted.
- (d) Ann is ill.
Donald is on a fishing outing.
Mr Watt is on Holiday.
- (just / just now / in a fortnight / the other day / by mid-August / a month later)
(this time tomorrow / for half an hour now / by the time we came / before we return / the previous day / last Thursday)
(since Tuesday / for a week now / at that time / How long?)

IV. Change these sentences by putting the verb in the tense forms suggested in brackets. Add suitable indications of time.

- (a) Miss Murray teaches Spanish.
(the Present Perfect Continuous / the Past Perfect Continuous)
- (b) They are testing the plane.
(the Future Continuous / the Past Perfect, the Past Continuous / the Present Perfect Continuous)
- (c) The car will be fixed.
(the Present Perfect / the Future Perfect / the Past Continuous)

- [92] Compare the meaning of the following tenses:
 a) the Present Continuous – the Present Perfect
 b) the Present Continuous – the Present Perfect Continuous
 c) the Present Indefinite – the Present Continuous – the Past Continuous
 d) the Present Perfect – the Past Perfect
 e) the Present Perfect – the Past Indefinite
 f) the Present Continuous – the Present Perfect (Continuous) – the Past Perfect (Continuous)

a) Answer these questions. Say that the action is no longer in progress, but has been completed.

Eg "Are they still discussing Mr Scott's candidacy?" (*turn sth down*)
"No, they have turned it down."

1. Is Jane Bantry still writing her novel? (*to be published*) 2. Is Mr Watkins still working here? (*to be fired*) 3. Is Helen still away? (*return*) 4. Is Mr Hall still staying at this hotel? (*check out*) 5. Are they still making the investigation? (*close the case*) 6. Is the clock still running? (*stop*)

Answer these questions. Say that the action is still in progress.

Eg "Have they settled the questions?" (*argue*)
"No, they are still arguing."

1. Has Maurice found a job? (*look for sth*) 2. Have you got rid of insomnia? (*suffer from sth*) 3. Has Guy written his research paper? (*work at sth*) 4. Has your apartment been redecorated? (*redecorate sth*) 5. Have the votes been counted? (*count sth*) 6. Has the clock stopped? (*run*)

b) Answer these questions. Say that the action started some time ago and is still going on. Use the suitable indications of time.

Eg "Is Ruth still packing the things?"
"Yes. She has been packing the things since morning."

1. Is Horace still making a film about skin-diving? 2. Are they still advertising such cassette-recorders? 3. Is Miss Abbs still working on this airline? 4. Is James still on sick leave? 5. Are they still loading the ship?

c) Ask questions about the person's activities at a certain point or during a certain period of time.

Eg Uncle Podger watches TV every day.
Is he watching TV now? Was he watching TV at seven o'clock yesterday?

1. Rose dusts the furniture regularly. 2. James is fond of playing baseball. 3. Martin's hobby is skating. 4. Andrew devotes a great deal of time to reading. 5. Ann cooks dinner every day.

d) Answer these questions. Say that the action had been completed by a certain moment in the past.

Eg "Has the puncture been mended?"

"It had been mended by three o'clock yesterday."

1. Has the dress been drycleaned?
2. Has the coat been altered?
3. Has the luggage been delivered?
4. Has the film been developed?
5. Have the pictures been printed?

e) Answer these questions. Say that the action was done some time in the past. Use the suitable indications of time.

Eg "Has your luggage been cleared?"

"It was cleared just now / five minutes ago, etc."

1. Has your luggage been weighed?
2. Has the boat sailed off?
3. Has the train got in?
4. Has the train departed?
5. Has the plane landed?
6. Has the plane taken off?

f) Answer these questions. Say how long the action has / had been going on before the moment of speech / before a certain moment in the past.

Eg "Are the students still being examined?"

"They have been examined for an hour now."

"When I came, they had been examined for an hour."

1. Is the patient still being operated on?
2. Is the plane still being tested?
3. Is the TV set still being fixed?
4. Is the road still being repaired?
5. Is the paper still being typed?
6. Are the windows still being washed?
7. Is the meal still being cooked?

[93] 1. Do not forget that the Future tense forms are not used after the conjunctions of time and condition: **before, after, while, as long as, as soon as, till / until, if, in case.**

Note. The Future tense forms are used in case when and if introduce object clauses.

Cf We shall think about it when we get there.

We shall think about it if we get there.

He asked me when we would get there.

I doubt if we shall get there.

2. The conjunctions **before, till / until** and **unless** introduce affirmative but not negative clauses.

Cf Я не уйду, пока / если не увижу его. I won't leave before / till I see him.

3. Do not combine the conjunctions **in case** and **if**.

Cf Я поговорю с мистером Смитом, в случае если это будет необходимо. I'll talk to Mr Smith in case it is / if it is necessary. (Incorrect: ... *in case if it is necessary.)

I. React to these statements using conditional sentences.

Eg "Maybe he'll come. What shall I tell him?"

"If he comes, tell him I am not to be disturbed."

1. George may ask for you. What shall I tell him? 2. Maybe Ann will go out. Shall I ask her to buy anything? 3. Jane may ask where you are. What shall I answer? 4. I think you'll be home earlier. Will you cook dinner? 5. I hope Harold will get the prize. Let's celebrate it. 6. When translating this text, don't forget to convert Fahrenheit to Centigrade. 7. I hear you want to go to Dublin. Try to get in touch with Mr Adams there. 8. They may be still repairing the road. In this case turn to the left at Waterloo Bridge. 9. The weather forecast may be unfavourable. If so, I advise you to put off your trip. 10. The Richardses may want to stay overnight. Will you be able to accommodate them?

II. Say it in English.

1. Сомневаюсь, что вам удастся достать билет. 2. Сомневаюсь, что пьеса вам понравится. 3. Нора не знает, когда она вернется. 4. Узнайте, когда будет готов ваш костюм. 5. Вы знаете, когда будут продавать билеты? 6. Вам не разрешат пройти к самолету, пока вы не пройдете таможенный досмотр. 7. Мы не сможем действовать, пока не получим ее согласия. 8. Заплати за проезд, пока тебя не оштрафовали. 9. Я не успокоюсь, пока не узнаю, что они в безопасности.

III. Express the same idea using a complex sentence with the conjunctions "if", "before", "when", "after", "in case", "unless".

Eg She'll have to go through the customs, then she'll be allowed to get on board the plane.

She won't be allowed to get on board the plane if she doesn't go / unless (before) she goes through the customs. / She will be allowed on board the plane only after she goes through the customs.

1. You'll have to produce your identification paper, otherwise you won't get the parcel. 2. To be allowed to take part in the boat-race Jerry will have to undergo a thorough check up. 3. Glen must do what the doctor says, otherwise he'll never get better. 4. Maybe the photo will not come out. Then you'll have to take another picture. 5. Pay the money. You won't be admitted without paying the entrance fee. 6. First make an appointment. The doctor won't see you without an appointment. 7. You'll have to give Stephen some proof. Only then will he believe you. 8. Leave him a note, otherwise he won't know where you will be. 9. You'd better keep to a diet, otherwise you'll develop complications. 10. Jane had better cut out the advertisement from the paper, otherwise she may forget the address.



IV. Say it in English.

1. Я не поеду в Швецию, пока не выучу шведского языка. 2. Я не поверю вам, пока не увижу письма, которое она написала по-норвежски. 3. Пока мистер Холмс

будет в Гааге, вы сможете найти его по этому адресу. 4. Паркеры будут в октябре в Эдинбурге, если только не уедут в Италию. 5. Разбудите меня, когда мы будем лететь над Данией. 6. Поговорите с ним до того, как он уедет в Португалию. 7. В случае, если вам не понравится в Шотландии, вы сможете поехать в Уэльс. 8. Не ходите в музей, пока не прочтете эту книгу о голландской живописи. 9. Он сказал, что не поедет в Швейцарию до тех пор, пока Роберт не вернется из Испании. 10. Я скажу вам, если вас будет вызывать Рим.

[94]

1. In clauses introduced by the nouns **minute**, **moment**, **time** no Future tense is used. *Eg* I'll let you know the moment (the minute) he gets in / she calls / I learn it. By the time he returns / graduates / gets in touch with them everything will be over.

Note. Do not use the conjunction **when** after **by the time**. Cf **К тому времени**, когда вы вернетесь, он уже закончит университет.

2. The Future tense is not used in adverbial clauses of comparison introduced by **the**, i.e. no Future tense is used after the first **the**.

Eg Чем больше вы будете говорить, тем менее убедительно будут звучать ваши слова.

The more you speak the less convincing you will sound.

I. Say it in English.

1. Я дам вам знать сразу же, как только что-нибудь узнаю. 2. Он узнает вас, как только увидит. 3. Мэри узнает его, как только услышит его голос. 4. К тому времени, когда вы придетете, всех уже проэкзаменуют. 5. Вы почувствуете себя лучше, как только примете это лекарство. 6. К тому времени, когда вы туда доберетесь, уже стемнеет. 7. Вы вспомните эту мелодию, как только услышите ее.

II. Insert the verbs "shall" or "will" if required. The action of the statements refers to the future.

1. Make your memory work. The more you – memorise the easier you – find it. 2. The more you – give her the more

she — clamour for. 3. The more you — learn about the affair the less you — like it. 4. The older you — get the more tolerant you — become. 5. The more we — study the more we — forget, the more we — forget the less we — know. Why study?

The Subjunctive Mood

[95] The form of the subjunctive mood used in the adverbial clause of condition to express imaginary supposition coincides with the Past Indefinite tense form.

Cf He came home. (*The Past Indefinite*)
If he came, they would be glad. (*The Subjunctive*)
The verbs **would / might / could + Indefinite infinitive** are used in the main clause.

I. Answer these questions and react to the following making supposition.

Eg "I hear you may go to London. You'll stay with the Parkers, won't you?"
"I won't go to London. But if I did, I wouldn't stay with them."

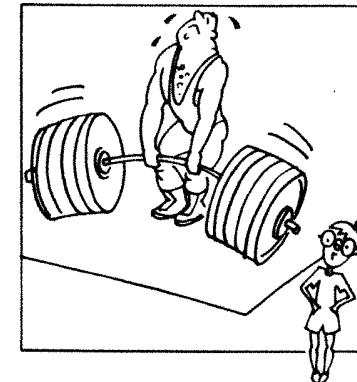
1. I hear you'll take a holiday next month. You'll make a cruise on the Mediterranean Sea, won't you? 2. I hear you'll give a party. They say you'll ask Mr Norman. Is it true? 3. Mr Blake says Mr Brown is going to hospital and you'll take on for him. Is that so? 4. I hear you intend to have a pet in the house. Get yourself a canary. 5. If you want to have a suit made, have it made by Mr Harper's tailor. 6. Ann says you'll rent a cottage for the summer together with the Walkers. 7. If you want to study a foreign language, study Japanese.

II. Ask questions based on the following facts and have them answered.

Eg Madge can't convince George.
"Do you think you could convince George?"
"I believe I could if I had a chance to talk to him."

1. Douglas can't cope with the task. 2. Ann can't translate the text. 3. Mary can't fix the TV set. 4. Joe couldn't swim across the river. 5. They couldn't find a solution to the mystery. 6. I couldn't get the stain out. 7. I'm sure Bill has been lying all

the time but I can't find him out. 8. I can't make Yorkshire pudding. Could you make it? 9. None of us could come to an understanding with Mr Tweed. 10. I did not manage to talk Bill out of this venture.

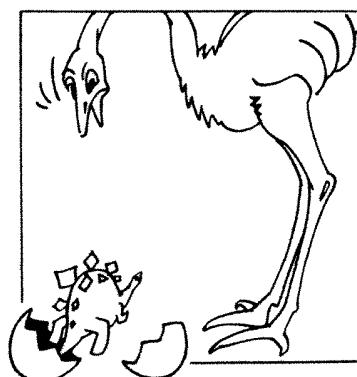


"I wouldn't be able to do it either."

[96] The form of the subjunctive mood used in the adverbial clause of condition to denote an action the fulfilment of which is impossible coincides with the Past Perfect tense form.

Cf He said he had consulted Dr Todd. (*The Past Perfect*)
If he had consulted Dr Todd, he would have recovered long ago. (*The Subjunctive*)

The verbs **would / could / might + Perfect infinitive** are used in the main clause.



"I wouldn't have done it if I had known what it would come to."

I. Say what would / might have happened if the circumstances had been different.

Eg It was dark and we lost our way.

"If it hadn't been dark, we would not / might not have lost our way."

1. Bernard trained a lot and won the championship. 2. The driver checked the brakes before setting off and discovered the fault. 3. They tried artificial respiration and saved the woman. 4. Mr Bantry raised the necessary money and wasn't brought before court. 5. Something went wrong with the engine and the pilot made a forced landing. 6. The road was up and they made a detour. 7. The speaker had fallen ill and they cancelled the lecture. 8. None of them could trace the fault and they called in a repair man. 9. There was no through train and we had to make a change. 10. They were delayed and missed the 5.50 train.

[97] Different types of the subjunctive used in the same sentence show that the cause and the effect refer to different moments.

Eg If Albert were not so absent-minded (*in general*), he would have given you my message (*yesterday / last Monday, etc.*).

If Albert had given you my message (*yesterday / last Monday, etc.*), I would not be so angry (*now*).

I. a) Explain the action that took place in the past by a general state of affairs.

Eg Paul can take a joke.

"If Paul couldn't take a joke, he would have got offended."

1. Jane is light-minded. 2. The doctor is competent. 3. Mr Dodd's secretary is efficient. 4. George is reserved. 5. Peter takes things easy. 6. Michael is very suspicious. 7. Henry is stubborn. 8. Ann is easy to deal with. 9. John is a hard-working student. 10. Iris knows Russian history well.

b) Explain the present state of affairs by an action that took place in the past.

Eg Alex is angry.

"Alex wouldn't be angry if you hadn't argued with him yesterday."

1. Helen is distressed. 2. We are surprised. 3. Allan is worried. 4. Madge is tired. 5. James is upset. 6. Robert is discouraged. 7. Colin is in a bad temper. 8. George is feeling ill at ease. 9. Alice is disappointed. 10. Barbara is so happy.

II. Construct cause-and-effect sentences based on the facts given below.

Eg (a) Godfrey is colour-blind.

If Godfrey were not colour-blind, he could get a driving licence.

(b) The gun wasn't loaded.

If the gun had been loaded, the boy might have been wounded.

1. The certificate is out of date. 2. The material did not shrink in washing. 3. Edward is a good shot. 4. Neither side agreed to compromise. 5. Carol is having pricks of conscience. 6. Howard had an identification card. 7. The boy annoyed the dog. 8. The watch is shockproof. 9. Gerald is a reckless driver. 10. Walter is a careful driver. 11. The road was wet and slippery. 12. They were driving at full speed.

III. Answer these questions. Think of similar problematic questions and have them answered.

1. What would you do if you were offered the post of manager of a big plant (that of President of Academy of Sciences / Head of a college / Soviet Ambassador to Sweden)? Would you accept the post? Why (not)?

2. What would you do if you were invited to make a round-the-world trip in a boat as a member of an international team? In what capacity would you like to join the team?

3. What would you do if you were invited to play a part in a film? What part do you think you could play best? Why?

4. What would you like to be given for your birthday? What would you do if you were given a crocodile?

5. What would you do if you were left behind when travelling by train?

6. What would you do if a fire broke out in your country-house?

7. What would you do if you won a thousand?
8. What would you do if you had your apartment broken into?
9. What would you like to have to feel absolutely happy?
10. If you had your life to live over, what would (wouldn't) you do?

IV. Answer these questions.

1. The boy has got five pencils. How many pencils would he have if you gave him another five pencils?

2. Miss Dixon is a telephone operator. She went on duty at ten in the evening and went off duty at five in the morning. How long was she on duty?

How long would she have been on duty if she had been relieved at six in the morning?

How much time could you work without being relieved if you were a telephone operator?

3. Mr Manson was driving at a speed of sixty miles an hour and got to his destination in three hours. How long would it have taken him to reach his destination if he had driven at a speed of thirty miles an hour?

If you were driving a car, at what speed would you be driving in populated areas (along a highway)? Where would you slow down? Why?

4. Mr Robertson checked in at the hotel on Tuesday and checked out on Thursday. How long did he stay at the hotel? How long would he have stayed at the hotel if he had checked out on Friday? Where would you stay if you went somewhere on a mission – at a hotel or at your relatives'? Why?

5. Sam is a mechanic. He was taken on in January and was dismissed in November. How long did he stay with the company? How long would he have been with the company if he had been dismissed in March? Why do you think he was dismissed?

6. Mrs Jackson went shopping. She meant to spend three dollars. She spent four dollars instead. How much did she overspend? How much would she have overspent if she had bought five dollars' worth of food?

7. Mr Patterson went on a sightseeing tour to Italy in May and was in that country five weeks. When did he come back to England? When would he have returned if he had stayed in

Italy a month? Where would you like to go first if you had a chance to go abroad?

8. Would you distinguish French from Spanish (Dutch from Danish / Swedish from Norwegian) if you heard them spoken? Why (not)?

V. Say it in English.

1. Если бы директором был я, я вел бы себя иначе. – Поэтому вы и не директор. 2. Если бы Питер соблюдал правила уличного движения, его бы так часто не штрафовали. 3. Если бы вы купили путеводитель, вы бы не заблудились. Почему вы не сделали этого? 4. Если бы картину повесил я, она бы не упала. 5. Если бы Марк не был таким легкомысленным, этого бы не произошло. 6. Если бы вчера ей этого не сказали, она не была бы сейчас такой расстроенной.

[98] Note the use of the subjunctive in adverbial clauses of comparison introduced by the conjunctions *as if* and *as though*. If the action of the adverbial clause precedes that of the main clause, use the form of the subjunctive coinciding with the Past Perfect.

Eg Она выглядит / вы- She looks / looked as if
глядела так, как будто she had just recovered from
только что перенесла a long illness.
тяжелую болезнь.

To denote a simultaneous action use the forms of the subjunctive coinciding with the Past Indefinite or the Past Continuous tense forms.

Eg Она выглядит (вы- She looks / looked as if
глядела) так, как будто she were ill / were feeling
(была) нездорова. bad.

I. Comment on the following situations using adverbial clauses of comparison.

Eg He is not a criminal. Don't treat him as a criminal.
Don't treat him as though he were a criminal.

Jane has never been to France but she speaks good French.

Jane sounds so natural as if she had lived in France for a long time.

1. From what Mr Dell says one might think he has never heard about such devices. 2. Judging by Jeff's behaviour one might think he has visited this country before. 3. From the way Mr Weld acts one may think he is the boss here. 4. Looking at these houses one might imagine that they are convenient. 5. The coat wasn't drycleaned. But I thought it had been. 6. Jane wasn't tired, but she looked tired. 7. Christopher was thirty. But he felt a hundred. 8. The car is badly damaged. One might think it had collided with a dozen lorries. 9. He is out of breath. One may think he has run a mile. 10. I'm not a child. Don't treat me as a child.

II. Say it in English.

1. Джейн говорит по-испански так хорошо, как будто она долго жила в Испании. 2. Вы говорите так, как будто видели все это сами. 3. Билл ведет себя так, как будто ничего не произошло. 4. Нелл ведет себя так, как будто ничего не знает. 5. Вы говорите так, как будто недовольны.

The Verbals

The Infinitive

[99] After the verbs **see, hear, watch, notice, feel** followed by a noun or a pronoun a) use the infinitive without the particle **to**, *eg* I saw him drive away. Watch me jump the fence. I'd like to see it happen. They heard him say it.

b) instead of the passive infinitive use the participle, *eg* They watched / saw the car (being) filled up. Everybody heard the news (being) announced.

I. Answer these questions.

Eg The car collided with a lorry. They all saw it.
"What did all of them see?" "They saw the car collide with a lorry."

1. The car hit a lamp-post. The policeman saw it. What did the policeman see? 2. Mary said she despised Michael. Michael heard it. What did Michael hear? 3. Somebody tugged Jack by

the sleeve. Jack felt it. What did Jack feel? 4. The house caught fire. They didn't notice it. What didn't they notice? 5. Tom and Harold were playing tennis. Madge was watching it. What was Madge watching?

II. Answer these questions. Give two versions.

Eg The doctor was examining the patient. Robert saw it.
"What did Robert see?" "Robert saw the doctor examine the patient." / "Robert saw the patient examined."

1. They were discussing the review and Peter heard it. What did Peter hear? 2. The postman delivered a telegram. Simon saw it. What did Simon see? 3. The master of ceremonies announced the next number but Mary did not hear it. What didn't Mary hear? 4. The secretary took the paper away but the manager didn't notice it. What didn't the manager notice? 5. The centre forward scored a goal. Bill saw it. What did Bill see? 6. The teacher explained the rule. The student didn't hear it. What didn't the student hear? 7. Mr Reeves mentioned your name. Derek heard it. What did Derek hear? 8. Mr Foster switched on a cassette-recorder. John noticed it. What did John notice?

[100] The Russian complex sentence «Я видел / слышал / наблюдал / заметил / почувствовал, как кто-л. сделал что-л.» (if the action but not the manner is meant) is rendered in English by a simple sentence with the pattern **see / hear / watch / notice / feel + noun / pronoun + infinitive / participle**.

Eg Никто не видел / не слышал / не заметил, как он вышел. Nobody saw / heard / noticed him go out.

Say it in English.

1. Студенты не слышали, как прозвенел звонок. 2. Пассажиры не почувствовали, как самолет оторвался от земли. 3. Вы слышали, как об этом объявили? 4. Пассажиры видели, как взвешивали их багаж. 5. Туристы наблюдали, как поднимают флаг. 6. Он почувствовал, как кто-то взял его за руку. 7. Рой заметил, как девушка что-

то сказала своей соседке. 8. Никто не видел, как принесли письмо. 9. Вы видели, как заправляли машину? 10. Я не видел, как забили гол.

[101] After the verbs **see** and **hear** used in the passive voice the infinitive retains the particle **to**.

Cf I saw him cross the street. He was seen to cross the street.

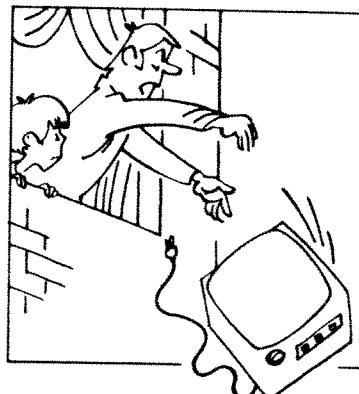
Say it in English.

1. Видели, как Саймон вошел в этот дом. 2. Слышали, как Маргарет упомянула это имя. 3. Видели, как этот человек выстрелил в полицейского. 4. Слышали, как миссис Хоуп спрашивала об этом. 5. Видели, как Дерек сел в машину. 6. Видели, как Джон сел в поезд. 7. Заметили, как он поднял что-то с пола. 8. Слышали, как она упоминала об этом.

[102] **Want** and **would like** do not introduce a clause. *Cf* Я хочу, чтобы / Мне хотелось бы, чтобы вы выслушали меня. After **want** and **would like** use the pattern **noun / pronoun + infinitive / participle**.

Eg Он хочет / ему хотелось бы, чтобы вы остались. He wants / would like you to stay.

Я хочу, чтобы это было сделано снова. I want it (to be) done all over again.



I. Ask questions to find out the other person's opinion.

Eg "Mr Cotton intends to offer you a job."

"Do you want / Would you like Mr Cotton to offer you a job?"

1. Ann means to invite you to New Year's Eve party. 2. Donald intends to keep you company. 3. I hear Mr Woods is going to give you a mixer for your birthday. 4. If I got them right, they want to appoint Mr Clarke headmaster. 5. The manager has a mind to put young Walter on the job. 6. As for the incident, they intend to make Inspector Harrow investigate it. 7. From the way the chief acted he intends to promote Mr Bantry. 8. Mr Harlow insists that the incident should be hushed up. 9. Mr Gate insists that the incident should be made public. 10. Mr Price intends to put off the conference.

II. *Say it in English.*

1. Все хотели, чтобы мистер Прайс рассказал о своей поездке. 2. Мне не хотелось бы, чтобы кто-нибудь вмешивался в мои дела. 3. Мне бы хотелось, чтобы они поскорее вернулись обратно. 4. Никто не хочет, чтобы мистера Робертсона назначили начальником. 5. Никто не хотел, чтобы собрание проводилось без мистера Хука.

[103] After the verb **make** in the active voice use the infinitive without the particle **to**, after the passive form of **make** use the infinitive with **to**.

Cf What made him resign? Что заставило его уйти в отставку? He was made to resign. Его заставили уйти в отставку.

I. Change these questions to use the verb "make".

Eg Why did the firm reinstate the dismissed workers?
What made the firm reinstate the dismissed workers?

1. Why did you ask it? 2. Why do you suspect Thomas? 3. Why did you cross out these words? 4. Why do you think Ann knows her way around? 5. Why did Evans change his mind? 6. Why did they recall Bryan from leave? 7. Why did Mary break off her engagement to Alex? 8. Why did Florence divorce her husband? 9. Why did the Hiltons move to a new flat? 10. Why did you laugh? 11. Why did you fight a losing battle?

II. Say it in English.

1. Что заставило Стива изменить свое решение? 2. Артура заставили уплатить штраф. 3. Что заставило вас вмешаться? 4. Что заставило Максвеллов переехать на другую квартиру? 5. Что заставило министра уйти в отставку? 6. Что заставило мистера Брэдли подписать это заявление? 7. Не смешите меня (не заставляйте меня смеяться). 8. Мы заставим их замолчать. 9. Его заставили действовать. 10. Джона заставили извиниться перед ними.

- [104] To express purpose use an infinitive if the action refers to the subject. If it does not, use a for-complex (for + noun / pronoun + infinitive) or an adverbial clause of purpose introduced by the conjunction so that.

I. Explain why the following was / was not done. Use an infinitive or a for-complex / a clause.

Eg (a) Ann didn't want to catch cold and closed the window.

Ann closed the window not to catch cold.

(b) Ann didn't want the children to catch cold and closed the window.

Ann closed the window so that the children might not catch cold / for the children not to catch cold.

1. The woman wanted to catch the bus and ran across the street. 2. John didn't want to be late and took a cab. 3. Helen wanted us to have a rest and told the children to go to bed. 4. The driver wanted the travellers to admire the view and stopped the car. 5. The police roped off the building. They didn't want the onlookers to come close to it.

II. Complete these sentences.

1. The text was adapted ... 2. I switched over to Channel Two ... 3. Bob turned down the volume ... 4. The instruction said that the answer should be printed ... 5. The teacher demanded that the text should be written in exercise-books ... 6. They rented a cottage for the summer ... 7. The instructions were given in writing ... 8. Bus stops are clearly marked ...

III. Say it in English.

1. Эндрю ушел, чтобы не слышать, как они спорят. 2. Мост развели (подняли), чтобы могли пройти большие корабли. 3. Инструкции были даны в письменной форме, чтобы исключить недопонимание. 4. Я закрыл дверь, чтобы не слышать радио. 5. Переключи (телевизор) на вторую программу, чтобы я мог посмотреть футбол.

The Gerund

[105] Differentiate between the active and the passive forms of the gerund.

Cf He hates criticising people. He hates being criticised.

Answer these questions. Use the gerund.

1. Miss Young was anxious to play the title role in the new play. What was Miss Young looking forward to? 2. The director was eager to see the title role played by Miss Young. What was the director looking forward to? 3. The problem was discussed in detail. The manager approved of it. What did the manager approve of? 4. I changed the article but the editor disapproved of it. What did the editor disapprove of? 5. Mr Harter was elected president and everybody congratulated him. What did everybody congratulate Mr Harter on? 6. James won the race and everybody congratulated him. What did everybody congratulate James on? 7. Alice wanted to stay at the *Astor* hotel but James was against it. What did James object to? 8. At first Olga couldn't drive a car in London, now she can do it. What has she got used to? 9. Helen never plays the piano when somebody is listening to her. What does Helen avoid? 10. Elizabeth didn't want to be recognised and put on a wig and dark glasses. What did she want to avoid?

[106] When the subject of the sentence and the doer of the action expressed by the gerund denote one and the same person, a gerund but not a gerundial complex should be used.

Eg М-р Браун не возражает против того, чтобы Mr Brown doesn't mind being sent to Bedford.

его (самого) послали в Бедфорд.

Cf М-р Браун не возражает против того, чтобы ее / м-ра Смита / кого-нибудь послали в Бедфорд.

Ask for confirmation. Use the gerund.

Eg "Tom felt he was rude and apologised."

"Do you mean / You mean Tom apologised for being rude?"

1. They offered to examine George at once and he didn't mind it. 2. They offered to examine George at once and she didn't mind it. 3. They intend to promote Mr Cox but Mr Cox is against it. 4. They intend to promote Mr Hastings and Mr Cox is all for it. 5. Miss Parker wants to be an actress. She dreams of it. 6. Mrs Hilton wants her husband to become a sailor. She dreams of it. 7. William says he likes it when he is criticised. He says he enjoys it. 8. His colleagues call him "Fatty". He doesn't seem to mind it. 9. Mr Gate wants Max's name struck off the list. He insists on it. 10. I don't smoke. I gave it up.

[107] Note that the gerund but not the infinitive is used in the following patterns:
avoid / to be (in)capable of / give up / dream of (about) / prevent sb from / risk / stop (= discontinue)* / to be (get) used to / to be worth / What's the use of doing sth.

* Stop is followed by the gerund if it means 'come to a halt or make a pause'. The infinitive after stop denotes purpose. Cf She stopped talking (Она прекратила разговаривать) and She stopped to talk (Она остановилась / Она прервала свое занятие, чтобы поговорить). Note also that after the verbs like, love, hate, remember, regret, prefer the gerund is used for habits and past action, the infinitive is used for future action.

Cf He hates getting up early (habit).

I prefer walking (habit).

He hates to get up early (future action).

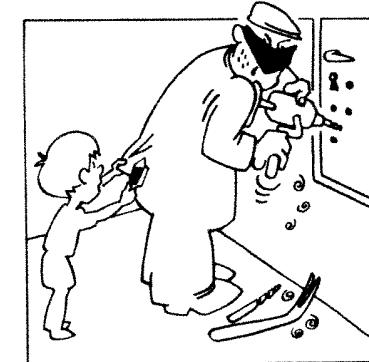
I prefer to walk (future action).

(*Wrong translation: Mr Brown doesn't mind his being sent to Bedford.*)

Mr Brown doesn't mind her / Mr Smith('s) / somebody('s) being sent to Bedford.

Say it in English.

1. Избегайте касаться этой темы. 2. Очень немногие люди способны смеяться над собой. 3. Кэтрин мечтает побывать в Италии. 4. Кэрол перестала заниматься французским. 5. Мартин сказал, что ничто не помешает ему приехать. 6. Какой смысл волноваться? От вас ничего не зависит. 7. Какой смысл спорить? Его все равно ни в чем не убедишь. 8. Глэдис не рискнула возразить ему.



[108] **To be used to sth** means "to have a habit", **get used to sth** means "to acquire a habit".

Cf I am used to it.*

Я привык к этому.
(Это является для меня привычным.)

I got used to it.*

Я привык к этому.
(Это стало для меня привычным.)

I. *Paraphrase these statements employing "to be used" or "get used".*

1. The election pledges were not fulfilled. The American voter is accustomed to it. 2. Though Rodney lived in China for a long time, he didn't learn to eat with chopsticks. 3. Roy got ac-

* The patterns should not be confused with the structure used to do sth expressing a past habit. Eg He used to smoke a pipe. (He doesn't do it any longer.) They used to be close friends. (They aren't any longer.)

customed to speaking on the radio. 4. Emily can't speak before a big audience. 5. Alice doesn't find it surprising any longer that she is called "Granny". 6. It doesn't seem unusual to American TV viewers that TV shows are interrupted by advertisements. 7. The child can't sleep with the light on. 8. Now Jeff sleeps with the window open. 9. Don't make coffee — Maud doesn't drink coffee so late.

II. Complete these statements. Employ "to be used" or "get used".

1. At first I couldn't understand his accent, then ... 2. Don't shout at her, she ... 3. It was difficult for him to drive a car in Tokyo with traffic keeping to the left, then ... 4. That's his way of speaking, in time ... 5. Don't wake me up at six. I ... 6. Let's have dinner earlier. I ... 7. We've covered about six miles. No wonder Nell is tired, she ... 8. Turn off the light. The child ... 9. Don't make him eat such a big breakfast, he ... 10. Hugh was criticised and took it very much to heart. He ...

III. Say it in English.

1. Не называйте Бернарда дедушкой, он еще не привык к этому. 2. Я не привык завтракать так рано. 3. Вскоре он привык водить машину в Лондоне. 4. Мы не привыкли смотреть телевизор днем. 5. Выключите свет. Ребенок не привык спать при свете. 6. Роберт привык решать свои проблемы сам. 7. Уверен, что вы привыкнете к такому распорядку дня. 8. Нельзя привыкнуть к тому, чтобы с тобой разговаривали подобным образом. 9. Николас не привык, чтобы его хвалили. 10. Она не привыкла, чтобы ее лечили без лекарств.

[109] 1. After **need** / **want** / **require** (нуждаться, требовать) and **worth** the active form of the gerund is used to express a passive meaning.

Eg Туфли нуждаются в починке. / Туфли нужно починить.

Проблема стоит того, чтобы ее обсудить.

The shoes need / want / require mending.

The problem is worth discussing.

2 In the pattern with **worth** a) do not omit the preposition if the verb takes one; b) do not repeat the subject.

Eg За это стоит бороться.

Пьесу стоит посмотреть.

It is worth struggling for.
(*Incorrect*: "It is worth struggling.)

The play is worth seeing.
(*Incorrect*: "The play is worth seeing it.)

I. Answer these questions. Use "worth".

Eg "Will you vote for Mr Soft?"

"Certainly. He is worth voting for." / "Certainly not. He is not worth voting for."

1. Shall we see the film? 2. Shall I ask Mr Fork to comment on the event? 3. Will you queue for the tickets? 4. Why didn't you listen to Mr Brook's theories? 5. Why didn't you discuss Mr Taylor's suggestion? 6. Will you subscribe to the magazine? 7. Do you remember Ethel? 8. Do you remember what Gary said? 9. Why didn't you mention the fact? 10. Is the fact important? Need we dwell on it?

II. Say it in English.

1. Факт не стоит того, чтобы о нем упоминать. 2. Этот человек не стоит того, чтобы из-за него ссориться. 3. Большинство избирателей считает, что за такого сенатора не стоит голосовать. 4. Ради этого стоит пострадать. 5. Происшествие не стоит того, чтобы его комментировать. 6. Такой пустяк не стоит того, чтобы о нем говорить. 7. Ради этого стоит жить. 8. Костюм нуждается в чистке. 9. Дом нуждается в покраске. 10. Машина требует ремонта. 11. Часы нужно починить. 12. Телевизор нужно отрегулировать.

[110] Discriminate between the formal characteristics of the verbal noun and the gerund. Use the former with an article and a preposition, use no article and no preposition with the latter. *Eg* The writing of letters is a lost art. Or: Writing letters is a lost art. (*Incorrect*: "The writing letters ... *Writing of letters ...")

I. Say it in English.

1. Советский народ выступает против развязывания ядерной войны. 2. Укрепление дисциплины – необходимое условие повышения производительности труда. 3. Редактирование научной статьи требует знания вопроса, которому посвящена статья. 4. Такие электронные устройства используются для автоматического открывания и закрывания дверей. 5. Не думайте, что смотреть телевизор – большое удовольствие для всех. 6. Некоторые инженеры выступали против строительства плотины в этом месте. 7. Изучение иностранного языка требует большого терпения и настойчивости. 8. Подсчет голосов не займет много времени.

II. Insert the definite article and the preposition "of" if required.

1. – reading – science fiction is a fascinating pastime. 2. The ceremony of – changing – the guard at Buckingham Palace attracts a lot of tourists. 3. – focusing – a camera is now automatic. 4. – building – your vocabulary is an important element for studying a foreign language. 5. A laser is a device for – making and concentrating – light waves into an intense beam.

The Participle

[111] To denote an action performed for somebody or on somebody's order use the pattern **have something done**. Eg Elizabeth I had Mary Queen of Scots beheaded.

I. React to these statements. Say that you *had* / *will have* things done for you.

Eg "I redecorated my flat."

"Did you? But I had my flat redecorated."

1. Andrew developed the film. 2. Hubert will print the pictures. 3. Rose washed the windows. 4. Colin adjusted the TV set. 5. Allan pressed his suit. 6. Helen ironed her blouse. 7. Florence will shampoo and set her hair. 8. Doris will mend the tear. 9. Mary will do the laundry. 10. Carol will alter her dress.

II. Construct sentences using the following.

have a tooth filled / a tooth pulled out / a crown put on /

"Why didn't you tell me that you
had had your appendix taken out?
I wouldn't have looked for it so
long."
"You never asked me."



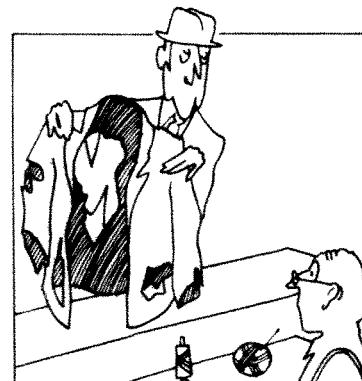
one's appendix taken out / a telephone installed / a parcel wrapped up / one's picture taken / a parcel delivered / tags attached to one's luggage

III. Paraphrase the following to use the pattern "have sth done".

1. See to it that the document is typed in duplicate. 2. Get the subscription cancelled. 3. Get your bill made out at once. 4. See that the brakes are adjusted. 5. Get your hair cut short.

IV. Say it in English.

1. Когда вам поставят телефон? 2. Запломбируйте зуб.
3. Пусть вам завернут покупку. 4. Пусть вам приготовят счет. 5. Мне нужно сфотографироваться. 6. Миссис Дэлл подстриглась и выглядит намного моложе. 7. Он надеялся, что ему погладят костюм в гостинице. 8. Пусть вам забронируют номер (в гостинице). 9. Когда вы собираетесь ремонтировать квартиру? 10. Когда вы делали ремонт квартиры?



"I'd like to have it
mended."
"Would you?"

Modal Verbs

[112] 1. The verbs **must**, **may** / **might**, **can** / **could** express modality. Temporal relations are expressed by the infinitive.

Eg He **may** / **might** be translating the article.

He **may** / **might** translate the article tomorrow.

He **may** / **might** have translated the article yesterday.

2. Note that the Perfect Infinitive refers the action to the past and shows that it took place before the moment indicated or implied.

Eg He **may** / **must** / **can't** have read the book.

Возможно, / Должно быть, / Не может быть, чтобы он прочел эту книгу.

I. Answer these questions to express supposition.

Eg "Why do you think the driver was fined?"
"He **may** / **might** have jumped the red light."

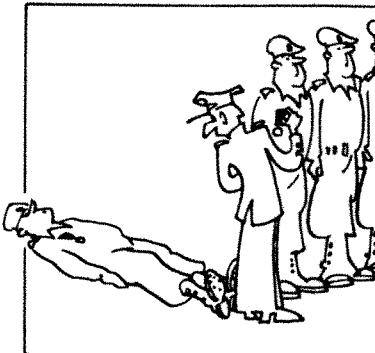
1. Why do you think the performance was cancelled? 2. Where do you think the conference will be held? 3. What do you think Roger has been doing all this time? 4. What do you think is keeping Mr Goods? 5. Why do you think Helen is upset? 6. Where do you think Donald is? 7. Why do you think the ship sank?

II. Say what conclusions may be drawn from the following facts. To express certainty use the verb "must".

Eg Charles has got a good tan.
He **must** have spent his holiday in the south.

1. Miss Gray got an Oscar for this film. 2. The number was encored. 3. Max went to school in England. 4. The watch didn't stop when I dropped it. 5. The water didn't get into the compartment. 6. The man was put in prison. 7. Robert caught up with the class.

"I must have stuck the pin too far."



III. Say why one of these facts can't be true. To express disbelief use "can't".

Eg Ada takes size thirty-five in shoes, but she says these shoes are too small for her.

"If Ada (really) takes size thirty-five in shoes, these shoes can't be too small for her."

1. Mr Webb has never left England. But Agnes says she saw him in Paris. 2. James is a hard-working and conscientious student, but Alice says he has failed in his examination. 3. Thomas knows French, but Ann says he failed to translate the article. 4. Ann has been living in this neighbourhood since she was a girl, but Douglas says she has lost her way. 5. The TV programme was thoroughly bad, but Walter says he enjoyed it. 6. Mr Trigger uses hearing aids, but he says that his hearing is good. 7. Alice asked Mrs Webb to dinner, but they are not on speaking terms.

[113] The verbs **must** and **can** are not used to express certainty and disbelief in negative sentences or when the action refers to the future. Modal words and phrases are used instead.

Eg Должно быть, / Вероятно, / По всей вероятности, / Очевидно, / Без сомнения, / Я не сомневаюсь в том, что / Я уверен, что он не известили ее.

Probably / Most probably / Evidently / No doubt / I don't doubt that / I am sure / I am certain that he didn't let her know.

Должно быть, / Вероятно, / По всей вероятности, / Очевидно, / Без сомнения, / Я не сомневаюсь в том, что / Я уверен, что он скоро вернется.

Probably / Most probably / Evidently / No doubt / I don't doubt that / I am sure / I am certain he will return soon. *Or:* He is sure / He is certain to return soon.

I. Change these sentences to express a) certainty, b) supposition, c) disbelief. Use modal verbs wherever correct grammatically. Pay attention to the form of the infinitive.

Eg The flight has been cancelled.

- (a) *Certainty:* The flight must have been cancelled.
- (b) *Supposition:* The flight may / might have been cancelled.
- (c) *Disbelief:* The flight can't / couldn't have been cancelled.

(a) 1. The door is locked on the inside. 2. Jane sprained her ankle. 3. Helen has been held up by the traffic. 4. He is still lecturing at Moscow University. 5. The Browns will make a stop-over in Paris. 6. The treaty will be ratified in the near future. 7. They didn't get Mr Carter on the phone. 8. Joseph didn't recognise you. 9. The case against Mr Tucker will be dismissed. 10. Robert won't violate traffic rules.

(b) 1. The driver took a side-road. 2. You've left your passport at home. 3. There was a mistake in the calculations. 4. This point was added later. 5. Evans is digging in the garden. 6. The mechanic is testing the engine. 7. Jean has forgotten all about it. 8. Donald will go on holiday in June. 9. Guy will clear it up. 10. He has an alibi.

(c) 1. Ann is so naive. 2. We missed our stop. 3. The Mortlakes have been away since October. 4. They are still debating the problem. 5. Mr Hammond will be voted down. 6. Roy was fined for speeding. 7. Mr Sanders will change his mind. 8. Nobody will get injured. 9. Mr Blant was not elected. 10. The plane won't crash.

II. Say it in English. Use modal verbs wherever correct grammatically.

1. Очевидно, мисс Грэй хорошая актриса. 2. Очевидно, она будет играть главную роль в новой пьесе. 3. Очевидно, Максу еще не поставили телефон. 4. Возможно, вы забыли паспорт дома. 5. Не может быть, чтобы они не знали мифа об Икаре*. 6. Возможно, Брауны уже переехали на новую квартиру. 7. Должно быть, он решил, что эту пьесу не стоит смотреть. 8. Не может быть, чтобы Дэвид не поздравил их. 9. Очевидно, Мэри развелась с Джоном. 10. Возможно, мы встретим их у Фоксов.

видно, Максу еще не поставили телефон. 4. Возможно, вы забыли паспорт дома. 5. Не может быть, чтобы они не знали мифа об Икаре*. 6. Возможно, Брауны уже переехали на новую квартиру. 7. Должно быть, он решил, что эту пьесу не стоит смотреть. 8. Не может быть, чтобы Дэвид не поздравил их. 9. Очевидно, Мэри развелась с Джоном. 10. Возможно, мы встретим их у Фоксов.

[114] **Should + Indefinite infinitive** is used for a present or future action.
Should + Perfect infinitive is used for a past action.

Eg You should work harder (*now and in the future*).
You should have been more considerate to your relatives (*in the past*).

Advise your friend to do the following or express your disapproval of the following not having been done. Use "should / shouldn't + Indefinite / Perfect infinitive".

(A) 1. Keep regular hours. 2. Get more sleep. 3. Have more exercise. 4. Have a balanced diet. 5. Don't worry over trifles. 6. Give up smoking. 7. Relax. 8. Get yourself a hobby. 9. Avoid hurting other people's feelings. 10. Exercise your mind as well as your body.

(B) 1. Why didn't you check the brakes before setting off? 2. Why did you take along so much luggage? 3. Why didn't you book hotel accommodation before setting off? 4. Why didn't you let me know you were coming? 5. Why didn't you stay with the Watsons when you were in Glasgow? 6. Why did you travel by car but not by plane?

[115] **Needn't + Indefinite infinitive** shows that the action if performed would be useless. **Needn't + Perfect infinitive** shows that the action performed was a waste of time and effort.

React to these statements. Use "needn't + Indefinite / Perfect infinitive".

* Icarus [ɪkərəs]

Eg "I waited for the manager but the secretary could have signed the paper."

"Of course you needn't have waited for the manager."

"It isn't necessary for him to go out to post the letter. There is a mail-chute right here on the floor."

"Of course he needn't go out."

1. Why did the speaker go into details? The problem was clear to everybody from the very start.
2. I believe you have told Mr Walker everything. I shan't talk with him about the matter.
3. We made a change, but later on I learnt that there was a through train.
4. I filled in a form. Then they told me it was not necessary at all.
5. Catherine changed a pound note, but I had some small change.
6. Joyce went to a theatre agency, but she could have bought tickets at the theatre box-office.
7. I shan't translate the quotation, I believe everybody knows French.

- [116] When giving advice, expressing disapproval or reprimanding somebody, use **should**. When stating that the action was or will be a waste of time and effort, use **need**.

React to these statements. Use "should (shouldn't)" or "needn't" with the Perfect infinitive.

Eg "John was rude to her and she was hurt."

"John shouldn't have been rude to her."

"He bought a ticket for me but I've got one."

"He needn't have bought a ticket for you."

1. I didn't ask him for permission and he got angry.
2. Why did Felix wait for Mr Tweed? The question could have been settled without him.
3. I sat up late and didn't get enough sleep.
4. Mr Baker signed the paper without reading it and it caused a lot of trouble.
5. Harry produced references but they would have taken him on without any references.
6. They spoke loudly and woke up the children.
7. George wrote a twenty-page essay, but a ten-page paper would have been sufficient.
8. Tom wrote a detailed account. But a brief outline would have been just as good.
9. Michael interfered and spoiled everything.
10. Frank told Mary about it and upset her.

[117] When rendering the Russian «не нужно было, не было необходимости» use **needn't have done** to show that the action was performed but was a waste of effort, use **didn't have to do** to indicate that the action was not performed because it was not necessary.

Cf

Ему не нужно было поливать цветы (зря он полил цветы), будет дождь.

Ему не нужно было поливать цветы (в этом не было необходимости, и он этого не сделал): целый день шел дождь.

He needn't have watered the flowers, it's going to rain.

He didn't have to water the flowers, it had been raining all day long.

1. *Ask for a repetition. Use "needn't" or "didn't have".*

Eg "I didn't tell him anything, he heard our conversation."

"Do you mean to say that you didn't have to tell him anything?"

"Quite so."

"I regret having changed the article, it was a waste of time."

"Do you mean to say that you needn't have changed the article?"

"Precisely."

1. He introduced himself but that wasn't necessary. Everybody remembered him.
2. I didn't introduce them to each other: when I came, they were talking with each other.
3. Richard accompanied Mr Hudson all the way to the office. But Mr Hudson knows the way.
4. Richard didn't accompany Mr Hilton as Mr Hilton knows the way.
5. I had a duplicate key made, but Helen says she can spare me one of her keys.
6. Chris was vaccinated, but then it turned out that his certificate was still valid.
7. His certificate was still valid and he wasn't vaccinated.
8. The doctor did not put the patient through all the analyses as the case was clear.
9. The patient went through all the analyses before consulting the professor, but the professor said he would have been able to diagnose the case without any analyses.
10. It's a good thing accommodation was reserved for

all the delegates and we were spared the trouble of making reservations.

II. Say it in English.

1. Питер был рад, что ему не нужно было делать пересадку. Оказалось, что до Хельсинки есть прямой поезд. 2. Вам не нужно было делать пересадку, вы могли бы доехать до Хельсинки поездом прямого сообщения. 3. Ему не нужно было ждать директора, заявление подписал секретарь. 4. Вам не нужно было ждать директора, заявление мог бы подписать секретарь. 5. Вам не нужно было проверять эти цифры, вы зря потратили время. 6. Он был рад, что ему не нужно было проверять эти цифры. 7. Вам не нужно было делать это упражнение в письменной форме, задание было устное. 8. Мне не нужно было знакомить их, они хорошо знали друг друга.

III. Comment on the following. Express disbelief, certainty, supposition or disapproval. Use the verbs "can", "must", "may", "should" or "need". If it is permissible logically, give different reactions.

Eg I can't get Albert on the phone.

- (a) He can't be out, try again.
- (b) He must be at the library.
- (c) He may be playing tennis.
- (d) You should have called him up yesterday.
- (e) You needn't disturb him, I can tell you everything.

1. Frank did the exercises, then read the rule. 2. The hunter shot, then took aim. 3. The majority voted against him and he was elected. 4. The dentist gave the patient the anaesthetic after he pulled out the tooth. 5. The telegram was sent at 9 a.m. and was delivered at 8 a.m. on the same day. 6. When leaving the room Richard went ahead of Miss Adams. When getting off the bus he let her go first. 7. When putting through a call from a public call-box Daniel took off the receiver, then dropped a coin in the slot. 8. Mr Gibson bought the car at three thousand dollars and sold it at ten thousand.

[118] When rendering the Russian «должен» use the verb **to have** to express obligation and necessity, use the verb **to be** to denote a prearranged action.

Paraphrase the following. Use the verbs "to have" and "to be".

Eg There is no one to replace him. It is necessary for him to stay.

He has to stay.

They plan to return on Monday.

They are to return on Monday.

1. Howard gave his consent. It was the only thing to do. 2. She arranged to meet Arthur at Claridge's for lunch. 3. The conference is scheduled for late September. 4. Their plan is to double the output. 5. The train is due at 11.30. 6. They plan to pull down the houses to make room for a park. 7. The only thing for me to do was to give in.

THE NOUN

[119] As distinct from their Russian equivalents, the following commonly used English nouns, in the meaning indicated, are singular in number. As shown by the examples, they take the verb in the singular.

advice советы *eg* Your advice is always welcome.

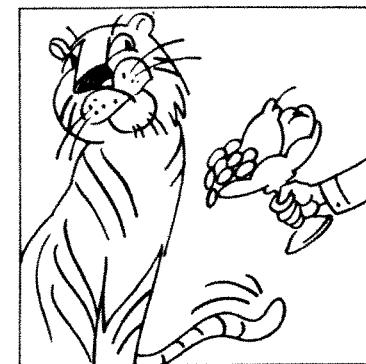
applause аплодисменты *eg* The applause was deafening.

debate дебаты, прения *eg* The debate was interrupted.

fighting бои *eg* Fierce fighting was reported in the city.

fruit (when used collectively) фрукты *eg* Eat fruit when it is ripe.

He doesn't care for fruit.



evidence 1) свидетельские показания; 2) улики *eg* The evidence of the second witness was more convincing. The evidence is against him.

- a **funeral** похороны (The plural – funerals – is used to indicate two or more occurrences.) eg A funeral is always a melancholy occasion.
- a **gate** ворота (The plural – gates – is used to denote two or more objects.) eg The gate is closed.
- gossip** сплетни (a gossip сплетник) eg It is gossip.
- hair** волосы eg His hair is beginning to grey.
- information** сведения eg The information he gave us is very important.
- knowledge** знания eg Her knowledge is superficial.
- money** деньги eg The money is as good as lost.
- news** новости eg Bad news travels fast.
- progress** успехи eg The progress he has made is surprising. (Note. Do not use successes in this sense.)
- a **race** соревнования, состязания eg The boat-race / The horse-race was a spectacular sight.
- a **sledge** сани eg The sledge is in bad repair.
- a **vacation** каникулы (The plural – vacations – is used when two or more events are meant.) eg The vacation was great fun.
- a **watch**, a **clock** часы eg The clock keeps good time. My watch was set by the radio.

Say it in English.

1. Ешьте больше фруктов и овощей. 2. Его советы разумны. Советую вам воспользоваться ими. 3. Вы будете принимать участие в состязаниях по гребле? 4. Ваши часы отстают. 5. Это надежные сведения. 6. Его знания не глубокие. 7. Актеров встретили бурей аплодисментов. 8. Прения были долгими. 9. На похороны приехали все родственники. 10. Ваши успехи в шведском языке просто удивительны. 11. Это неожиданные новости. 12. Каникулы были веселые. 13. На улицах города шли ожесточенные бои. 14. Ворота нужно починить. 15. Немного денег лучше, чем ничего.

[120] As distinct from their Russian equivalents, the following commonly used English nouns, in the meaning indicated, are plural in number. As shown by the examples, they take the verb in the plural.

contents содержание (письма, бумаги, документа и т.п.)

eg The contents of the letter were not made public.*

clothes одежда eg His clothes were torn.

grapes, carrots, beets, potatoes, onions, radishes (when used collectively) виноград, морковь, свекла, картофель, лук, редис eg The grapes are sour. The carrots / beets / potatoes / onions / radishes are fresh from the kitchen-garden.

opera-glasses бинокль eg The opera-glasses are out of focus.

wages зарплата eg The workers' wages were raised.

Say it in English.

1. В Англии зарплата рабочим выплачивается понедельно (каждую неделю). 2. Современная одежда красива и удобна. 3. Вы знаете содержание этого документа? 4. Морковь богата витаминами. 5. Ты взял бинокль? – Нет, он нам не нужен. Наши места во втором ряду.

[121] 1. The following nouns may correspond to the Russian words in the singular and in the plural:

authorities начальство, власти

studies учеба, занятия

damage ущерб, повреждения

2. Note the singular and the plural form of the noun in the following patterns:

Он не жалел сил,
чтобы помочь вам вы-
браться.

Это потребует (от
них) большой затраты
сил (больших усилий).

У вас нет основания
для жалоб.

Не вдавайтесь в дета-
ли.

He spared no effort to
get you out.

It'll require / It'll cost
them a lot of effort.

You have no grounds
for complaint.

Don't go into
details.

* The singular content (with reference to books, letters, documents, etc) is mostly used to denote the substance of a book, a letter, a document, etc.

Он объяснил все в деталях.

Поразмыслив, он решил ничего ей не говорить.

Он был погружен в свои мысли.

3. The nouns **mind** and **life** are plural in number when used with a plural subject or preceded by a plural pronoun. *Eg* They changed their **minds**. We couldn't make up our **minds**. By talking with well-informed people we improve our **minds**. They laid down their **lives** for their country. They gave their **lives** in defence of peace. They risked their **lives** to save you. It nearly cost them their **lives**. Spare their **lives**.

4. Compound numerals with **-one** (twenty-one, thirty-one, etc) take the noun in the plural.

Cf На лекции присутствовал двадцать один студент. Twenty-one students were present at the lecture.

Say it in English.

1. Вам следует обратиться к начальству. Никто кроме мистера Кроули не может решить этого вопроса. 2. Повреждения, нанесенные зданию, были ликвидированы. 3. Джордж не жалел сил, чтобы завоевать это звание. 4. У вас есть основания для жалоб? 5. Если бы докладчик не вдавался в детали, лекция была бы намного интереснее и намного короче. 6. Я ему все детально объяснил. 7. Он был погружен в свои мысли и не слышал, как мы вошли. 8. Вы уже приняли решение? 9. Эта экспедиция чуть не стоила жизни ее участникам. 10. Административно Мексика состоит из тридцати одного штата. 11. В тот день был продан двести сорок один билет.

THE ARTICLE

[122] Abstract and proper nouns used normally without any article do not take one when modified by a prepositive attribute. The postpositive attribute expressed by an

He explained everything **in detail**.

On **second thoughts** he decided not to tell her anything.

He was **deep in thought**.

of-phrase calls for the definite article. *Cf* **economy**, **US economy**, **the US economy** of the late '70s; **Russia**, **tsarist Russia**, **the tsarist Russia** of the 1880s.

Proper nouns used with the definite article retain it when a prepositive attribute is added. *Eg* **the East**, **the Near East**, **the Middle East**.

Fill in the gaps with articles wherever required.

in – North America; **in** – Far East; a classic example of – Gothic architecture; **to be characteristic of** – US imperialism; a book on – ancient history; a book on – history of – ancient Rome; serve the interests of – world imperialism; **devoted to** – Dutch painting; **devoted to** – Dutch painting of the 17th century; the rout of – Nazi Germany; **in** – occupied Paris; **in** – Northern Caucasus

[123] Differentiate between the following structures containing a proper noun used prepositively: Nelson's tomb, the Nelson Column; Shakespeare's birthplace, the Royal Shakespeare Theatre; Queen Victoria's reign, the Queen Victoria Memorial; Lincoln's speech, the Lincoln Memorial; Leningrad's museums, the Leningrad museums.

Note that there is no article if the proper noun is used in the genitive case. The prepositive proper noun in the common case denotes the name of the person to whom something is dedicated, the noun in the genitive case denotes possession.

There is no article if the two nouns are treated as one proper name. *Eg* Buckingham Palace, Carnegie Hall, Kennedy Airport, Columbus Circle, New York State, Scotland Yard, Hyde Park Corner, Waterloo Bridge, Harvard / Yale / London / Oxford / Moscow University, etc.

Say it in English.

музей имени Пушкина, могила Пушкина; зал Чайковского в Москве, дом Чайковского в Клину; театр имени Маяковского, биография Маяковского; небоскребы Нью-Йорка; каналы Венеции

[124] In the pattern **a word / a group of words in the possessive case + a noun** the article refers to the attribute. Do not use an article if the attribute does not

require one. *Eg* at today's / yesterday's / tomorrow's / next week's / last year's / last Tuesday's, etc festival; New York's tallest building; Martin's second wife; Japan's second largest city (but: the world's highest mountain).

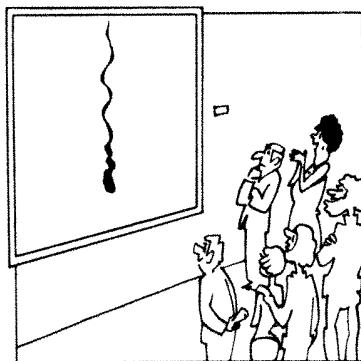
Paraphrase these sentences to use the possessive case.

Eg Robert saw him at the concert yesterday.

Robert saw him at yesterday's concert.

1. We were discussing the conference that will be held tomorrow. 2. He was looking through the letters that came last week. 3. The film was shown at the festival last year. 4. Was anyone killed during the border clash last month? 5. Joyce served what was left over from dinner they had yesterday. 6. Ireland was the first colony of England.

[125] When a noun is modified by two attributes, the attribute expressed by the noun in the possessive case comes first. *Eg* Hemingway's best book, England's longest river, the scientist's recent discovery.



I. Construct phrases based on these sentences and consisting of two modifiers and a noun. Use them in sentences of your own.

Eg The scientist made an interesting experiment recently. The scientist's recent experiment. The scientist's recent experiment bears out our theory.

1. The battle off Cape Trafalgar was the last Admiral Nelson fought. 2. That was the last role Vivien Leigh played. 3.

This was the first film Fellini directed. 4. These are the best pictures Turner painted. 5. Tolstoy described the first ball Natasha Rostova attended. 6. George sold his old car. 7. That was the best speech Abraham Lincoln made.

II. *Say it in English.*

знаменитая речь президента Линкольна; первый паровоз Джорджа Стивенсона; ужасное произношение Элизы Дулиттл; верный друг Шерлока Холмса; лучшая роль Черкасова; окончательное решение полковника Пикеринга; следующий вопрос профессора Хиггинса; неизвестное стихотворение Байрона; последний роман Диккенса; новое хобби Чарльза

[126] To denote a whole class use the noun in the singular with the definite article. *Eg* The invention of the steam-engine revolutionised British economy. The lizard is a reptile. (The nouns **man** and **woman** when used in this meaning take no article. *Eg* **Man** is a social animal. **Woman** is physically weaker than **man**.)

When a plural noun is employed to denote all members of a class, the definite article should not be used. *Eg* Ants are industrious. Olives grow only in warm climate.

The definite article before a plural noun changes the meaning of the sentence.

Cf Falcons have been trained to hunt other birds for sport.

Housewives work harder than office-workers. (general statements)

The falcons (= these falcons) have been trained to hunt other birds for sport.

The housewives (= these housewives) work harder than office-workers. (statements referring to concrete situations)

Say it in English.

1. Кто изобрел телефон? 2. Самолет внес большие изменения в жизнь человека. 3. Словари – самые интересные книги: в них можно найти все слова, которые есть в языке. 4. Змеи – пресмыкающиеся. 5. Сова – символ мудрости. 6. Кукушки – птицы ленивые. 7. Глупец всег-

да готов всех критиковать. 8. Кенгуру* живут в Австралии. 9. Клиент всегда прав. 10. Ветряная мельница** — один из первых источников энергии.

[127] The nouns **news**, **weather**, **advice**, **progress**, **information** as well as the nouns **work** «работа» (деятельность и должност), **evidence** «свидетельские показания»; «улика», «улики», **damage** «ущерб» (in the meaning indicated) are never used with the indefinite article. *Eg* This is welcome news. Don't go out in wet weather. To give advice is easier than to follow it. It is sound advice. She is making good / slow progress. This is reliable information. It is hard work. They gave evidence against him. It was important evidence. The earthquake caused considerable damage.

Notes. 1. The noun **advice** though singular in form may be plural in meaning and correspond to the Russian «советы».

To express the idea of an opinion given in a particular situation use **give sb a word** / **a bit** / **a piece of advice**. *Eg* May I give you a word of advice?

2. The noun **job**, which can sometimes replace **work**, is preceded by the indefinite article.

Cf He was offered good work. He was offered a good job.

It was hard work. It was quite a job.

3. See that you don't use the article with the words listed above (**news**, **weather**, etc) after the exclamatory **what** and the demonstrative **such**. *Eg* What glad news! What nasty weather! What strange advice! It was such unexpected evidence. He got such important information.

Singular countable nouns in this pattern are used with the indefinite article; before plural nouns there is no

article. *Eg* What a liar / a bore / a miser / a dreamer you are! What a nuisance that child is! What a thing to say! I've never heard of such a thing. (But: What beautiful flowers! I've never seen such computers.)

Say it in English.

1. Это хорошая новость. 2. Какая приятная новость! 3. Думаю, что это надежная информация. 4. Это важная улика. 5. Наводнение причинило городу значительный ущерб. 6. Саймон делает большие успехи в итальянском. 7. Избегайте выходить в такую сырую погоду. 8. Какая прекрасная погода! 9. Можно дать вам один совет? 10. Поговорите с Дональдом. Он наверняка предложит вам хорошую работу. 11. Какая прекрасная мысль! 12. Он такой скучный человек!

[128] The noun **permission** never takes an article. *Eg* He asked (me) for permission / got permission / was given permission to stay away.

Say it in English.

1. Питеру разрешили (он получил разрешение) не присутствовать на лекции. 2. Попроси у профессора разрешения присутствовать на семинаре. 3. Мне разрешили немного опоздать. 4. Алекс получил разрешение сдать свою работу на следующей неделе. 5. Герберт попросил разрешения остаться.

[129] There is no article before nouns denoting places of assembly one goes to for their primary purpose: go to school (*to study*), to be in hospital (*for medical treatment*), to be in prison (*as a punishment*), to be at table (*having a meal*), go to market (*to buy or to sell*), in court (*at a trial*).

Eg go to school, to be at school, stay away from school, to be expelled from school, leave (= finish) school, before school, after school, when school starts, etc

go to college, to be at college, to be admitted to / expelled from / graduate from college, etc

go to work (= to the office), come from work, to be late for work

* a kangaroo [kæŋgə'rū:]

** a windmill

to be taken / sent to hospital, go to hospital, to be in hospital, to be discharged from hospital

to be put in prison, to be in prison, send sb to prison, to be released from prison, escape from prison

go to church, to be at church

go to bed, stay in bed, to be in bed

give evidence in court

Note. When the building but not the activities is meant, the article is used. *Eg* Go past the school, then turn to the left. I went to the hospital to see my brother, who had just been operated on.

Say it in English.

1. Том Сойер* не любил ходить в школу. 2. Гека Финн** никогда не видели в церкви. 3. О. Генри написал этот рассказ, когда был в тюрьме. 4. Что Эдвард собирается делать после окончания школы? 5. Почему ты в постели? Ты болен? 6. Айвор все еще учится в колледже. 7. Марта почувствовала себя плохо, и ее отправили в больницу. 8. Вы ездите на работу или ходите пешком? 9. Мистера Пиквика освободили из тюрьмы. 10. Торопись, опаздаешь на работу.

[130] The article is often omitted in set expressions most of which have an adverbial meaning. Note the following:

at / before / after / dinner, supper, etc

before / after work, classes

to be on holiday / leave / sick leave; return from holiday / leave

at full speed / volume

according to plan / schedule; behind / ahead of plan, schedule

to be in order; in perfect / alphabetical / reverse order

to be in good health / condition / repair

to be in fashion / out of fashion; come into fashion

* See p. 64.

** Huck (for Huckleberry) Finn

go to town (= to the capital or to the chief town in the neighbourhood)

to be in town (= not away; not in the country or the suburbs); to be out of town (= in the country or elsewhere)

to be (go) on deck; to be (go) on board a plane / a ship

in Soviet / foreign territory

by train / bus, etc. **But** (in case of a prepositive attribute): by the afternoon train, by the 9.30 bus, etc

travel first / tourist / economy class

Say it in English.

1. У меня есть время: я в отпуске. 2. Мисс Бейкер еще не вернулась из отпуска. 3. Машина ехала на полной скорости. 4. Работа была закончена досрочно. 5. Все было сделано согласно плану. 6. Карточки нужно поставить в алфавитном порядке. 7. Машина в полном порядке. 8. Такие платья уже не в моде. 9. Ветер прекратился, и пассажиры вышли на палубу. 10. Мистеру Фостеру за восемьдесят, но у него прекрасное здоровье. 11. Мистер Браунинг сейчас в городе. 12. Я зайду к вам после работы. 13. Вы поедете туда на поезде или на автобусе? 14. Они приехали пятичасовым поездом. 15. Почему бы не лететь туристским классом? Ведь это намного дешевле.

[131]

1. There is no article before nouns followed by cardinal numerals. *Eg* Switch over to Channel Four.

Cash the money order at window five. Continued from page twenty. Our seats are in row eight. The action of the novel takes place on the eve of World War II. Take bus six. (**But:** Take a number six bus.)

2. Names of streets with ordinal numerals are not preceded by the article. *Eg* The main New York Public Library is situated on Fifth Avenue between 40th Street and 42nd Street.

3. When first is an adverb or when its meaning is that of an adjective (= the most important, the best, the earliest), and in some fixed phrases, first is used without an article. *Eg* Ladies first. With him business

comes first. Finish your work first. She came first (= won the race). He took first place. She won first prize. They travelled first class. I'll do it, first thing tomorrow morning. Do you believe in love at first sight?

Say it in English.

1. Буржуазная пропаганда старается приуменьшить роль Советского Союза в разгроме фашистской Германии во второй мировой войне. 2. Мистер Флинт в комнате 265. 3. Экзамен будет проходить в аудитории № 7. 4. Этот текст на двадцать второй странице. 5. Как мне добраться до Третьей авеню? 6. Дом № 36 – на противоположной стороне улицы. 7. Машина остановилась у дома № 19. 8. Отель находится на тридцать четвертой улице. 9. Советская команда заняла первое место. 10. Для Мартина прежде всего дело.

[132] As a rule no article is used before the noun following the verbs **to be, act / work as, make, appoint, run for** if the noun denotes a post held by one person only. *Eg* He was running for Mayor. He was elected chairman. They made him headmaster. In Mr Taylor's absence Mr Brooks acted as manager.

Say it in English.

1. Абрахам Линкольн был президентом США во время гражданской войны (в Америке). 2. Этот рассказ Марка Твена о том, как он баллотировался в губернаторы. 3. Мистера Бэнтри назначили заведующим лабораторией. 4. Мистера Брамбла избрали председателем единогласно. 5. Думаю, мистера Огдена больше не изберут мэром.

[133] The nouns following **the rest of, some of, any of, none of, one of, many of, neither of, most of** denote definite persons or things and are preceded by the definite article, the possessive pronoun, the demonstrative pronoun or another definite noun in the genitive case. *Eg* You'll be sorry for it the rest of your life. Most of the tourists will arrive at Victoria Station. Some of his friends kept us company. Neither

of her parents is in town now. None of her relatives live here. None of these books are mine. Some of Fred's suggestions are worth considering.

Say it in English.

1. Многие мои одноклассники поступили в университет. 2. Остальные деньги были мне возвращены. 3. Кто-нибудь из туристов знал датский? 4. Никто из делегатов не знал голландского. 5. Некоторые студенты ответили на этот вопрос правильно. 6. Один из членов комиссии не был согласен с выводами. 7. Ни один из переводчиков (их было двое) не знал португальского. 8. Ни один из близнецов не похож на мать. 9. Большинство предложений было принято. 10. Некоторые пьесы этого автора показывали по ТВ. 11. Одна из статей Джеймса была недавно опубликована. 12. Что ты купил на остальные деньги?

[134] The established usage forbids to use an article before the names of holidays containing the word **day**. *Eg* on the eve of / before / after New Year's Day / Victory Day* / V-E Day** / Constitution Day / Independence Day / Thanksgiving Day / All Fools' Day,*** etc

Say it in English.

в День Конституции, в День Победы, накануне Дня Советской Армии, перед Днем Независимости, после Дня Благодарения

[135] The definite article is used to translate the Russian demonstrative pronoun referring to the noun which introduces a clause.

Cf **Тот факт, что он отказался от этого предложения, удивил всех.**

The fact that he refused the offer surprised everybody. (Incorrect: 'That fact that he refused...')

* V-Day

** Victory in Europe Day (marked abroad on the eighth of May)

*** April 1st

Translate the sentences rendering the demonstrative pronouns by definite articles.

1. В то время, когда обсуждался этот вопрос, я был в отпуске. 2. Несмотря на тот факт, что никакие имена не упоминались, всем было ясно, о ком идет речь. 3. Несмотря на то обстоятельство (тот факт), что погода была плохая, полет не был отменен. 4. Тот факт, что не было принято никаких мер, удивил всех. 5. Та рукопись, о которой мы с вами говорили, уже опубликована. 6. Никто не знал того человека, о котором она писала. 7. К тому времени, когда Чарльз окончил университет, произошло много перемен.

[136] When used with reference to the future, **next** may or may not be preceded by the article. The pattern **the + next + noun** is used when the time meant is future in relation to the time mentioned or implied. Eg He was taken on in 1983. The next year (= the following year) he became head of the department. Alice came the next day (= the following day). Cf We shall go there next week / Monday / month / year / January.

Say it in English.

1. Энтони говорит, что закончит свою работу не позднее января будущего года. 2. Суд состоялся на следующей неделе. 3. Когда мы увидимся? – В следующий четверг. 4. То, о чем я сейчас расскажу, произошло на следующее утро. 5. На следующий день мы получили от него телеграмму. 6. Будущим летом мы поедем туда же. 7. Спортсмены тренировались целый день. Следующий день был посвящен осмотру достопримечательностей.

[137] 1. The Russian adjective «остальной» (остальные люди / вещи; остаток чего-л., оставшаяся часть чего-л.) is rendered in English by the noun **rest**. The noun **rest** is preceded by the definite article and followed by the preposition **of**.

Eg А как же остальные билеты? What about the rest of the tickets? (Incorrect: 'What about the rest tickets?')

The rest of can take a plural or a singular verb, depending on the number of the noun that follows it. Cf The rest of the **papers** are in the drawer. The rest of the **vacation** was rather dull.

2. The Russian pronoun «весь, (вся, всё)» may correspond to the adjective **whole** (eg the whole town / city / world) and the noun **whole**. Before a proper name use the noun. Eg The epidemic spread to the whole of London. The fire spread to the whole of Chicago. (Incorrect: *The whole London, *the whole Chicago.)

When the people but not the territory are meant, use **all**. Cf The whole of Hungary was occupied by Nazi Germany. His name is known to all Hungary.

I. Fill in the gaps with the verb "to be" in the singular or in the plural.

1. The rest of the proposals – adopted. 2. The rest of his life – uneventful. 3. John and Henry were playing, the rest of the boys – looking on. 4. The rest of the flour – in the larder. 5. The rest of the vegetables – not good to eat.

II. Say it in English.

1. Остальные туристы купили билеты на завтрашний поезд. 2. Остальные деньги здесь. 3. Остальные фрукты неспелые. 4. Остальные прения были менее интересны. 5. Остальные спектакли были намного интереснее. 6. Остальные вопросы были гораздо легче. 7. Наполеон мечтал завоевать всю Европу. 8. Эта история (это происшествие) стала известна всему Парижу. 9. На следующий день его имя стало известно всей Англии. 10. Ее встречал весь Лоуфорд. 11. Весь Эшфилд вышел проводить их.

[138] The noun **number** meaning «число, количество» when used with the definite article takes a singular verb. Eg The **number** of literary adaptations for the screen and TV is growing.

When used with the indefinite article it takes a plural verb. In the pattern **A number of** (= a few, several) / a **large / great number of** (= many, a lot of) **new houses were built in our neighbourhood** a plural verb is obligatory; in

the pattern **There are a (large / great) number (= quantity) of new houses in our neighbourhood** a plural verb is preferable. Note the absence of article after **a / the number of**.

I. Insert the missing articles and verbs.

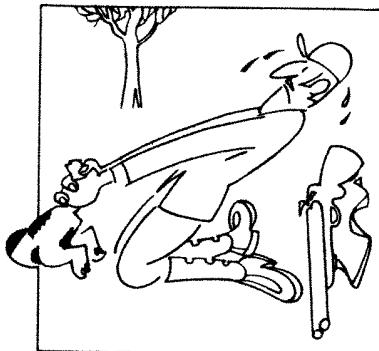
1. – number of Congressmen elected to US Congress from each state – on the state's population. – number of Senators – fixed: each state elects two Senators. 2. In the English language there – – number of "Dutch" expressions: Dutch courage, go Dutch, talk double Dutch, etc. 3. – great number of England's outstanding people – buried at Westminster Abbey. 4. – number of workers engaged in commerce – growing. 5. There – a number of misprints in the text. 6. – number of exceptions – so great that the rule isn't helpful at all. 7. – great number of pictures – added to the collection last year. 8. In the English language there – a great number of verbs converted from nouns. 9. – number of applicants – increased. 10. – number of names – added later.

II. Say it in English.

1. Было сделано большое количество рекомендаций. 2. В прошлом году состоялось несколько интересных выставок. 3. Число желающих принять участие в этом конкурсе растет с каждым годом. 4. Число делегатов на конгресс еще не определено. 5. В его коллекции есть несколько ценных картин. 6. Количество дорожных аварий уменьшилось.

- [139] 1. Note the following patterns which require the definite article (not the possessive pronoun):
take / seize / hold / grip / pull sb by **the hand / arm / ear / hair / collar / sleeve / tail**
strike / hit sb in (across) **the face / on the chin / on the nose / on the jaw / in the eye**
pat sb **on the back / on the shoulder**
stab sb **in the back / in the chest; wound / shoot sb in the back / in the arm / in the leg**
look sb **in the face / in the eyes**
2. The definite article but not the possessive pronoun is found in the widely used sentences: It's a slip of the tongue. It's a slip of the pen.

"I had to pull him by the tail to get him out."



Say it in English.

1. Когда будете переходить улицу, возьмите ребенка за руку. 2. Подержите собаку за ошейник. 3. Его ранило в ногу. 4. Стив почувствовал, как кто-то потянул его за руку. 5. Он получил пощечину. 6. Мяч попал ему в голову. 7. Фокстерьера пришлось вытаскивать из норы за хвост. 8. Отец похлопал сына по плечу. 9. Его убили ударом ножа в спину. 10. Не тяни щенка за ухо, ему больно. 11. Это оговорка. 12. Я оговорился. 13. Это просто описка.

[140]

1. Before nouns denoting social groups use the definite article: **the working class, the proletariat, the bourgeoisie, the aristocracy, the intellectuals**, etc.

2. No article is used before the nouns **society** meaning "social order", **opinion** meaning "views of a group", **mankind** [mæn'kʌnd] meaning "humanity". Eg **socialist / communist / capitalist / bourgeois / civilized / consumer society; public opinion, world public opinion; mankind, all mankind**.

3. Note the absence of article in the following fixed phrases:

in public публично, перед аудиторией
in company в обществе, в компании
to be (not) true to fact
to be great fun

to be part of the plan / the programme / the task
 / the assignment / the (medical) treatment*
 seize power / come to power / to be in power
 take office, hold office, to be in office, sb's term of
 office
 declare war on sb / sth (*note the preposition on*),
 to be at war (with sb / sth)
 take sb prisoner / hostage, keep (hold) sb prisoner
 / hostage
 take aim
 commit murder / suicide (**but**: commit a crime)
 lose consciousness / control of sb / sth / oneself
 (**but**: lose one's temper / one's balance)
 4. The noun in the of-phrase following the words
 kind, type, sort, style is mostly used without an
 article. *Eg* this kind of person(s), that sort of thing(s),
 this type of film(s).
 What kind of person is he? What kind of people
 are they?

Say it in English.

1. После завоевания Англии норманнами в 1066 году языком правительства, церкви и аристократии стал французский язык. На английском языке говорили только крестьяне и бедные горожане. 2. Первой независимой политической партией английского рабочего класса были чартисты. 3. После казни короля Карла I в 1649 году к власти пришла буржуазия. 4. Английская буржуазия мешала развитию промышленности и торговли в американских колониях, чтобы избежать конкуренции. 5. Телевидение, радио и пресса формируют общественное мнение. 6. Человечество должно быть спасено от ядерной катастрофы. 7. Мировая общественность обеспокоена экологическим состоянием нашей планеты. 8. Такое поведение абсолютно неприемлемо в цивилизованном обществе. 9. Какая

* The indefinite article before part (though found sometimes in these examples) is mostly used when the parts of which sth is made up are meant. eg Coney Island, no longer an island, is actually a part of the borough of Brooklyn.

политическая партия находится в настоящее время у власти в Англии (в США)? Когда эта партия пришла к власти? 10. Срок пребывания президента США в должности – четыре года. 11. Римляне потерпели поражение. Много римских солдат было взято в плен. 12. Охотник прицелился и выстрелил. 13. Его убили или он покончил с собой? – Дело расследуется. 14. Это не соответствует действительности. 15. Она не привыкла петь перед публикой. 16. Избегайте говорить о своих болезнях в обществе. 17. Поездка по стране входит в программу (является частью программы). 18. Ездить верхом – большое удовольствие, не правда ли? 19. Что она за человек? 20. Что это за слово: простое или сложное? 21. Что это за предложение: сложносочиненное или сложноподчиненное? 22. Это не такой человек, с которым можно обращаться подобным образом. 23. Это не та (не такого рода) книга, которую хотелось бы иметь дома и перечитывать. 24. Боль была настолько сильной, что девушка потеряла сознание. 25. Он потерял равновесие и упал.

THE PRONOUN. THE ADJECTIVE.

THE ADVERB. THE CONJUNCTION

[141] Compound pronouns with -body are never followed by the preposition of.

I. Ask questions and have them answered.

Eg He didn't hear the commentary.

"Did any(one) of you hear the commentary?"

"Yes, some of us (them / the students, etc) did." / "No, none of us (them / the students, etc) did."

1. Michael didn't attend yesterday's conference. 2. Mr Spence hasn't read today's papers. 3. Mr Dale won't be present at tomorrow's session. 4. Herbert doesn't remember last year's festival. 5. John didn't take part in last month's amateur performance. 6. Francis didn't manage to take a picture of the waterfall. 7. George did not participate in last week's tournament. 8. Herbert didn't watch yesterday's match.

II. Say it in English.

1. Кто-нибудь из вас видел этот фильм? 2. Никто из нас не знает этого человека. 3. Никто из них не узнал ме-

ня. 4. Никто из моих соседей не слышал шума. 5. Никто из студентов не дал на этот вопрос правильного ответа. 6. Кому-нибудь из вас удалось сфотографировать это животное? 7. Пьеса не понравилась никому из них. 8. Никто из нас не захотел ехать на экскурсию в такой холодный дождливый день. 9. Кто-нибудь из вас играет на пианино? 10. Никто из туристов не знал датского языка.

[142] **Most** precedes a noun denoting a whole class. *Eg* Most travellers are glad to be back home. Most dolphins are easy to train.

Most of precedes a noun denoting some of the members of a class. *Eg* Most of the travellers were glad to be back home. Most of the dolphins performed well.

Sentences with **most + plural noun** make a general statement. Sentences with **most of + definite article / possessive pronoun / noun in the possessive case** refer to a concrete situation.

I. Insert the preposition "of" and the definite article wherever required.

1. Most – people prefer to take a holiday in summer. 2. Most – clerks of the office wanted to go on holiday in summer. 3. Most – flowers bloom in spring. 4. Most – tulips are in full bloom now. 5. Most – children like sweets. 6. Most – children behaved well. 7. Most – Englishmen like gardening. 8. In most – countries traffic keeps to the right. 9. Most – famous people were persistent. 10. Most – actors are publicity-conscious.

II. Say it in English.

1. Вместо того, чтобы заниматься спортом, большинство людей смотрит по телевизору спортивные передачи. 2. Уверен, что в такой ситуации большинство людей поступило бы так же. 3. Большинство членов парламента проголосовало за этот законопроект. 4. Большая часть докладов была посвящена этой проблеме. 5. Считают, что у большинства англичан есть чувство юмора.

[143] Do not use **both** in negative sentences. To express negation use **neither**. **Neither** is used with a singular verb. *Eg* "Are they here?" "Yes, both of them are." / "No, neither of them is."

I. Answer these questions. Use "both" or "neither".

1. Have they passed the examination?
2. Were they admitted to the University?
3. Are they studying at Cambridge?
4. Were they expelled?
5. Did they graduate with honours?
6. Will they apply for the job?
7. Were they taken on?
8. Do they qualify for the job?
9. Do they specialise in electronics?
10. Have they made any important discovery?

II. Say it in English.

1. Их обоих приняли в университет. 2. Они оба закончили университет с отличием. 3. Они оба не согласны с вами. 4. Они оба больше не живут по этому адресу. 5. Они оба не любят современную музыку. 6. Мы оба не одобляем ваш стиль жизни. 7. Мы оба понимаем, что это тоже является лечением (тоже часть лечения). 8. Их обоих нет в городе. 9. Они оба сомневаются в этом. 10. Они оба отказались от премии.

[144] Note the use of pronouns in the following patterns:

Это привлекло всеобщее внимание / вызвало всеобщее негодование / возбудило подозрение (любопытство) всех.

Я хочу сказать несколько слов о ... / задать вам несколько вопросов.

Не могли бы вы уделить мне несколько минут?

It attracted everybody's attention / aroused everybody's curiosity (suspicion, indignation).

I'd like to say a few words about ... / ask you a few questions.

Could you spare me a few minutes? (Incorrect:
* ... some words / questions / minutes?)

Say it in English.

1. Можно задать вам несколько вопросов?
2. Вы не могли бы уделить мне несколько минут?
3. Почему этот

факт привлек внимание всех? 4. Неудивительно, что его поведение возбудило всеобщее любопытство. 5. Его слова вызывали негодование всех.

- [145] The pronoun *it* replaces a definite object, the pronoun *one* replaces any object of the class. *Eg* "I need a camera." "Why don't you buy one?" / "I like the camera." "So buy it."

Fill in the gaps with the pronouns "it" and "one".

1. James roamed round the City offices looking for a job. At last he got - . 2. Put on your helmet. It's illegal to ride a bike without - . 3. I like the dress. I think I'll buy - . 4. Everybody seems to have a pocket calculator now. I think I'll buy - . 5. "This cassette-recorder is the latest model." "Well, I'll take - ." 6. "I'd like a coke." "I'll get you - ." 7. "How was the play?" "I liked - ." 8. If she wants to have a colour TV set so badly, let her have - . 9. He sat on the box and squashed - . 10. Have you got a pet? I've never had - .

- [146] To introduce attributive clauses after the pronouns **all, everything, something, nothing** use **that** but not **what**.

Eg Все, что он ска- All that he said is true.
зал, — правда.

Я верю всему, что он говорит. I believe everything that he says.

Say it in English.

1. Все, что он говорит, – разумно. 2. Я захвачу все, что нам может понадобиться. 3. Нет ничего такого, чего бы эта женщина не знала. 4. Я помню все, что вы мне сказали. 5. В нем было что-то, что заставляло ему верить. 6. Все, о чем она упомянула, очень важно. 7. Мы хотим знать обо всем, что произошло с вами, пока нас не было.

- [147] Russian nouns converted from adjectives and participles often correspond to English adjectives and participles which are converted partially, i.e. cannot be used without a noun when the meaning is singular. Note the following cases:

Note the following cases:

больной / слепой /
глухой / немой / постра-
давший / убитый / ране-
ный / пьяный

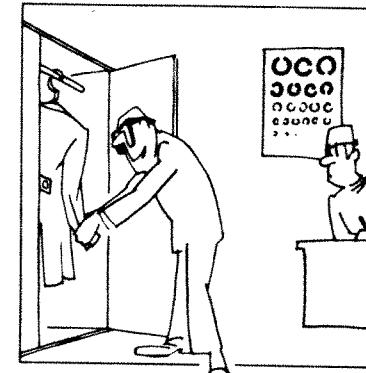
a sick / blind / deaf /
dumb / injured /
murdered / wounded /
drunken person (man /
woman / boy / girl)

Say it in English.

1. Большой чувствует себя лучше. 2. Помоги слепому перейти улицу. 3. Вы говорите, что он глухой. Глухой не услышал бы, как подъехала машина. 4. Мы поняли, что хотел сказать немой. 5. Пострадавшему оказали первую помощь. 6. Убитая оказалась женой директора банка. 7. Раненого отправили в госпиталь. 8. Я не желаю разговаривать с пьяным.*

- [148] Avoid double comparisons. Say **much better** / **longer** / **easier**, etc. *Incorrect:* ***much more better** / **longer** / **easier**, etc. *But:* **much more interesting** / **intense** / **comfortable**, etc.

"Thank you for the spectacles, Doctor. I can see much better now."



1. Answer these questions using "much" or "much more"

Eg "Is this trunk also heavy?" "It is much heavier."
"Is this suit also expensive?" "It is much more expensive."

The verb **drink** (= drink wine, beer, etc to excess) has two participle forms: **drunk** and **drunken**. The former is used predicatively (eg He was / got drunk) and can be substantivised (eg I don't want to speak with a drunk); the latter is used attributively, cannot be substantivised and must be followed by a noun (eg drunken driving; a drunken man / driver).

1. Are the wages there as high as at your factory? 2. Is the light made by a laser more intense than ordinary light? 3. Is he as old as Mr Nash? 4. Is this metal also light? 5. Did Robin return so late too? 6. Did Helen come so early? 7. Michael's new apartment is larger, isn't it? 8. Jane is younger, isn't she? 9. Is this cottage as convenient as the old one? 10. Are you sure the coffee will taste better? 11. Would an expandable table be more convenient? 12. Is the river deeper than the Thames?*

II. Say it in English.

1. Герберт сделает это гораздо лучше. 2. Сегодня намного теплее, чем вчера. 3. Ему тоже сорок лет? — Нет, он гораздо старше. 4. То, что произошло затем, было гораздо важнее. 5. Эта квартира намного удобнее. 6. Скорость была шестьдесят километров в час? — Нет, они ехали гораздо быстрее. 7. Этот путь короче? — Наоборот, намного длиннее.

[149]

1. When making a comparison, use the conjunctions **as ... as ...** with the positive degree of adjectives, with the comparative degree use **than**. Eg The tower is three times **as tall** as the house. The tower is three times **taller than** the house.

2. Instead of **two times** use **twice**. Eg The tower is twice as tall as the house.

3. When making a comparison, use the word that would be used in the positive degree.

Eg

Цена была вдвое
больше.

The price was twice as
big / high. (Incorrect: *The
price was twice as much.)

Say it in English.

1. Территория США в сорок раз больше территории Англии. 2. Они ехали со скоростью шестьдесят километров? — Нет, скорость была в два раза больше. 3. Его зарплата сейчас почти в три раза больше, чем ваша. 4. Мы ехали в два раза быстрее. 5. Новый зал вмещает в десять раз больше зрителей, чем старый. 6. В такой автобус по-

* Pronounce it correctly: [temz].

меньается в три раза больше пассажиров, чем в старый. 7. На борту этого лайнера в десять раз больше людей, чем в пятиэтажном доме.

[150] Making a comparison use **than usual** and **as usual**.

Cf Чем вы обычно за-
нимаетесь в воскре-
сенье?

Он проснулся в
семь, как обычно.

Он проснулся позд-
нее, чем обычно.

What do you usually do
on Sundays?

He woke up at seven as
usual.

He woke up later than
usual.

I. Expand these sentences by adding "usually", "as usual", "than usual".

1. Roger was late. 2. It rains at this time of year. 3. Florence sang better. 4. Hubert felt worse. 5. They quarrelled. 6. Peter gave in. 7. Students mispronounce the word "suite". 8. We got there earlier than Jack did. 9. The girl mixed up the words "diary" and "dairy". 10. They saw in the New Year at the Hudsons'.

II. Say it in English.

1. По четвергам они обычно играют в гольф. 2. Во вторник Барбара пришла домой раньше обычного. 3. Как обычно, они в конце концов поссорились. 4. Обычно Мэри отвечает на письма сразу. 5. Как обычно, они встречали Новый год вместе. 6. Обычно она не ездит на такой скорости. 7. Они ехали со скоростью шестьдесят километров в час, как обычно. 8. Обычно он не читает рецензий на пьесы и фильмы, прежде чем не посмотрит их. 9. Как обычно, она ни о чем не догадалась. 10. Как обычно, нам объявили об этом в последний момент.

[151]

1. Differentiate between the adjective **enough** and the adverb **enough**. The adjective precedes the noun it modifies (eg He has enough money to pay for it). The adverb, which modifies an adjective or an adverb, follows the word it refers to.

Cf

Он достаточно умен,
чтобы понять это.

He is clever enough to
understand it.

Он говорил достаточно медленно, чтобы я мог следить за его мыслью.

He was speaking slowly enough for me to follow him.

2. Discriminate between the adjective **welcome** (= received with / giving pleasure) and the verb **to welcome** (= greet sb, receive sb warmly). Cf He is always a welcome guest. It's a welcome change / rest / suggestion. It is welcome news. You are welcome to my typewriter / the money / the book. But: They welcomed the suggestion. The delegation was welcomed by the Mayor. We welcomed him to our home. Do not say: *He is a welcomed guest. *You are always welcomed.

Note. **Welcome** may be used as an interjection. Eg Welcome home! (Добро пожаловать домой!) Welcome to Moscow! (Добро пожаловать в Москву!)

Say it in English.

1. Мистер Брамбл достаточно богат, чтобы заплатить эту сумму. 2. Мисс Мэй достаточно талантлива, чтобы сыграть главную роль. 3. Том (еще) достаточно молод, чтобы начать все сначала. 4. Мы ехали достаточно быстро и к вечеру прибыли в Клиффорд. 5. То, что хорошо для других, (достаточно) хорошо и для тебя. 6. Он всегда желанный гость у нас в доме.

[152] 1. After the link verbs **look**, **sound**, **smell**, **taste**, feel use adjectives, not adverbs.

Eg She looks nice / pale / bad / tired / young / old / disappointed / awful / grim / gloomy / respectable.

It sounds nice / interesting / promising / convincing / incredible / sincere / disappointing / exciting / rude / (im)polite / odd / silly / strange / unusual / scientific / bitter / naive.

It smells (tastes) sweet / nice / bad / sour / horrible / awful.

She feels well* / awkward / tired / terrible / fine / nervous.

* Here **well** is an adjective. **Well** in this sense is used only predicatively.
Cf All is well that ends well.



"It tastes wonderful."



"It tastes awful."

2. Note the questions: How does he look / feel? How does it smell / sound? How does it feel to be back home / to be a celebrity (a champion / a laureate / a teacher / a father)?

3. **Sound** in this meaning cannot be used as a full predicate.

Cf Это не звучит.

It does not sound correct / customary / good / English. (Incorrect: *It does not sound.)

Say it in English.

1. Выглядит очень мило. 2. Пахнет довольно странно. 3. Больной почувствовал себя плохо. 4. Этоозвучало невежливо. 5. Ее словаозвучали горько. 6. Цветок выглядит не очень красиво, но пахнет хорошо. 7. Как он себя чувствует? 8. Как вы себя чувствуете в роли дедушки? 9. Что вы чувствуете, снова вернувшись домой? 10. Фраза не звучит. Выразите свою мысль иначе.

[153] 1. Note the difference between the following patterns:

How does he look?

Как он выглядит? =

Изменился ли он?

What does he look like?

Как он выглядит? =

Что он собой представляет? / Каков он из себя?

2. When answering the question "What does it / he, etc look like?", give a description. Eg "What does a unicorn look like?" "It's a horse-like animal with one long horn."

1. Complete these statements by adding "How does he look?" or "What does he look like?" Have the questions answered.

Eg It's a long time since I saw Jane last.

"It's a long time since I saw Jane last. How does she look?"

"She's thinned down / put on weight / looks old (fine, pretty, very much the same)."

Have you ever seen the picture of a hydra?

"Have you ever seen the picture of a hydra? What does this fabulous creature look like?"

"It's a great sea serpent with many heads."

1. I haven't seen Mark for really ages. 2. I have never met Ann's husband. 3. Have you seen their new chief? 4. John is back from hospital. 5. I hear Michael has just returned from the Antarctic. 6. What kind of creature is a griffin? 7. In Washington there are monuments both to George Washington and Abraham Lincoln.

II. *Say it in English.*

1. Кэтрин выглядит хорошо. А как она себя чувствует? 2. Вы видели этот необычный памятник, о котором так много говорят? Как он выглядит? 3. Кто-нибудь видел Нэсси? Кто-нибудь может описать, как выглядит это чудовище? 4. Я давно не видел Маргарет. Как она выглядит? 5. Вы навещали Эгнес? Как она выглядит?

[154] In translating the following phrases do not go by the Russian pattern.

в ближайшем будущем

in the near future

молодое поколение

the younger generation

за последние дни / недели / месяцы / годы

for the last (past) few days / weeks / months / years

с каждым днем / годом / месяцем

with every passing day / year / month

Say it in English.

1. Майкл сделал большие успехи за последние месяцы. 2. Мэри очень изменилась за последние годы. 3. Они ожидают, что результаты будут получены уже в ближай-

шем будущем. 4. Все старики жалуются, что не понимают, что собой представляет молодое поколение. 5. Количество туристов, посещающих музей, растет с каждым годом.

[155] In negative sentences the adverb *too* is replaced by *either*. *Eg* He can drive a car *too*. He can't drive a car *either*.

I. *Expand these sentences by adding "too" or "either".*

1. Ethel didn't take notes of the lecture. 2. Florence is a film fan. 3. We didn't hear it announced. 4. Albert advised me against it. 5. I am looking forward to meeting him. 6. Helen isn't to blame. 7. I don't see the logic of it.

II. *Say it in English.*

1. Дэвид тоже не виноват. 2. Эгнес тоже не взяла зонтика. 3. Рождер тоже не достал билета на двадцатое. 4. Я тоже узнал ее. 5. Об этом тоже упоминается в путеводителе. 6. Она тоже никак не прореагировала на это. 7. Это событие также повлияло на ее решение. 8. Его тоже наградили орденом. 9. Она тоже не касалась этого вопроса. 10. Я тоже не получаю от нее писем.

[156] To denote a consequence now that rather than now when is used.

Eg Теперь, когда нам все известно, мы можем Now that we know everything we can act. действовать.

Say it in English.

1. Теперь, когда вы упомянули об этом, я вспомнил. 2. Теперь, когда все решено, вы начинаете протестовать. 3. Раз вы здесь, мы можем поговорить. 4. Теперь, когда у нас есть доказательства, мы можем действовать. 5. Теперь, когда вы знаете правду, вы не должны колебаться.

[157] Do not use the conjunction *as* after the verbs *elect*, *consider* and *call*.

Correct

He was elected chairman.

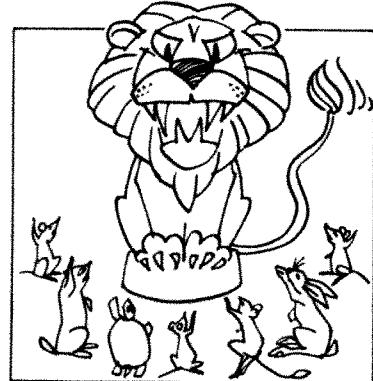
Incorrect

*He was elected as chairman.

They call him
"Colonel".

We consider him (to
be) our leader.

But: She acted as our guide. He treated them as his equals.
We regard him as an authority on the subject. They chose him
as their leader. They address him as "Professor".



He was elected chairman
unanimously.

- [158] To introduce the adverbial clause of manner in the following patterns use the conjunction **as**, but not the adverb **how**.

Поступайте так, как
вам говорят.

Поступайте, как он.

Делайте, как вы счи-
таете нужным.

Я так и говорил / ду-
мал / ожидал.

Do as you are told.

Act as he does.

Act as you think fit.

(It was) just as I said /
thought / expected.

- [159] Note the place of **so** in the following sentence:

Случилось так, что
они встретились снова.

It so happened that
they met again.

- [160] To introduce an object clause after the verb **doubt** in the affirmative use the conjunctions **whether** and **if**, after the negative form of **doubt** use **that**. *Eg* I doubt whether / if he will support us. I don't doubt that he will support us.

Note that the verb **doubt** is mostly used transitively.

*They call him as
"Colonel".

*We consider him as
our leader.

Eg Он придет. Я не со-
мниваюсь.

He will come. I don't
doubt it. (*Incorrect:* 'I don't
doubt.')

Note also the translation of the following sentences:

Если вы сомневае-
тесь (= не знаете точно),
обратитесь в справочное
бюро.

Если вы сомневае-
тесь (= не знаете), какое
слово употребить, по-
смотрите в словаре.

Я сомневаюсь. (= У
меня есть сомнения на
этот счет.)

If you are in doubt
(about it), ask at an
enquiry office. (*Incorrect:*
*If you doubt, ask ...)

If you are in doubt as
to which word to use,
consult the dictionary.

I have my doubts
(about it).

Say it in English.

1. Герберт считает мистера Фроста своим учителем.
2. Поступайте, как вам советуют.
3. Случилось так, что мы остановились в одной и той же гостинице.
4. Если вы со-
мниваетесь, не рискуйте.
5. Если миссис Стор сомневает-
ся, пусть посоветуется с адвокатом.
6. Если вы сомневае-
тесь относительно значения этого выражения, посмот-
рите в словаре.
7. Сомневаюсь, что он выполнит свои
обещания.
8. Сомневаюсь, что ей понравится этот
фильм.
9. Дэвид не сомневается, что это предложение
будет принято.
10. Не сомневаюсь, что это была шутка.

SUPPLEMENT I

ADDITIONAL PRACTICE IN THE USE OF THE STRUCTURES TRAINED IN THIS BOOK

Text: * Appointment for Love

screen play by Bruce Manning

(Scenes from the film, abridged and rearranged)

CHARACTERS

DR ALEXANDER

MR CASSILLE, a playwright

MR DAILY, a scientist

MR HASTINGS, a producer

MISS BENSON, an actress

DR GUNTHER

MISS MEREDITH, a fan of Mr Cassille's

LARRY, a servant at Mr Cassille's New York apartment

TIMOTHY

MARTHA, his wife } servants at Mr Cassille's country-house

ELEVATOR BOY, NURSE, ACTOR, USHER, GIRL, SERVANT,
NEWSMEN, GUESTS

[Mr Cassille, a famous playwright, first met Dr Alexander, a pretty young woman, on the opening night of his new play. She fell asleep during the performance. Mr Cassille thought that the lady had fainted and picked her up to carry her out of the hall. Dr Alexander woke up at once and demanded that he put her down.]

MR CASSILLE. But you are ill.

DR ALEXANDER (*in a whisper*). Don't be silly. I'm not ill.

MR CASSILLE. But I saw you faint.

* See the assignments on p. 196.

DR ALEXANDER. I never faint. You saw me fall asleep.
MR CASSILLE (*putting her down*). Fall asleep? You mean you fell asleep at my play?
DR ALEXANDER. I'm afraid I did. Terrible, isn't it? (*She leaves.*)



"You mean you fell asleep at my play?"
"I'm afraid I did."

USHER. Mr Cassille, the lady dropped her purse.
MR CASSILLE (*taking the purse*). Thank you.

[After the performance there was a party at Mr Cassille's place. When the party was in full swing, Dr Alexander called for her purse.]

DR ALEXANDER. I'm terribly sorry, I really didn't mean to interrupt your party.

MR CASSILLE. I thought you'd be in bed by now, sound asleep.

DR ALEXANDER. I will be, if you just give me my keys.

GUEST (*passing by*). Beautiful play, Cassille, beautiful! I wrote a wonderful review. Best play you have ever written.

MR CASSILLE. Perhaps still not very good. Poke your fingers into any of my characters – what will you find? Sawdust, just sawdust!

DR ALEXANDER. I agree with you completely.

MR CASSILLE. You also agree that all my situations are phony and unbelievable?

DR ALEXANDER. Yes, I do.

MR CASSILLE. You are not agreeing just to be polite?

DR ALEXANDER. No, not at all. I agree with you completely. Your people are unreasonable, everything they do is illogical!

MR CASSILLE (*amused but slightly hurt*). Now, wait. They were in love, and love IS unreasonable and illogical!

DR ALEXANDER. That's not true. Love is very logical. So logical, you can prove it in a laboratory. Love is a chemical attraction based on a law-governing affinity. Put any two objects into a test-tube, and they merge through attraction. It's the simplest formula!

MR CASSILLE. Well, that's all very scientific I'm sure, but —
DR ALEXANDER. But it is true. You just add a lot of rose-coloured romance to cover up what's really happening. Now, after that little lecture, give me my purse and I'll go.

MR CASSILLE. No, no. I want to talk to you. You see, you are the only person who knows the truth about my plays — — except myself, of course.

DR ALEXANDER. Mr Cassille, you are the worst kind of faker — you like your plays, you think they're wonderful. (*Too amazed for words*, MR CASSILLE gives DR ALEXANDER her purse and she leaves.)

[The next day Mr Cassille came to the hospital to see the original doctor.]

MR CASSILLE. I came to see you do it.

DR ALEXANDER. Do what?

MR CASSILLE. Make love in a test-tube. (*Conversationally*) You said you put in two people —

DR ALEXANDER. Mr Cassille, I am very busy. You know, we are not allowed social calls at the hospital.

MR CASSILLE (*not a bit embarrassed*). But this is not a social call, Dr Alexander. I didn't sleep one wink all night, thinking about what you told me.

DR GUNTHER (*entering*). May I come in, Dr Alexander?

DR ALEXANDER. Certainly, Dr Gunther. (*Introducing*) This is Dr Gunther, our Chief-of-Staff. Mr André Cassille.

MR CASSILLE. How do you do?

DR GUNTHER. How are you, Mr Cassille?

MR CASSILLE. Never felt better in my life — that is until last night. Yes, last night I just went to pieces.

DR GUNTHER. What seems to be your trouble, Mr Cassille?

MR CASSILLE. I believe it's my heart, Doctor. Yes. I find it very difficult to go to sleep.

DR GUNTHER. I see. (*To DR ALEXANDER*) You don't mind if I watch your examination of the patient, do you?

DR ALEXANDER. Why, not at all. But I really think probably Mr Cassille would rather come back when he has more time.

MR CASSILLE. Oh, might just as well get it over while I'm here. Don't you think so, Dr Gunther?

DR GUNTHER. Dr Alexander is my assistant. I like to watch these young ones, see their methods. They sometimes can teach us, old fellows, a thing or two.

MR CASSILLE. I don't doubt that about Dr Alexander at all.

DR GUNTHER. You say you are having a little trouble with your heart, Mr Cassille?

MR CASSILLE. Yes, Doctor.

DR ALEXANDER (*to DR GUNTHER*). I think probably it's occupational disease. (*Without due respect*) He probably overworks.

DR GUNTHER. Yes, I know. I've seen many of your plays, Mr Cassille. Very interesting, very amusing.

MR CASSILLE. Thank you, sir.

DR ALEXANDER (*to MR CASSILLE*). Will you open your shirt, please? (*To DR GUNTHER*) I don't think that he reports any very interesting symptoms. Could be pure imagination.

MR CASSILLE (*at the touch of the stethoscope*). It's cold.

DR ALEXANDER. No talking, please.

MR CASSILLE (*to DR ALEXANDER after she listens to his heart*). Did you hear anything good?

DR ALEXANDER (*disregarding the question*). Do you drink very much, Mr Cassille?

MR CASSILLE. No, no. Maybe a little wine, sometimes it's brandy.

DR GUNTHER. Dr Alexander may have to stop all that.

DR ALEXANDER. Dr Alexander certainly will. How much sleep do you average, Mr Cassille?

MR CASSILLE. Oh, very little at night, but quite a lot in the morning.

DR ALEXANDER. Early evening hours are the best, aren't they, Dr Gunther?

DR GUNTHER. They certainly are.

DR ALEXANDER. Have you ever been on a diet, Mr Cassille?

MR CASSILLE. No, no. I always say, "It's not what you eat, but with whom you eat." Isn't that so, Dr Gunther?

DR GUNTHER. Well, philosophers say that the best part of a good dinner is a good companion.

MR CASSILLE (*to DR ALEXANDER*). Here you are!

DR ALEXANDER. Would you hop up and down on one foot, please? (*To DR GUNTHER*) I really think it's a matter of fatigue.

DR GUNTHER (*with sympathy*). Too much work.

DR ALEXANDER (*ironically*). Too much play. Mr Cassille, I would suggest for the time being that you give up liquor, not play so hard and get more sleep. And if it seems necessary, we'll have a thorough examination.

MR CASSILLE. Why not do it now, Doctor?

DR GUNTHER. Of course. We believe in a complete diagnosis. (*To DR ALEXANDER*) If the patient is ready, Doctor, I am sure it'll be better to do it all at once.

MR CASSILLE. Thank you, Dr Gunther. You don't know how helpful you've been.

[The following day Mr Cassille came to the hospital again. But before Dr Alexander saw him, she saw the flowers he had sent her. In the flowers there was a card: "From your grateful patient with undying gratitude." Dr Alexander ignored the card and had the flowers taken away.]

DR ALEXANDER (*to the NURSE*). Send them to that woman in 353. Nobody has sent her flowers. (*Noticing books on the table*) What's this? His books!

NURSE. Did he write anything in them?

DR ALEXANDER. He wrote books, that's enough!

NURSE (*taking a rose*). You don't mind if I keep one of these roses for my office, do you?

DR ALEXANDER. Yes, I certainly do mind.

MR CASSILLE (*entering*). Very selfish. But I'm glad you want them all.

DR ALEXANDER. Why, Mr Cassille! What are you doing up so early in the morning?

MR CASSILLE. Well, yesterday you stabbed me, you punched me, you listened to my ticks, and today I'm back to find out. How am I?

DR ALEXANDER (*coldly*). Disgustingly healthy. You'll probably live till a ripe old age unless somebody shoots you.

NURSE (*to MR CASSILLE*). And that's liable to happen any minute.

MR CASSILLE (*seeing his books on the table*). Oh, my favourite author!

DR ALEXANDER. Mr Cassille, you don't need to come here any more.

MR CASSILLE. Oh, I'm coming here every day.

DR ALEXANDER. No, you are not.

MR CASSILLE. Yes, I am.

DR ALEXANDER. I wouldn't do it if I were you. (*Into the phone*) Hello, floor desk. This is Dr Alexander calling. I have a patient, Mr Cassille — Oh, you already know Mr Cassille? Well, he is not to be allowed to come to my office again. He is cured — Yes. And if he insists, would you please have him shown to Psychiatry — Yes, that's right. To Psychiatry. (*Hanging up*) Good-bye, Mr Cassille. (*To the NURSE*) Please see to it that the patient is removed before I return. (*She leaves*.)

[Mr Cassille did not leave the hospital at once. He stepped in at the ward where Dr Alexander was examining the patient, a small girl. The girl wouldn't show her tongue.]

NURSE. All you have to do, Lucy, is let Dr Alexander see your tongue. (*The GIRL shakes her head*.)

DR ALEXANDER. Oh, come on, Lucy. Now, you are not afraid.

MR CASSILLE (*who has been watching the scene for some time*). I'm sorry, but your technique is wrong. May I?

DR ALEXANDER. Certainly. (*To the NURSE*) Mr Cassille is supposed to have quite a way with women. (*To MR CASSILLE*) I'm afraid Lucy is a little young for your charms to be effective.

MR CASSILLE. Age doesn't matter. Now, Lucy, did anybody ever tell you that you are a nice, very very nice little girl? (*The GIRL shakes her head*.) Because you are not! (MR CASSILLE puts out his tongue at the GIRL. She mimicks him and puts out hers.)

NURSE. See, Doctor, it's very badly coated.

MR CASSILLE. How was that?

DR ALEXANDER. It was fine — if you don't catch Lucy's mumps. (*DR ALEXANDER goes out*.)

MR CASSILLE (*who is discouraged but not for long, to the NURSE*). She is not married, is she?

NURSE. No, she is not even engaged.

MR CASSILLE. Good doctor?

NURSE. Too good.

MR CASSILLE. No chance for me?

NURSE. But she hasn't much time for it. Five nights a week she is on emergency calls, and loves it.

MR CASSILLE. Emergency? Well, I'll do the best I can.

[And Mr Cassille did. He put in a false ambulance call from a restaurant. The ambulance arrived at once.]

DR ALEXANDER (*entering*). Did someone call for an ambulance?

MR CASSILLE. Good evening, Dr Alexander.

DR ALEXANDER. Is this your idea of a joke?

MR CASSILLE. No, Dr Gunther's prescription. He said I should have for dinner a pleasant companion.

DR ALEXANDER. You really ought to be ashamed of yourself.

MR CASSILLE. Well, in a way I am. But I've tried everything else I know — theatre tickets, opera tickets, two-page telegrams, perfume.

DR ALEXANDER. Did you know by any chance that it's a criminal offence to put in a false ambulance call?

MR CASSILLE. I had to see you.

DR ALEXANDER. I have a good mind to turn you right over to the police.

MR CASSILLE. Oh, no. I'm sorry, I didn't realise you would be angry. But you see, all I'm asking you is one hour out of your life. You probably will have over three hundred and fifty thousand more hours, see? (*He points to the paper he is holding*.) I figured it all out. It's very scientific. All I ask you is a tiny little hour! (*Two MEN who have been listening to their conversation rise from the table and come up to them*.)

FIRST MAN. Why don't you stop annoying the lady?

MR CASSILLE. Why don't you start minding your own business?

[In the scuffle that followed Mr Cassille was badly beaten up by

the men, and Doctor Alexander had to take him to hospital. Two weeks later they got married. The marriage was unexpected and caused a lot of talk. Martha and Timothy, servants at Mr Cassille's country-house, whom Mr Cassille had telephoned to tell that he was coming with his bride, were also discussing the event.]

MARTHA. Well, I hope it's true. It's about time he settled down.

TIMOTHY. I don't know. We had a lot of fun here. Do you remember when two of them showed up at once? We certainly played hide-and-seek that weekend.

MARTHA. You ought to be ashamed of yourselves, you men.

TIMOTHY. We had to do a lot of fancy conniving. The only way out we had was to go to a fire. He wore a fire-helmet and carried a fire-axe.

MARTHA. And he certainly looked silly, too.

TIMOTHY. Indeed, he did. You know, if it was me, I think I'd fancy the Benson girl. Yes, the Benson girl, the last one — (*Hearing MR CASSILLE's car driving up*) Oh, there they are.

MARTHA. I'd better go with a clean apron. (*MARTHA goes out*.)

MR CASSILLE (*entering*). Hello, Timothy!

TIMOTHY. Hello, Mr Cassille! Congratulations to you, sir. (*To DR ALEXANDER*) And to you too.

MR CASSILLE. Thank you, Timothy.

DR ALEXANDER. Thank you.

TIMOTHY. Well, this is a surprise. Quite a surprise, I must say. (*Looking at DR ALEXANDER*) Well, sir, you've certainly done very well for yourself.

MR CASSILLE. Thank you, Timothy. What about some wine?

TIMOTHY. It's all ready, sir. (*He leaves the room and returns with MARTHA, who is carrying a tray with wine-glasses filled with wine*.) This is the missus.

MR CASSILLE. Martha, this is my wife.

DR ALEXANDER. How do you do, Martha?

TIMOTHY. She couldn't wait till dinner time to see you. And when she got your message over the phone, her eyes popped out like a hen's eggs.

MR CASSILLE. Were you surprised, Martha?

MARTHA. Oh, everybody marries sooner or later, seems to me. Nothing to be surprised at. My congratulations to both of you.

MR CASSILLE. Thank you, Martha. (*They drink the wine. The telephone rings.*)

TIMOTHY (*into the phone*). This is the Cassille place — What? — No, no, I'm sorry. Mr Cassille is not here — What? Where are you? — At the railway station? — Oh, I wouldn't do that if I were you. I tell you he is not here — Oh, you know that he is. That makes it rather awkward. (*Holding out the phone to MR CASSILLE*) It's for you, sir. (*Meaningfully*) A certain party. He says he's just come in.

MR CASSILLE. Tell him I am not to be disturbed.

TIMOTHY. But I can't tell him that. And he is going to disturb you quite a lot, sir. It's the old chief.

MR CASSILLE. What chief do you mean?

TIMOTHY. The old chief. (*Significantly*) Fire-chief Benson.

MR CASSILLE. Fire-chief? What in the world would — Oh, the fire-chief Benson?

TIMOTHY. That's what I said, sir. Fire-chief Benson. And he is very excited. He seems to be heading up this way.

DR ALEXANDER. What is he coming here for?

MR CASSILLE (*casually*). Oh, he might just drop in. He does from time to time. We talk about fires. Everybody belongs to the volunteer fire department in the country.

DR ALEXANDER. That sounds like fun.

TIMOTHY. Sometimes it is, ma'am, sometimes it isn't.

DR ALEXANDER. Is there a fire now?

TIMOTHY. Just a smoke, ma'am, quite a lot of smoke.



"Hey! Stop calling me
"Chief"!"

MR CASSILLE (*into the phone*). Hello! — Oh, no, no, no — I'd love to, Chief, but I am on my honeymoon. Just got married today — No, nobody you know, darling — (*To DR ALEXANDER, embarrassed*) I was calling him "darling". (*Into the phone*) Yes, Chief? — No, no, wait, Chief. If that's the way you feel, I'll certainly do my duty. I'll be right over. You can count on me. (*Hanging up, to DR ALEXANDER*) Well, I'll have to go.

TIMOTHY. Isn't there a fire at the railway station, sir?

MR CASSILLE. A very bad one, too. (*To DR ALEXANDER*) I'm sorry, darling. Community duty, you know. I'll be back soon.

DR ALEXANDER. Wait, Andre, I'm with you —

MR CASSILLE. No, no. They don't let women go.

TIMOTHY. The chief will hit the roof, ma'am, if you showed up.

DR ALEXANDER. All right. But please be careful.

MR CASSILLE. I will.

TIMOTHY. And get it under control as soon as you can.

MR CASSILLE. Don't worry, Timothy. I will.

DR ALEXANDER. And don't take any foolish chances, Andre.

TIMOTHY. And don't get burned.

MR CASSILLE. I won't, I promise.

[So, wearing a fire-helmet and equipped with a fire-axe, Mr Cassille hurried to the railway station to calm down Miss Benson, his former flame, who had just come from Chicago where she had been with the show.]

MR CASSILLE. Hello, Nancy! What's the idea?

MISS BENSON. No, I don't believe it and I won't till I see the bride and the wedding licence — It isn't true!



"Wait, Chief! I'll be
right over!"

MR CASSILLE. Of course, it is.

MISS BENSON. Why didn't you tell me? Why?

MR CASSILLE. Oh, come on, stop acting, will you?

MISS BENSON. What will all my friends say?

MR CASSILLE. They'll congratulate you. They'll say you are a very lucky girl. What's this? I never talked about marriage to you, did I?

MISS BENSON (*sobbing*). There are some things you don't have to talk about. Things that are just understood.

MR CASSILLE. Go ahead and cry, darling, but remember: I directed you in five plays, so I know all your tricks. If you insist, I can sit here and watch your performance until you collapse, but I will not fall for it.

MISS BENSON. How dare you do this to me?! (*Her angry words are drowned by the rattle of a passing train.*)

MR CASSILLE (*after the train passed by*). There is a train in a few minutes. Sure you don't want to take it?

MISS BENSON (*pleading*). Let me sleep at your place tonight. I'll sleep on the couch in the living-room and won't disturb a soul, I promise. And in the morning I'll just steal away — Don't worry about me, André. I'll be all right just as soon as I get back to work again. A new play, new interests —

MR CASSILLE. You mean you would be too busy to worry about other people's business?

MISS BENSON (*dreamily*). A part I could really get my teeth into — Something dramatic —

MR CASSILLE. You mean like the part of Mary in my new play?

MISS BENSON. I could dream of playing a part like that!

MR CASSILLE (*readily*). It's yours. Go to Hastings in the morning.

MISS BENSON. Oh, Pappy! I'll see you at rehearsals and I hope you'll be very happy.

MR CASSILLE. Thank you. (*Giving MISS BENSON the ticket to New York he has just bought*) Here you are.

MISS BENSON (*kissing him, happily*). Good-bye, Pappy!

[Very much relieved, Mr Cassille hurried back home. In the garden he was met by Timothy, who poured on him some water from a watering-can so that his master might look like a

man who had just come from a fire. But the men needn't have bothered since this is what happened while Mr Cassille was at the railway station.]

MARTHA. I think you'd better go to bed, Mrs Cassille. Timothy will wait up for him.

DR ALEXANDER (*at the window*). Just trying to see but don't see any flames.

MARTHA. Flames? They ought to be ashamed of themselves, the pair of them. This is no night for him to be running off to one of his fires.

DR ALEXANDER (*into the phone*). Hello, operator, I want to find out how bad the fire is. The one at the railway station.

WOMAN'S VOICE. I haven't heard about it, but I'll connect you with the railway station.

MAN'S VOICE. Hello! — Fire? Don't seem to be — Who? Yes, he is here. Talking with some young lady. I can get him for you — All right, ma'am. Good-bye.

MR CASSILLE (*entering, half an hour later*). Hello, darling. Sorry I was so long.

DR ALEXANDER. Tell me all about it. Was it bad?

MR CASSILLE. Yes. Very stubborn blaze. Very hard to get under control. It's all out now.

DR ALEXANDER. Nothing left but ashes, eh?

MR CASSILLE. Nothing.

DR ALEXANDER. I could see the flames from the upstairs window.

MR CASSILLE. You could see the — (*Taken by surprise, he starts coughing to conceal his embarrassment.*)

DR ALEXANDER. Your face is so hot. I suppose you didn't go too near the flames?

MR CASSILLE. Oh, no. I was very careful about it.

DR ALEXANDER (*feeling MR CASSILLE's pulse*). Pretty fast.

MR CASSILLE. The effect you have on me, darling.

DR ALEXANDER. Might be the suspense?

MR CASSILLE. Suspense?

DR ALEXANDER. Yes. You weren't quite sure whether I'd believe your fire-chief story.

MR CASSILLE. Didn't fool you, eh?

DR ALEXANDER. Not for long. Oh, darling, you needn't have

taken so much trouble. You could have told me the truth.
Were you afraid I'd be jealous?

MR CASSILLE. Well, it was sort of the idea.

DR ALEXANDER. But I am never jealous!

MR CASSILLE. Most women are.

DR ALEXANDER. That's because they don't understand it.

You know, jealousy is a very simple thing. Physiologically it is merely the adrenal glands pumping adrenaline into the blood stream. Of course it has a psychological trigger — It sets the glands working. But that's a hangover from caveman days and it has no place in a civilized mind.

MR CASSILLE. You really believe all that?

DR ALEXANDER. Listen — if you ever catch me being jealous, I give you leave to put on your tiger skin, pick up your club and beat me back to my senses.

MR CASSILLE. It might be fun.

DR ALEXANDER. Yes. But I'll never give you the chance to find out. I might be a bad wife to you in a lot of ways, but I promise you I'll never go primitive on you. (*The telephone rings.* TIMOTHY comes into the room to answer it.)

TIMOTHY (*into the phone*). This is the Cassille place — Who? — I am afraid you have the wrong number. Everybody here is in fine health. There is no doctor here and we don't want one. (*To MR CASSILLE*) Calling a Dr Alexander.

DR ALEXANDER. Oh, wait, Timothy, that's me. (*Into the phone*) Hello — Yes, Dr Gunther — Yes — Oh, really? I am terribly sorry. Is there anything serious? — Yes, of course I can. Just a minute. (*To MR CASSILLE*) Is there a train back to town tonight?

MR CASSILLE. No. What's wrong?

DR ALEXANDER. I have to get back to the hospital. (*Into the phone*) Dr Gunther, we'll have to drive in — We ought to get there in a couple of hours. I'll make it as soon as I can — No, certainly not. It's perfectly all right. Good night. (*Hanging up, to MR CASSILLE*) Dr Edward has been hurt and I have to be back and take over his cases.

MR CASSILLE. Tonight?! But, darling, this is our honeymoon!

DR ALEXANDER. I am terribly sorry but we have to go and have to hurry. (*She runs out of the room.*)

TIMOTHY. So lucky you both stayed up so late. It would have been a terrible thing to have to wake her up from a nice sound sleep.

[Back in New York, Mr Cassille dropped Dr Alexander at the hospital and drove to his New York apartment. When he woke up in the morning, Dr Alexander was still at the hospital. Mr Cassille told Larry to let him know the minute Mrs Cassille got in. When he was shaving, Larry told him that Mrs Cassille was on the telephone.]

MR CASSILLE. All right. When she gets through —
LARRY. But she is not here, sir.

MR CASSILLE. I thought you said she was home.
LARRY. That's what she said on the phone, sir.

MR CASSILLE. I don't get it.

LARRY. Neither do I, sir. (*Giving MR CASSILLE the phone*) Perhaps you'd better talk to her, sir.

MR CASSILLE (*into the phone*). Hello! — Yes, of course. Where are you, darling? — Home? But I am home — You are home too? You took an apartment? — On the twenty-second floor in the same building? — I'll be right up. (*MR CASSILLE rushes out and takes the elevator to the twenty-second floor.*)

DR ALEXANDER (*letting MR CASSILLE in*). Isn't it nice?

MR CASSILLE. I don't like it. I don't like anything about it.

DR ALEXANDER. Oh, André! Now be reasonable. I spent my whole lunch hour moving in.

MR CASSILLE. You mean you are going to live here?

DR ALEXANDER. Of course.

MR CASSILLE. All right. Then I am going to live here with you.

DR ALEXANDER. Oh, no! That would spoil the plan.

MR CASSILLE. Oh, it would? Are you going to live with me in my apartment or not?

DR ALEXANDER. No.

MR CASSILLE. All right. (*He goes to the door.*)

DR ALEXANDER. But, darling, you haven't given me the chance to explain how ideal —

MR CASSILLE. I can see that without having you explain it.

Excuse me. (*They continue their conversation in the elevator.*) I don't know where you got such ideas. (*After they*

enter MR CASSILLE's apartment) Now, what's wrong with this place? It's large. I like it. That's where I live. If you don't like it, I'll get another one.

DR ALEXANDER. Darling, that's not the idea. Listen, you've got to be reasonable.

MR CASSILLE. I want to be reasonable, but there is no reason in the world for me to live in one apartment and my wife in another.

DR ALEXANDER. There are many reasons.

MR CASSILLE. I don't want to hear any of them.

DR ALEXANDER. All right. If you don't want to listen to me, I'll go upstairs. (DR ALEXANDER leaves, with MR CASSILLE following her. *They continue arguing in the elevator.*)

MR CASSILLE. Who ever heard of a bird building two nests?

DR ALEXANDER. In this case it happens to be very necessary.

MR CASSILLE. I don't see any necessity at all.

DR ALEXANDER. We'll talk about it later, please. (After they enter DR ALEXANDER's apartment) Darling, I don't want to upset you.

MR CASSILLE. I'm not upset at all. I just don't like this kind of joke.

DR ALEXANDER. But this isn't a joke. Please don't be difficult about something that is very sensible and very sound. Now, will you just listen to me?

MR CASSILLE. I suppose so.

DR ALEXANDER. All right. When we were married, you knew that I was a doctor and that I was going on with my work.

MR CASSILLE. Yes, but I didn't know that I would have to make an appointment every time I wanted to see you.

DR ALEXANDER. Please let me finish.

MR CASSILLE. All right, go ahead.

DR ALEXANDER. I have to be at the hospital at all hours. Sometimes I come in so tired I don't want to see anybody. Sometimes I get called at four o'clock in the morning. Sometimes I work all night and sleep all day. Now really, you couldn't possibly fit your life into that crazy kind of routine.

MR CASSILLE. I only know one thing: when a man marries a woman, it is because he wants to be married to her.

DR ALEXANDER. You'll be married to me and I'll be married to you. The only difference is that I'll be free to do my work and you'll be free to do your work. Now, dear, isn't it a very sensible plan?

MR CASSILLE. No!!

DR ALEXANDER. Why?!

MR CASSILLE. Because it is like that test-tube idea of yours. It figures out everything but human relationships.

DR ALEXANDER. André, look! It's my idea of one thing to keep our marriage perfect. The most important thing is for our marriage to last.

MR CASSILLE. You think so?

DR ALEXANDER. Yes.

MR CASSILLE. But I think the most important thing is for our marriage to begin. It will not begin until you come home. And home is where the husband lives. That's the law.

DR ALEXANDER. Oh, really? That is very funny.

[Dr Alexander's lunch time was up and she had to hurry to the hospital. That day husband and wife didn't make up their quarrel. But the next morning Dr Alexander came down to Mr Cassille's apartment.]

LARRY (waking up MR CASSILLE). Mr Cassile - Mr Cassile -

MR CASSILLE. What is it?

LARRY. It's Mrs Cassile, sir. She's come to have breakfast with you.

MR CASSILLE. Breakfast? What time is it?

LARRY. It's almost a quarter to six.

MR CASSILLE. In the morning? Get out of here before I kill you.

LARRY. Yes, sir. Shall I tell Madame you're not accustomed to having breakfast before twelve, sir?

MR CASSILLE. Tell her - Never mind, I'll tell her myself. Get me a robe.

LARRY. Yes, sir. Breakfast will be ready in a few minutes.

MR CASSILLE. Stop talking about breakfast!

DR ALEXANDER (a few minutes later, seeing MR CASSILLE enter the room.) Good morning.

MR CASSILLE. Good morning.

DR ALEXANDER. Hope I'm not too early.

MR CASSILLE. No, no. I always get up in the middle of the night to have breakfast.

DR ALEXANDER. We can have breakfast together every morning.

MR CASSILLE. Every morning?

DR ALEXANDER. I promise.

MR CASSILLE. It's going to be fun. Same time?

DR ALEXANDER. Yes. You see, this gives me plenty of time to get down to the hospital at seven. Mornings you are dressed, you can walk down with me. It isn't far, only a mile.

MR CASSILLE. Oh, that would be interesting, too. To walk around all by ourselves at half past six in the morning! I shall look forward to it.

DR ALEXANDER (*disregarding his irony*). Have you thought about last night? I am sorry we quarrelled. Here's the key to my apartment. And I already have the one to yours.

MR CASSILLE. It's marvellous. You have everything figured out.

DR ALEXANDER. I'll tell you all at dinner tonight.

MR CASSILLE. Dinner — Dinner seems so far away.

LARRY. Will Madame have oatmeal?

DR ALEXANDER. Yes, and lots of cream.

LARRY. Will you have oatmeal, sir? (MR CASSILLE *makes a deprecating gesture*.) I thought so, sir.

DR ALEXANDER. You see, this is the only meal I can really be sure of. Usually I don't have time for lunch. And by the time I get home for dinner, I am too tired for it. What are your plans for today? I thought maybe if I could get time off for lunch, I could meet you at the restaurant where we had our first date?

MR CASSILLE. Oh, that's a very romantic idea.

DR ALEXANDER. I feel romantic today. It's our first breakfast together. Well, then I'll pick you up at the theatre and we'll have lunch, after that I'll have an ulcer operation at three.

[The moment Dr Alexander left for work, Mr Cassille rushed to Mr Hastings, who lived in the same building, for comfort and advice.]

SERVANT. Mr Cassille?

MR CASSILLE. Good morning.

SERVANT. I am sorry, sir. I'm afraid I overslept.

MR CASSILLE. No, no. I underslept. Is Mr Hastings still in bed?

SERVANT. Yes, sir. Did something awful happen?

MR CASSILLE. Something terrible.

MR HASTINGS's VOICE. What's the matter? Who's there?

MR CASSILLE (*entering the bedroom*). It's me.

MR HASTINGS (*in bed*). I'm dreaming.

MR CASSILLE. No, you are not dreaming. I had to talk to someone, and nobody I know is up yet.

MR HASTINGS. I thought you were on your honeymoon.

MR CASSILLE. That's what I thought. George, I've married a monster.

MR HASTINGS. Eh?

MR CASSILLE. My wife eats breakfast at six in the morning — ham, eggs, oatmeal. Then she walks to work, one mile, and if I'm dressed, she's going to let me walk with her. What can I do?

MR HASTINGS. Shoot her.

MR CASSILLE. I love her.

MR HASTINGS. Then shoot yourself.

MR CASSILLE. Please be serious.

MR HASTINGS. At seven o'clock in the morning?

MR CASSILLE. Not only that. She has her own apartment, five floors up.

MR HASTINGS. Say that again, slowly.

MR CASSILLE. She lives on the twenty-second floor, I live on the seventeenth floor. And she won't come down.

MR HASTINGS. She won't?

MR CASSILLE. No. And I won't go up.

MR HASTINGS. What do you want me to do? You don't need a producer, you need a lawyer.

MR CASSILLE. No. Just some silly idea she has about marriage. Two people have to be two people. She has her work, she wants her own apartment.

MR HASTINGS. Now I think I get it: "You live your life and I'll live mine." Well, that's a solution. Go ahead and live your life. She'll get so jealous she'll turn into a human fly and crawl down the outside of the building.

MR CASSILLE. She doesn't believe in jealousy.

MR HASTINGS. She's got to believe in something. Look here.

Act One — wife doesn't play house. Act Two — husband makes wife jealous. Act Three — they wind up in each other's arms. Curtain-calls. Rainbow, it's a cinch.

MR CASSILLE. Too old-fashioned. Go back to sleep.

[In the afternoon, while Dr Alexander was at the hospital, Mr Cassille was at the theatre, supervising the rehearsal of his new play.]

ACTOR (to MISS BENSON). "I'm going to see your husband tonight. I'm going to tell him I can't let you stay here. And I am not going to let you stay here."

MISS BENSON (to MR CASSILLE). He is not holding me right.

MR CASSILLE (to the ACTOR). Go ahead, try to kiss her, will you? It's the business. You might as well get used to it. You have to be very ardent in this scene. If you don't start playing it at rehearsals, it's going to be very hard to get up to it later on.

MISS BENSON. If only he'd look at me instead of sticking his puss around my shoulder to show that profile of his.

ACTOR. That profile is what they pay to see, my dear.

MR CASSILLE. Let me show you the positions and how to time the scene. Come on, Nancy, try it with me.

MISS BENSON. With you, Pappy? A pleasure!

MR CASSILLE. Stop calling me "Pappy" and give me the cue. (He takes MISS BENSON in his arms. The moment he starts speaking DR ALEXANDER and MR HASTINGS enter the hall.) "I knew you would come back. That's why I didn't change, no matter how many years I had to wait for you. I knew you'd be just the same. (Kissing MISS BENSON) Oh, Mary, my dear little Mary!" (To DR ALEXANDER whom he has just noticed.) Hello, darling! I'll be with you in just a minute. (To the ACTOR) That's what I meant, Fergusson.

MISS BENSON. See the difference?

ACTOR. Yes. But you and André have had many more rehearsals.

MR CASSILLE (hastily). Time for lunch!

MR HASTINGS. I thought I'd give the doc a glimpse of backstage life.

MISS BENSON. Is this Mrs Cassille?

MR CASSILLE. Oh, I am sorry. (*Introducing the actors*) This is Mr Fergusson. Miss Nancy Benson.

DR ALEXANDER. How do you do?

MISS BENSON. I'm very happy to meet you. I must congratulate André all over again.

DR ALEXANDER. Thank you very much. (*Looking around*) This is very fascinating to me. I've never been backstage before. We don't have to go now. I'd love to see you rehearse some more.

MR CASSILLE. No, darling, we'd better go.

MISS BENSON. Look at Pappy! He is blushing!

MR HASTINGS. I'm blushing myself. If you play like this on the opening night, the police will close us down.

MR CASSILLE (to the ACTORS). We start on the same scene at three thirty.

MISS BENSON. Three thirty, eh, Pappy?

MR CASSILLE. Yes, three thirty... Miss Benson.

[Dr Alexander and Mr Cassille had lunch at a restaurant, as they had arranged.]

MR CASSILLE. Do you know that we are celebrating our forty-eighth wedding anniversary?

DR ALEXANDER. Our what?

MR CASSILLE. Forty-eighth hours' anniversary.

DR ALEXANDER. Oh! And we've done nothing but quarrel.

MR CASSILLE. Nothing. Jane, I've been thinking a lot about us since breakfast.

DR ALEXANDER. So have I.

MR CASSILLE. Tonight we'll have dinner together at my apartment.

DR ALEXANDER. We'll have dinner there every night. That was part of the plan.

MR CASSILLE. We'll have breakfast there too.

DR ALEXANDER. Of course we will. I want to be with you as much as I possibly can.

MR DAILY (entering). Alec!

DR ALEXANDER. Michael!

MR DAILY. This is a rare piece of good fortune! Just got off

the plane an hour ago. Called the hospital three times. Wandered in here to drown my despair and here you are – at my very feet!

DR ALEXANDER (*trying to put in a word*). Wait a minute, Michael.

MR DAILY. I was going to write you a million times. But you know I never write letters and anyway you'd never answer them. (*To MR CASSILLE*) Pardon me, old fellow. You don't mind, do you? (*To DR ALEXANDER*) I thought of a dozen ways to lure you to Brazil, but I know you wouldn't come –

DR ALEXANDER. Michael –

MR DAILY. What have you been doing? You look peaked.

DR ALEXANDER. Michael, will you please stop? I'm trying to introduce Mr Cassille.

MR DAILY. How do you do? (*To DR ALEXANDER*) And you mustn't be busy tonight. Have to run you all over New York. I want to see things going on, I want to see all the places we used to go to.

DR ALEXANDER. Michael, Mr Cassille is my husband.

MR DAILY. That's very nice. And don't make any excuses about that hospital. Let the people die. (*To MR CASSILLE*) She – did say "her husband", didn't she?

MR CASSILLE. Yes, she did say "her husband".

DR ALEXANDER. Yes, Michael. We are married.

MR DAILY. I don't like that at all. I walk around the corner, go to Brazil, and the moment my back is turned, you marry the first beggar that comes along. Pardon me, old fellow.

MR CASSILLE. Surely, I know what you mean.

DR ALEXANDER. Michael, Mr Cassille is the Mr Cassille, the very famous one who writes the plays.

MR DAILY. Don't tell me you married him for that reason. (*To MR CASSILLE*) I'm famous too. She never married me. Said she was never going to get married, and I was gentleman enough to believe her. But if she was going to get married, I certainly think she should have married me. I saw her first, you know. You don't mind, old fellow?

MR CASSILLE. Not at all.

MR DAILY. I think you made a great mistake in getting married at all. A brilliant career in medicine. Your own life. Might have turned out to be a great doctor.

DR ALEXANDER. But I'm still practising.

MR DAILY (*with a withering look at MR CASSILLE*). Can't even support you, eh?

MR CASSILLE. Now wait, my friend –

MR DAILY. I don't know why you want to live in New York, anyway. Much better off as the doctor in one of my expeditions. Much more excitement than this. Really have a chance to try new things, catch new microbes, go into jungles, sail the seven seas. And you pass that up for marriage here in New York, living in your little cooped-up apartment –

MR CASSILLE. Two apartments.

MR DAILY. All right, two apartments, six apartments – What difference does it make? – Why two apartments?

DR ALEXANDER. It's a long story and we don't want to go into it now. (*To MR CASSILLE*) You know, Michael is an explorer, he goes all kinds of weird places, meets all kinds of weird people.

MR DAILY (*with a significant look at MR CASSILLE*). Don't have to go very far. One meets them everywhere. Two apartments!

DR ALEXANDER. Michael used to be a patient of mine. Didn't you, Michael?

MR DAILY. You bet, I was. That's why I'm back here. Devil lot of fun having Jane for a doctor, old fellow. You were a patient of hers too? I'll never forget those rubs that used to put me to sleep like the dead.

MR CASSILLE. Why don't you try one now?

DR ALEXANDER. Michael, it's been lovely seeing you and we must get together if you are going to be in town for long. But in the meantime I really have to run. I'm very late for the hospital.

MR DAILY. Always running off to the hospital! (*To MR CASSILLE*) You ought to break her of that habit. Why don't you take her out of the hospital?

DR ALEXANDER. But I don't want to be taken out of the hospital!

MR DAILY. All right. I'll drive you over there. I want to talk to you about a broadcast. Oh, you don't have to say anything very scientific. (*To MR CASSILLE*) You don't mind, old fellow, do you?

MR CASSILLE. Do you really want to know what I think?
DR ALEXANDER. Look here, Michael. I'll talk to you about it later. Good-bye for now.

MR DAILY. All right. (*To MR CASSILLE*) By the way, you know, while I'm still in the States, I'm going to do everything I possibly can to break off your marriage. Don't say I didn't warn you, old fellow.

MR CASSILLE. You are making a very good start.

MR DAILY. Oh, I'll do much better than this. Good-bye. (*MR DAILY leaves.*)

MR CASSILLE. If he had said "old fellow" one more time, I would have killed him with my bare hands.

DR ALEXANDER. It's a good thing you didn't try because he has muscles like an ox.

MR CASSILLE. Oh, he has muscles like an ox?

DR ALEXANDER. He's really very nice, André.

MR CASSILLE. It's a matter of whether or not you like oxes.

DR ALEXANDER. Oxen.

MR CASSILLE. Oxen. Terrible word. Seems to do very well here though.

DR ALEXANDER. He's quite fascinating. He has been all over.

MR CASSILLE. Why doesn't he go to all over?

DR ALEXANDER. You'll change your mind when you get to know him better.

MR CASSILLE. I don't want to know him better!

DR ALEXANDER. André, don't shout. Just a patient of mine with a very interesting fever. Taking care of him is part of my job. After all, it's just the same as your kissing that Benson girl. That didn't mean a thing to you, did it?

MR CASSILLE. Of course not.

DR ALEXANDER. You see. Now I've really got to go. Good-bye, darling. And thanks for a nice luncheon — Pappy!

[Dr Alexander let Mr Cassille know that she wouldn't be able to keep her appointment for dinner as one of her patients required constant care. If she could get away from the hospital, she said, she would be back home at about nine thirty. On hearing that, Mr Cassille invited to his place a Miss Meredith, a fan of his he hardly knew. Invited for nine thirty, Miss Meredith came when the clock was striking half past.]

MISS MEREDITH. I couldn't believe my ears when you telephoned. I'd given you up for lost when I heard you had got married. I said, "There goes another good man out of circulation."

MR CASSILLE. Would you like to hear some music?

MISS MEREDITH. Oh, surely. I'll turn off the light. I can hear better in the dark — You're not expecting anybody, are you?

MR CASSILLE. No. Why?

MISS MEREDITH. You keep looking at the door as though you were afraid somebody might come in.

MR CASSILLE. Oh, I'm sorry. Would you like a cigarette?

MISS MEREDITH. A cigarette? No, I don't smoke much.

MR CASSILLE. Wine?

MISS MEREDITH. I don't drink much either. Just once in a while with someone I like very much.

MR CASSILLE. You wouldn't mind if I had one, would you?

MISS MEREDITH. Oh, no. I've got absolutely no prejudices.

MR CASSILLE. Good. (*MR CASSILLE pours himself a glass of wine and drinks it.*)

DR ALEXANDER (*entering*). Hello! Oh, I'm sorry. I always seem to be butting in on your rehearsals.

MR CASSILLE. This is my wife. Darling, this is Miss Meredith, an old friend of mine. I thought you were going to be at the hospital tonight.

DR ALEXANDER. No. I've just got to give Michael a few shots and then watch the progress of the fever. I didn't see much sense in hanging round the hospital for that.

MISS MEREDITH. Well, I guess, I'd better be going. I'm late for an appointment.

DR ALEXANDER. Oh, no, don't go. I've only dropped in to say "Hello". I'm going up to change now. You two go on and rehearse. I wish I could stay and watch you. I had a wonderful time watching you this afternoon with Miss Benson. Good night, Miss Meredith. (*She goes out.*)

MISS MEREDITH. I thought I'd been around, but this beats me! Say, you didn't marry her on a bet or anything?

MR CASSILLE. I'm sorry, I'll have to go up to explain.

MISS MEREDITH. You'll go up where?

MR CASSILLE. Just up. Good-bye. (*MR CASSILLE takes the elevator to the twenty-second floor and enters his wife's apartment.*) Jane, I wanted to tell you something. You

see — we were not really rehearsing downstairs. Miss Meredith isn't really an actress.

DR ALEXANDER. Oh, really? She's so lovely, she ought to be very good on the stage.

MR CASSILLE. You think she is very attractive too? Well, of course, I haven't known her very long —

MR DAILY (*who is lying on a couch*). Hello, old friend! How about a three-handed game of gin and rummy*?

DR ALEXANDER. I'm keeping Michael under observation, waiting for his fever to break. (*As MR CASSILLE turns round and goes to the door*.) André, wait! Can't you stay a little while?

MR CASSILLE. If this man is sick, why isn't he at the hospital?

DR ALEXANDER. Not until the serum works. He has to stay up, do all the things he does normally. Otherwise we wouldn't be able to judge how effective the treatment is.

MR CASSILLE. I don't like his being here.

DR ALEXANDER. Why not? He is a friend of mine. Look, I don't object to your having friends like Miss Meredith.

MR CASSILLE. Yes, I know you don't. That's the trouble with you. (*He leaves*.)

[When Mr Cassile came to Dr Alexander's apartment the next evening in order to make up their quarrel, she was not at home. Mr Cassile spent the night in his wife's apartment waiting for her in vain — Dr Alexander did not come home that night. In the morning, upset and angry, he called up the hospital and learned that Dr Alexander had just left with Mr Daily for the scientific forum, which was to be broadcast on the radio. Mr Cassile rushed to the forum. In the studio, sitting on the dais together with the other guests of the forum, was Dr Alexander. Mr Cassile took a seat among the public.]

MR DAILY (*who is acting as chairman*). Please name the member of the forum you wish to give the answer, and please state the question as clearly as possible. First question.

MAN. I'd like to ask Dr Lamarr a question. Dr Lamarr, do you believe that the experiments in human refrigeration have proved that dormancy of the cells for an extended period of

* a card game

time at subfreezing temperatures results in complete cellular rejuvenation?

DR LAMARR. We have only fragmentary reports of such tests. Some biologists maintain that an extended period of dormancy will rehabilitate, if not rejuvenate, tissue that is wearing out or deceased. But by no means has their contention been proved yet.

MR DAILY. Thank you, Dr Lamarr. Next question, please.

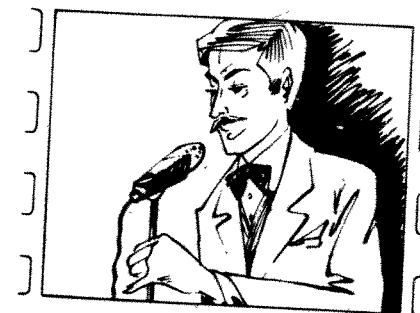
WOMAN. I have a question for Dr Gunther. Is it true, Dr Gunther, that simple cases of measles still prove fatal among primitive people? And could you tell us why?

DR GUNTHER. The answer is "yes" to the first part of the question. The primitive man lacks resistance because his system has not exercised through generations the functional guards against the disease which create a certain immunity.

MR DAILY. Thank you, Dr Gunther.

MR CASSILLE. I have a question I would like to ask Dr Alexander. The question is this: "Where did you spend last night? You were not at home, you were not at the hospital. Where were you?" (*To the audience*) I am her husband. (*General laughter*)

MR DAILY (*matter-of-factly*). This is in the wrong studio. The forum on domestic affairs is in Studio B.



"This is in the wrong studio. The forum on domestic affairs is in Studio B."

[Mr Cassile being a famous personality, the incident attracted the attention of the press. Newsmen crowded up the ante-room adjoining Dr Alexander's office at the hospital seeking an interview with Dr Alexander or some information about her.]

NEWSMAN (*to the NURSE passing by*). Could we talk to her now?

NURSE. She is busy.

NEWSMAN. Was she at the hospital last night?

NURSE. I couldn't say as to that.

NEWSMAN (*to DR GUNTHER going to DR ALEXANDER's office*). Hello, Dr Gunther. Could you tell us something about Dr Alexander?

DR GUNTHER. I have nothing to say.

NEWSMAN. Is she going to stay at the hospital?

DR GUNTHER. I have no statement to make at this time.

DR ALEXANDER (*to DR GUNTHER entering her office*). Hello! I was just writing my letter of resignation.

DR GUNTHER. I expected as much.

DR ALEXANDER. I'm terribly sorry about all this publicity.

DR GUNTHER. Well, it might be worse.

DR ALEXANDER. I don't quite see how it can be much worse.

DR GUNTHER. You know, I feel in a way this may be my fault — calling you back as I did right after your marriage.

DR ALEXANDER. No, it wasn't your fault at all, Dr Gunther. It was mine for marrying a man who wouldn't keep his bargain. We both agreed that after marriage two people could act as individuals.

DR GUNTHER. Well, those theories are very interesting.

DR ALEXANDER. They could work. If I have faith in him, he ought to have faith in me.

DR GUNTHER. Yes, he should. But faith — Anyway, I am not going to accept your resignation. (*He tears up DR ALEXANDER's letter of resignation*.) If you want a short leave of absence to straighten it out, fine. Your private life, after all, has no bearing on your work with us.

DR ALEXANDER. Thank you, Dr Gunther.

DR GUNTHER. I — that is — well, never mind —

DR ALEXANDER. Yes, what is it, Dr Gunther?

DR GUNTHER. Nothing. I just said we could forget the — Well, I did just want to ask if you — well — last night —

DR ALEXANDER. No, Dr Gunther, I didn't spend last night at the hospital. I have no alibi. It's a good thing I'm not being tried for murder. Well, I guess it's about time for me to confess. (*She opens the door and lets in the NEWSMEN*.) Come in, boys.

NEWSMAN. Hello, Doc! Mind if we take a few pictures?

DR ALEXANDER. No, not at all. Help yourselves.

NEWSMAN. I suppose you know why we are here, Doctor?

Like the rest of the nation we want to know the answer to that burning question.

DR ALEXANDER. What is it that you want to know?

NEWSMAN. Well, your husband and a hundred million others would like to know where you spent last night.

DR ALEXANDER. All right, boys, I'll tell you. I spent last night in the apartment of one of the most charming and romantic men in all New York City.

NEWSMAN. You wouldn't want to give us his name, would you, Doc?

DR ALEXANDER. Certainly. Do you think I am a cad?

[Mr Cassile was depressed and gloomy. He had cancelled the rehearsals and did not show himself at the theatre. Miss Benson called to give him a pep talk.]

MISS BENSON (*entering*). Hello, Pappy! I hear you called off rehearsals for today.

MR CASSILE. Yes, I did.

MISS BENSON. What's the matter? Got a cold?

MR CASSILE. Yes, I have a cold.

MISS BENSON. It's in your feet.* Ah, come on, Pappy, where's your sense of humour? This isn't serious, it's funny! Why be worried about publicity? I wish that were my face all over the front pages!

MR CASSILE. I'm not worried about publicity.

MISS BENSON. Now don't tell me you're worried about her! She's the kind that tells the husband about the other man. And I thought doctors were supposed to be ethical!

MR CASSILE. If I hadn't started it with that radio —

MISS BENSON. Well, I admit that wasn't very smart, but you can't sit around here moping about it the rest of your life. Now look, Pappy, you write plays, you get your people into all sorts of jams and get them out very convincingly. But the little thing that happens to you personally you act like a schoolboy caught throwing kisses at his teacher. Oh, come on, Pappy! Come on down to the rehearsal, and after a half-

* to have cold feet испугаться, струсить

hour snapping that whip over us you'll forget all about it! Larry, get Mr Cassille's hat.

MR CASSILLE (*as they go down in the elevator*). You're a good guy, Nancy. Do you think a party is a good idea?

MISS BENSON. You bet I do. We'll have every chap from Park Avenue and every heel from Broadway. If they've got to talk, give them a chance to talk. Let them get it out of their system. And for Pete's sake stop playing Hamlet! I suppose you read that she's going on some sort of expedition to Mexico and getting a divorce or an annulment on the side?

MR CASSILLE. Yes, I read it.

MISS BENSON. Well, I knew the first time I saw her that this thing couldn't last. You didn't have anything in common. Besides, Pappy, I never did think that you were the marrying kind.

MR CASSILLE. That's the trouble — I am.

MISS BENSON (*as they step out of the elevator*). Oh, hello, Dr Alexander!

DR ALEXANDER. Hello.

MR CASSILLE. How are you? We are just going to rehearsals.

DR ALEXANDER (*stepping into the elevator*). Oh! Have a good time.

[The elevator boy, who took Dr Alexander and Mr Cassille up and down when they were quarrelling, couldn't help hearing their arguments. But he never said a word — he didn't want to lose his job. When he was given the job, they said to him: "Whatever the tenants do, that is their own business. Take them up and bring them down. Don't interfere." It was only when the quarrel between husband and wife had gone too far, that he decided to violate the rule and to interfere.]

ELEVATOR BOY (*stopping the elevator, to DR ALEXANDER*). Seventeen.

DR ALEXANDER. This isn't my floor. I want twenty-two.

ELEVATOR BOY. Oh, I'm sorry. I thought you'd swapped apartments with Mr Cassille — on account of the night you stayed in apartment 17 all night.

DR ALEXANDER. You haven't told that to anybody else, I hope?

ELEVATOR BOY. Oh, no, ma'am. I never interfere in the private affairs of the tenants. That's a rule.

DR ALEXANDER. It's a good rule to keep. (*She steps out of the elevator*.)

ELEVATOR BOY. Yes, ma'am. But, you see, you stayed down there all night and he stayed up here.

DR ALEXANDER. Who stayed up here?!

ELEVATOR BOY. Mister Cassille. He came in with a box of flowers and I said, "Seventeen?" and he said, "No, twenty-two." You know, the next day the janitor told me he'd found all these flowers on the side-walk.

DR ALEXANDER. Are you sure of what you are saying?

ELEVATOR BOY. Yes, ma'am. (*Winking at DR ALEXANDER*) I guess he didn't like the flowers.

DR ALEXANDER (*as the doors of the elevator are closing*). Oh, wait here! I want to talk with you!

ELEVATOR BOY. I've got to go now, ma'am, before I'm interfering in the private affairs of the tenants. Going down.

[At the party given by Mr Cassille at Miss Benson's suggestion Miss Benson was acting as hostess.]

MISS BENSON. Hello, Jennifer! How are you doing?

GUEST. Nice of you to ask us, dear. Where's André?

MISS BENSON. Over there at the bar.

GUEST. Oh, drowning his sorrows?

MISS BENSON. No, celebrating his freedom. (*Seeing DR ALEXANDER, who has come uninvited*) Hello, Dr Alexander! It's nice of you to come. We really didn't expect you. (*Shouting*) André! Look who is here! (*To DR ALEXANDER*) We really thought you were half-way to Mexico by now, didn't we, Pappy? I think it's so sweet of you to come and tell us good-bye. It's much more civilized to be friendly about divorces. And don't you worry about him. He's on the road to a speedy recovery, aren't you, Pappy?

DR ALEXANDER. Will you kindly take your hands off my husband and stop calling him "Pappy"!?

MISS BENSON. Now, honey, don't start getting jealous.

DR ALEXANDER. I'm not going to get a divorce! (*DR ALEXANDER gives MISS BENSON a slap in the face and goes out of the apartment to the elevator*.) Twenty-two.

ELEVATOR BOY. We'd better wait, there's somebody else coming.

DR ALEXANDER. Never mind waiting.

MR CASSILLE (*storming into DR ALEXANDER's apartment*). Well, what is this nonsense? Now that everything is over, you finally take notice of your husband and behave like a cave woman! You come downstairs in front of all my friends —

DR ALEXANDER. Don't shout.

MR CASSILLE. Why did you come downstairs?

DR ALEXANDER. To tell you where I spent that night.

MR CASSILLE. I don't care where you spent that night.

DR ALEXANDER. Oh, don't you?

MR CASSILLE. No. You were where you wanted to be, and I was where I wanted to be.

DR ALEXANDER. Where?!

MR CASSILLE. Waiting for the only woman I ever loved or will love.

DR ALEXANDER. Oh, darling!

MR CASSILLE. Why "darling"?

DR ALEXANDER. Well, you see, while you were upstairs in my apartment, I was downstairs in your apartment.

MR CASSILLE. I don't care where — In my apartment? (*They wind up in each other's arms, just as MR HASTINGS said.*)

[When the elevator boy went out of the building after he finished work in the morning, he saw a small object thrown out of a window. He picked it up — two keys on a chain with the figure "22" engraved on the tag.]

ASSIGNMENTS

Read the text. When reading it pay attention to the structures and patterns trained in this book. Use them in sentences of your own based on the text. Construct Russian sentences the translation of which would require the use of the structures and patterns mentioned. Ask questions on the text stimulating the use of the constructions trained.

GRAMMAR

[61], [62] I. a) Change the following into reported speech.

1. "You'll probably live till a ripe old age unless somebody shoots you," said Dr Alexander to Mr Cassille. 2. "Is there a fire now?" asked Dr Alexander. 3. "I won't believe that you've got married till I see the bride and the wedding licence," said Miss Benson to Mr Cassille. 4. "George, I've married a monster," said Mr Cassille to Mr Hastings. 5. "Dr Alexander, your husband and a hundred million others would like to know where you spent last night," said the newsman.

b) Construct indirect orders based on the following statements.

Eg "Would you hop up and down on one foot, please?" Dr Alexander told Mr Cassille to hop up and down on one foot.

1. Send the flowers to that woman in ward 353. 2. Please see to it that the patient is removed before I return. 3. Don't take any foolish chances. 4. Oh, come on, stop acting. 5. Take your hands off my husband and stop calling him "Pappy".

[63] II. a) Change the following into do-you-think questions and answer them.

1. Where was Dr Alexander's seat at the theatre? 2. Would Mr Cassille have paid attention to Dr Alexander if she hadn't fallen asleep? 3. Why did Mr Cassille go to the hospital? 4. Why did Dr Gunther suggest that Mr Cassille should be examined at once? 5. Wouldn't Miss Benson have made a better wife for Mr Cassille? What makes you think so?

b) Change the following questions into do-you-think ones, translate them and have them answered.

1. Почему доктор Александр заснула в театре? 2. Почему мистер Кассил решил поближе познакомиться с доктором Александр? 3. Действительно ли двум джентльменам в ресторане показалось, что доктор Александр нуждалась в защите? Может быть, эта сцена была также заранее согласована с мистером Кассилем? 4. Почему мисс Бенсон приехала за город и хотела попасть в дом мистера Кассиля? 5. Почему мисс Бенсон сразу же

утешилась, получив главную роль в новой пьесе мистера Кассила? 6. Для чего мистер Кассил пригласил мисс Мередит? 7. Почему мисс Бенсон нравилась Тимоти больше остальных? 8. Почему лифтер рискнул нарушить правила и вмешаться в дела супругов? 9. Как закончилась бы эта история, если бы не вмешался лифтер? 10. Почему были выброшены ключи от квартиры доктора Александер?

[64] *III. Translate these questions and answer them.*

1. Чего, как сказал мистер Кассил, он не предполагал, когда женился на докторе Александер? 2. Что, как сказал мистер Хейстингс, нужно сделать мистеру Кассилу? 3. Почему, как сказала доктор Александер, мистер Кассил не смог бы убить мистера Дэйли, даже если бы попробовал? 4. Где, как сказал мистер Дэйли, мистер Кассил должен был бы задать свой вопрос? 5. По какому случаю, как сказала мисс Бенсон, мистер Кассил пригласил гостей? 6. Почему, как сказал доктор Гантер, он чувствует себя виноватым в том, что случилось с доктором Александер? 7. Почему, как сказала доктор Александер, ей и мистеру Кассилу было необходимо жить на разных квартирах? 8. Где, как доктор Александер сказала репортерам, она провела предыдущую ночь? 9. Что такое ревность, по словам доктора Александер?

[67] *IV. Translate these questions and answer them.*

1. Не помните ли вы, как звали доктора Александер? 2. Мисс Бенсон звали Нэнси. Разве вы не помните этого? 3. Не помните ли вы, в какой студии обсуждались семейные проблемы в тот момент, когда мистер Дэйли вел научную передачу? 4. Не помните ли вы, как мистер Кассил объяснил жене, почему ему необходимо отправиться тушить пожар? 5. Не помните ли вы, в какую игру мистер Дэйли предложил сыграть мистеру Кассилу, когда тот пришел в квартиру своей жены? Не знаете ли вы, что это за игра?

[68] *V. Express your opinion when speaking about the events described in the film. Begin with "I don't think / suppose / believe that ...".*

Eg I don't think Mr Cassile got used to Dr Alexander's style of life.

[70] *VI. Say it in English.*

1. Пьеса не понравилась доктору Александер, не так ли? – Да, не понравилась. 2. Мистер Кассил не был пациентом доктора Александер, не так ли? – Да, не был. 3. Мистер Дэйли не был пациентом доктора Александер, не так ли? – Нет, был. 4. Ведь мистер Кассил не был болен? – Да, не был. 5. Доктор Александер не была ревнива. – Нет, была. 6. Лифтер не вмешивался в дела жильцов, не так ли? – Нет, вмешивался.

[73], [153] *VII. a) Ask questions on the words in bold type.*

1. Miss Benson called Mr Cassile **"Pappy"**. 2. When speaking with Miss Benson over the telephone, Timothy called her **"Fire-Chief"** and Mr Cassile called her **"darling"**. 3. When addressing Mr Cassile, Mr Daily called him **"old fellow"**. 4. When talking with Mr Hastings, Mr Cassile called his wife a **monster**.

b) Say it in English.

1. Как, по вашему мнению, выглядела доктор Александер? Опишите ее. 2. Как выглядел мистер Кассил, когда он возвратился с пожара? 3. Мисс Бенсон хотелось узнать, как выглядит жена мистера Кассила. Хотя, возможно, она уже видела ее фотографию в газете или журнале. 4. Доктор Гантер видел пьесы мистера Кассила, но не был с ним знаком и не знал, как он выглядит. 5. Марте и Тимоти не терпелось узнать, на какой женщине женился их хозяин. Они старались угадать, как она выглядит.

[74] *VIII. Make the following statements emphatic by adding the necessary adverbs or conjunctions and changing the word order.*

1. After that Dr Gunther realised that he shouldn't have called Dr Alexander from leave. 2. Mr Cassile disliked familiarity with which Mr Daily treated his wife. 3. The elevator boy had never seen such odd tenants before. 4. Nobody had

ever heard such a question asked on the radio. 5. Dr Alexander came home right after Miss Meredith. 6. Mr Cassille hated it that Mr Daily called him "old fellow".

[76], [135]

IX. Say it in English.

1. Мистер Кассил считал невероятным тот факт, что кто-то из зрителей заснул на представлении его пьесы. 2. Мистер Кассил нашел в высшей мере странным тот факт, что его жену вызвали в клинику в такой день. 3. Мистер Кассил оценил тот факт, что Тимоти помешал мисс Бенсон появиться в его доме в такой момент. 4. Мистер Кассил считал противоестественным тот факт, что его жена поселилась в другой квартире. 5. Доктору Александр не нравилось, как мисс Бенсон разговаривает с ее мужем. 6. Тем, что супруги помирились, они были обязаны лифтеру.

[78] **X. a) Ask wh-questions to get more information about the following.**

1. Mr Cassile complained to Mr Hastings about his wife. 2. Dr Alexander called up the railway station. 3. Mr Cassile cancelled the rehearsals. 4. Taking up Dr Alexander the elevator boy stopped the elevator on the seventeenth floor. 5. Mr Daily suggested that Dr Alexander should take part in a scientific forum. 6. Mr Cassile invited Miss Meredith to his place. 7. Mr Daily believed that Dr Alexander would do much better as the doctor in his expedition. 8. Mr Cassile rushed to the forum. 9. Timothy liked Miss Benson more than any other girl-friend of Mr Cassile. 10. Timothy poured some water on Mr Cassile.

[79] **b) Say it in English.**

1. Доктор Александр заснула в театре. 2. Мистера Кассила сильно избили в ресторане. 3. Мистер Кассил был поражен, увидев мистера Дэйли, лежавшего на диване в комнате доктора Александр. 4. Мисс Бенсон позвонила мистеру Кассилу с вокзала. 5. Слова Марты возбудили подозрение доктора Александр. 6. Это происшествие возбудило всеобщее любопытство. 7. Часы пробили двенадцать, а доктор Александр не появлялась. 8. Мистер Кассил почувствовал себя оскорблением.

[82] – [86]

XI. a) Complete these sentences.

1. Dr Alexander told / advised / asked / did not allow / ordered ... 2. Dr Alexander wasn't jealous of ... 3. Mr Cassile asked / demanded / told ... 4. Mr Cassile was jealous ... 5. Dr Gunther suggested / asked ... 6. Mr Hastings told / advised / suggested ... 7. Mr Daily asked / advised / suggested ... 8. Miss Benson asked / told / suggested ... 9. Miss Benson didn't risk ... 10. The elevator boy told ... 11. Mr Cassile / Dr Alexander / Miss Benson behaved ...

b) Say it in English.

1. Мистер Кассил пришел в клинику к доктору Александр, но она была занята и попросила не мешать ей. 2. Доктор Гантер предложил доктору Александр осмотреть пациента сразу. 3. Мистер Дэйли предложил доктору Александр принять участие в радиопередаче. 4. Доктор Александр нашла, что у мистера Кассила нет ничего серьезного, и посоветовала раньше ложиться спать и меньше пить. 5. Доктор Александр приказала отправить мистера Кассила в психиатрическое отделение, если он придет еще раз. 6. Доктор Александр распорядилась, чтобы присланные мистером Кассилом цветы были отправлены одной из пациенток. 7. Позвонил доктор Гантер и сообщил, что коллега доктора Александр заболел. 8. Доктор Александр напоминает одну мою знакомую. 9. «Я женился на чудовище», – сказал мистер Кассил. «Повторите, только медленно», – потребовал мистер Хейстингс. 10. Мистер Кассил немного смущился, назвав начальника пожарной команды «дорогая». 11. Мистер Кассил удивился, когда доктор Александр начала критиковать его пьесу. 12. Сначала мистер Кассил подумал, что она шутит, но потом убедился, что она говорит то, что думает. 13. И мистер Кассил, и доктор Гантер считали, что доктор Александр ведет себя несколько странно. 14. Мисс Бенсон вела себя так, как будто она была женой мистера Кассила и хозяйкой дома. 15. Сначала доктор Александр не ревновала (своего мужа) ни к мисс Бенсон, ни к мисс Мередит. 16. Мистер Хейстингс не завидовал мистеру Кассилу. 17. Он не завидовал тому, что ему досталась такая жена. 18. Он не завидовал тому, что у доктора Александр такая работа.

1. Когда мистер Кассил отправился в клинику к доктору Александр первый раз? 2. Слышала ли доктор Александр, как ее муж говорит по телефону с мисс Бенсон? 3. «Мы ссоримся с того момента, как поженились», – сказал мистер Кассил. 4. «Мы женаты уже сорок восемь часов», – сообщил мистер Кассил доктору Александр. 5. «Я приехал в Нью-Йорк только что», – сказал мистер Дэйли. 6. Доктор Александр пришла к выводу, что мистер Кассил совершенно здоров, что ему ничто не грозит и он проживет до глубокой старости, если только кто-нибудь его не застрелит. 7. Мисс Бенсон сказала, что не поверит, что мистер Кассил женился, пока не увидит его жену и свидетельство о браке. 8. Мисс Бенсон решила не уезжать, пока не получит роль в новой пьесе мистера Кассила. 9. Мистер Кассил был уверен, что, если он даст мисс Бенсон новую роль, у нее не будет времени, чтобы вмешиваться в его дела. 10. Мистер Дэйли заявил, что, пока он будет в Нью-Йорке, он сделает все возможное, чтобы расстроить их брак.

[95] – [97] XIII. a) Say what you think would / might / could have happened if the following hadn't taken place / hadn't been true to fact.

Eg The elevator boy interfered in the affairs of the tenants. If the elevator boy hadn't interfered, Mr Cassile and Dr Alexander might not have made up their quarrel.

1. Dr Alexander went to the theatre to see Mr Cassile's new play. 2. Mr Cassile attended the first night performance of his play. 3. Dr Alexander dropped her purse. 4. Dr Alexander agreed with Mr Cassile's criticism of his plays and expressed most extraordinary views on love. 5. Dr Gunther came to Dr Alexander's office when Mr Cassile was arguing with Dr Alexander. 6. Martha's words aroused Dr Alexander's suspicion. 7. Miss Benson wanted to get the part of Mary in Mr Cassile's new play. 8. Mr Cassile aggravated the situation by asking his wife a tactless question in public. 9. Dr Alexander was young and beautiful. 10. Dr Alexander was as jealous as any normal individual.

b) Complete these statements.

(A) 1. If Dr Alexander had liked the play ... 2. If Dr Alexander hadn't fallen asleep during the performance ... 3. Mr Cassile wouldn't have gone to the hospital to see Dr Alexander if ... 4. If Mr Cassile hadn't asked such an awkward question at the forum ... 5. If the elevator boy hadn't taken Mr Cassile to the twenty-second floor ... 6. If the elevator boy hadn't interfered ... 7. If Dr Alexander hadn't learnt where her husband had spent that night ... 8. If I had been in Dr Gunther's place ... 9. If I had been in Dr Alexander's place ... 10. If I had been in Mr Cassile's place ...

(B) 1. If it hadn't been for the purse ... 2. If it hadn't been for Dr Gunther ... 3. If it hadn't been for Mr Daily ... 4. If it hadn't been for Mr Cassile's question at the forum ... 5. If it hadn't been for the elevator boy ...

(C) 1. Dr Alexander must have been tired that evening, otherwise ... 2. Mr Cassile must have liked Dr Alexander, otherwise ... 3. Miss Benson's feeling for Mr Cassile can't have been deep, otherwise ... 4. Mr Cassile must have confided in Timothy, otherwise ... 5. Mr Cassile must have hoped that Miss Meredith's presence would arouse his wife's jealousy, otherwise ... 6. Mr Hastings must have been a good psychologist, otherwise ... 7. The elevator boy must have sympathised with Dr Alexander, otherwise ... 8. Dr Alexander must have got jealous, otherwise ... 9. Dr Alexander must have realised that her behaviour was ridiculous, otherwise ... 10. Dr Alexander must have moved in with her husband, otherwise ...

c) Say it in English.

1. «Я не говорила бы так, если бы не верила этому», – сказала доктор Александр. 2. «Интересно, на ком из своих приятельниц женился мистер Кассил. Я бы выбрал мисс Бенсон», – сказал Тимоти. 3. «Было бы лучше, если бы вы не ходили с мистером Кассилом. Начальник пожарной команды не любит женщин на пожаре», – сказал Тимоти доктору Александр. 4. «Мисс Мередит не актриса? Жаль. Она была бы очень хороша на сцене», – сказала доктор Александр. 5. «Если бы я была ревнива, я бы рассердилась», – сказала доктор Александр. 6. «Если бы я не хотел жить вместе с тобой, я бы на

тебе не женился», — сказал мистер Кассил. 7. «Если бы мой муж доверял мне, этого бы не произошло», — сказала доктор Александр. 8. «Если бы мистер Кассил выполнил условия нашего договора, мы не были бы сейчас оба в таком неприятном положении», — сказала она. 9. Если бы доктор Александр и мистер Кассил не поссорились в лифте, лифтер не знал бы, что между ними происходит. 10. Если бы лифтер не знал, что супруги провели ночь каждый в квартире другого, он не смог бы им помочь.

[99] – [104]

XIV. a) Say it in English.

1. Доктор Гантер наблюдал за тем, как доктор Александр осматривала пациента. 2. Мистер Кассил наблюдал за тем, как доктор и сестра старались заставить девочку показать им свой язык. 3. Видели, как мистер Кассил говорил на вокзале с какой-то молодой женщиной. 4. Весь Нью-Йорк слышал, как мистер Кассил спросил свою жену, где она провела предыдущую ночь. 5. Доктор Александр хотела, чтобы оба они оставались независимыми после свадьбы. 6. Мистер Кассил хотел, чтобы доктор Александр вела себя так, как полагается жене. 7. Что заставило доктора Александер поселиться отдельно от мужа? 8. Она хотела, чтобы они не мешали друг другу жить и работать. 9. Мистер Кассил не хотел записываться на прием к жене каждый раз, когда ему захочется повидаться с ней. 10. Лифтер видел, как мистер Кассил вошел в квартиру своей жены с букетом цветов, а затем видел, как цветы были выброшены из окна. 11. Лифтер видел, как выбросили из окна ключ от квартиры доктора Александр. 12. Лифтер был доволен тем, что заставил их помириться.

b) Complete these sentences.

1. Dr Gunther watched / heard ... 2. Dr Alexander heard / watched / saw ... 3. Mr Cassile saw / heard ... 4. Mr Cassile was seen ... 5. All New York heard ... 6. The elevator boy heard / saw ... 7. Mr Cassile's guests heard / saw ... 8. Dr Alexander / Mr Cassile / Mr Daily / the newsmen / the elevator boy wanted ... 9. Who saw / heard ... 10. What made Dr Alexander / Mr Cassile / Dr Gunther / the elevator boy ...

[105] – [109]

XV. Say it in English.

1. Мистер Кассил возражал против того, чтобы его жена жила отдельно. 2. Доктор Александр не возражала против того, чтобы вернуться в Нью-Йорк и заменить своего коллегу. 3. Мистер Кассил не возражал против того, чтобы его жена продолжала работать в клинике. 4. Мисс Бенсон не рискула явиться в дом к мистеру Кассилу без звонка. 5. Лифтер рискунул нарушить инструкции и вмешаться. 6. Мисс Бенсон мечтала сыграть главную роль в новой пьесе мистера Кассила. 7. Мистер Дэйли мечтал, чтобы доктор Александр поехала с ним в экспедицию. 8. Драматург не привык, чтобы зрители спали на его пьесах. 9. Мистер Кассил не привык к тому, чтобы его пьесы критиковали. 10. Мистер Кассил не привык вставать так рано.

XVI. Express certainty, disbelief and supposition with regard to what Dr Alexander / Mr Cassile / Miss Benson / Dr Gunther / Mr Daily did or did not do. Use "must / can / may + Perfect infinitive".

Eg The elevator boy must have liked Dr Alexander. Mr Hastings can't have been serious when he suggested that Mr Cassile should shoot his wife. Mr Cassile may have divorced Dr Alexander in the end.

XVII. Express your disapproval of what Dr Alexander / Mr Cassile / Miss Benson / Dr Gunther / Mr Daily did or did not do. Use "should / shouldn't + Perfect infinitive".

Eg Dr Gunther shouldn't have called Dr Alexander from her honeymoon.

XVIII. Say it in English.

1. Очевидно, доктор Александр была первым зрителем, который заснул во время представления пьесы мистера Кассила. 2. Не может быть, чтобы мисс Бенсон не знала, что мистер Кассил женился: он был известной личностью, и о его женитьбе, очевидно, писали в газетах. Очевидно, она приехала просто из любопытства: ей хотелось увидеть, как выглядит его жена. Возможно, она при-

ехала, чтобы получить роль в новой пьесе мистера Кассила. 3. Не может быть, чтобы мисс Бенсон была очень огорчена известием о женитьбе мистера Кассила. 4. Мистер Хейстингс был, очевидно, хорошим психологом. Все произошло так, как он предвидел. 5. Очевидно, мистер Кассил не ожидал, что эта неприятная история закончится счастливо.

[119] – [140]

XIX. *Say it in English.*

(A) 1. «Ваши советы неприемлемы», – сказал мистер Кассил мистеру Хейстингсу. 2. Что уронила доктор Александр – бинокль или сумочку? 3. Сообщение о женитьбе их хозяина было для Марты и Тимоти неожиданной новостью. 4. Доктор Гантер попросил у доктора Александер разрешения оставаться и посмотреть, как она будет осматривать пациента. 5. Мистера Кассила пришлось отправить в больницу. 6. Доктор Александр распорядилась, чтобы цветы были отправлены в палату № 353. 7. Тот факт, что доктор Александр была замужем, не смутил мистера Дэйли. 8. На следующий день все это было известно всему Нью-Йорку. 9. Мистер Кассил не жалел сил, чтобы заставить доктора Александер выйти за него замуж. 10. Жизнь на разных квартирах была частью плана доктора Александр.

(B) лучшая пьеса мистера Кассила, странное поведение доктора Александер, разумный совет мистера Хейстингса, необдуманный поступок доктора Гантера, неожиданный приезд мисс Бенсон, несвоевременное предложение мистера Дэйли, естественная реакция доктора Александр

[143] – [160]

XX. *Say it in English.*

1. Никто из друзей мистера Кассила не ожидал, что он женится на такой серьезной женщине. 2. Большинство друзей мистера Кассила считали, что в конце концов он разведется с доктором Александр. 3. Жена их хозяина понравилась Марте и Тимоти. Они оба не хотели огорчать ее. 4. Мистер Кассил был известным драматургом. Неудивительно, что этот инцидент привлек всеобщее внимание. 5. Репортеры ждали доктора Александер, чтобы задать ей несколько вопросов. 6. Мистер Дэйли

считал, что жизнь доктора Александер была бы значительно лучше и гораздо интереснее, если бы она была врачом в его экспедиции. 7. На следующий день, как обычно, доктор Александер отправилась в клинику. 8. В тот день мистер Кассил пришел в театр позднее, чем обычно. 9. Тимоти был достаточно сообразителен, чтобы понять, что приезд мисс Бенсон был несвоевременным. 10. Теории доктора Александер звучали очень научно, но были абсолютно непригодны для повседневной жизни. 11. В пожарной каске и с топориком, мистер Кассил выглядел довольно глупо. 12. Доктор Гантер тоже не знал, где доктор Александер провела предыдущую ночь. 13. «Теперь, когда все кончено, ты обращаешь на меня внимание», – сказал мистер Кассил. 14. Случилось так, что мистер Дэйли зашел в ресторан, где в тот момент находились доктор Александр и мистер Кассил. 15. Мисс Бенсон сомневалась, что мистер Кассил сможет жить с такой женой, как доктор Александр.

VOCABULARY

Difficult Words and Structures

[35] – [60]

XXI. *Say it in English.*

1. Когда произошла эта история? 2. Доктор Александер привлекла внимание мистера Кассила в театре, когда она заснула на премьере его пьесы. 3. Если бы доктор Александер сидела не в первом ряду, мистер Кассил, возможно, не заметил бы ее. 4. Лифтерам не разрешалось вмешиваться в личные дела жильцов. 5. Мисс Бенсон позвонила мистеру Кассилу в его загородную резиденцию. 6. Мистер Кассил позвонил в клинику и узнал, что его жена только что ушла. 7. Доктор Александер познакомила мужа с мистером Дэйли. 8. Мистер Кассил совсем не хотел знакомиться с мистером Дэйли. 9. В конце концов мистер Кассил женился на докторе Александр. 10. Доктор Александер отказалась лечить мистера Кассила. Она сказала, что он совершенно здоров. 11. Доктор Гантер сознавал, что в том, что произошло с доктором Александр, была доля его вины, и отказался принять ее заявление об уходе. 12. Доктор Александр не хотела бро-

сать работу в клинике. 13. Мистер Дэйли убеждал доктора Александер отправиться с ним в экспедицию. 14. Мистер Хейстингс предложил мистеру Кассилу застрелить жену или застрелиться самому. Мистер Кассил отказался сделать и то, и другое. 15. Мистер Кассил привык к тому, что все хвалили его пьесы. 16. Мистер Кассил признался, что вел себя не очень умно. 17. По какому случаю у мистера Кассила были гости? 18. Доктор Александер сказала, что это ее вина: ей не следовало выходить замуж за человека, который не выполняет условия договора. 19. Доктор Александер не смогла убедить мужа, что им следует жить в разных квартирах.

Prepositions

[1] – [20]

XXII. a) *Fill in the gaps with prepositions if required.*

1. There was something – the young woman that attracted the playwright's attention. 2. He didn't invite the young woman – his party. She called – her purse. 3. Mr Cassile's interest – the woman grew stronger when he heard what she thought of love and jealousy. 4. Mr Cassile introduced Martha and Timothy – his wife. They congratulated their master – getting married. 5. Dr Alexander said she had her reasons – taking a separate apartment. 6. She wanted to be independent – her husband. 7. She tried to explain – her husband why it was necessary for them to live in separate apartments. 8. Mr Cassile wouldn't agree – his wife's plan. His wife failed to convince him – its soundness. 9. They quarrelled – their views on married life. 10. Mr Cassile complained – Mr Hastings that he had married – a monster. 11. Mr Hastings disapproved – Dr Alexander's behaviour. 12. It wasn't very clever – Dr Gunther to recall Dr Alexander from leave. 13. They arrived – New York – the same evening. 14. Dr Alexander gave Mr Cassile a key – her apartment. 15. Dr Alexander and the nurse were busy – trying to make a girl-patient show her tongue. 16. Miss Benson called up Mr Cassile – his country-house. 17. Mr Cassile was determined to prevent Miss Benson – appearing in his country-house. 18. He had never thought of proposing – Miss Benson. 19. Mr Cassile

was glad to get rid – Miss Benson. 20. Miss Benson said she was sure Mr Cassile would divorce – his wife – the end. 21. Mr Cassile was annoyed – Mr Daily. 22. When Mr Daily addressed – Mr Cassile, he called him "old fellow". 23. How did Mr Daily react – the fact that Dr Alexander had got married? 24. DR ALEXANDER. Michael, Mr Cassile is the Mr Cassile, the very famous one who writes the plays. MR DAILY. Don't tell me you married him – that reason. 25. What was Dr Alexander treating Mr Daily – ? 26. Did she manage to cure him – his fever? 27. Mr Cassile's original question he asked – the forum was commented – by everybody. 28. Miss Benson called – Mr Cassile to encourage him. 29. The elevator boy told Mr Cassile that he couldn't report – him – the manager as he wasn't interfering – the affairs of the tenants. 30. Dr Alexander acted like that – – jealousy.

[1] – [5] **b)** *Say it in English.*

1. Доктор Александер полагала, что совместная жизнь будет мешать ее работе и работе ее мужа. 2. Она сказала, что иногда ей приходится находиться в клинике с самого раннего утра до поздней ночи. 3. Марта и Тимоти поздравили хозяина с женитьбой (с тем, что он женился). 4. Мистер Кассил пожаловался мистеру Хейстингсу на свою жену. 5. Мистер Кассил понимал, что с его стороны было не очень умно задать такой вопрос на радио. 6. Доктор Гантер отказался комментировать это событие. 7. Мистер Кассил узнал, что доктор Александер собирается отправиться в экспедицию в Мексику. 8. Мисс Бенсон не сомневалась в том, что доктор Александер разведется с мужем. 9. Мисс Бенсон была очень вежлива и любезна по отношению к доктору Александер, но та дала ей пощечину. 10. Поведение жены было неожиданным для мистера Кассила. 11. Доктор Александер обвиняла мистера Кассила в том, что он не выполнил условий их договора. 12. Доктор Александер считала себя виноватой в том, что поверила мистеру Кассилу. 13. Ей не удалось доказать мужу, что она права. 14. Доктору Гантеру, который оказался замешанным в эту историю, теории доктора Александер тоже казались довольно

странными. 15. Мистер Кассил сомневался в том, что кто-нибудь смог бы жить с такой женой, как доктор Александр.

Review

[1] – [160]

XXIII. *Say it in English.*

Этот фильм – об известном драматурге мистере Кассиле и молодой красивой женщине докторе Александр.

Доктор Александр привлекла внимание мистера Кассила на премьере его пьесы. Она заснула во время представления. Его интерес возрос, когда он услышал, что она думает о пьесе, которую он сам считал превосходной. Доктор Александр считала, что действующие лица нелогичны и неразумны, а ситуации нереальны. Тот факт, что герои были влюблены, не служил оправданием, так как, по мнению доктора Александр, любовь логична, разумна и поддается научному объяснению в лаборатории. Теории доктора Александр о ревности и любви заинтересовали писателя.

Мистер Кассил решил поближе познакомиться с оригинальным доктором и отправился в клинику, где работала доктор Александр.

Доктор Александр осмотрела его, нашла, что со здоровьем у него все в порядке, и запретила ему приходить. Она сказала, что, если он придет еще раз, ей придется отправить его в психиатрическое отделение.

Однако мистер Кассил не сдался. Узнав, когда доктор Александр дежурит на срочных вызовах, он сделал ложный вызов скорой помощи. В ресторане, куда приехала доктор Александр, мистера Кассила избили какие-то два человека. Мистера Кассила отправили в больницу, и вскоре он женился на своем докторе.

Но это было только началом их приключений. С доктором Александр оказалось очень трудно иметь дело: она хотела оставаться независимой, не хотела отказаться от работы в клинике, сняла себе отдельную квартиру и была совершенно не ревнива. Она считала, что цивилизованные люди не должны быть ревнивыми. Мистер Кассил был в отчаянии. Его друзья сочувствовали ему. Один даже предложил ему застрелить жену. Но мистер

Кассил отказался последовать этому совету: он любил свою жену. Однако ему не везло: в тот вечер, когда он пришел к доктору Александр, чтобы помириться с ней, она вообще не явилась домой. Она провела ночь в квартире своего мужа, тщетно ожидая его прихода. Тогда еще мистер Кассил не знал этого.

Развод, казалось, был неминуем, но положение спас лифтер. Он знал, где муж и жена провели ночь, и сказал об этом доктору Александр, хотя лифтерам не разрешалось вмешиваться в дела жильцов. Он сочувствовал молодым супругам и рискнул нарушить правило. Доктор Александр и мистер Кассил помирились. Доктор Александр оказалась такой же ревнивой, как и все нормальные люди. Она дала пощечину приятельнице мистера Кассила, мисс Бенсон. Мисс Бенсон принимала гостей в доме мистера Кассила и вела себя так, как будто она была его женой и хозяйкой дома.

Доктор Александр переехала в квартиру мистера Кассила. Он был счастлив: теперь он не боялся, что ему придется записываться на прием к жене всякий раз, когда ему захочется ее увидеть.

SUPPLEMENT II

TEST YOURSELF

I. Fill in the gaps with prepositions and adverbs if required.

[1] – [5] (A) 1. For electoral purposes the UK is divided – geographical areas known as constituencies. 2. The well-known saying “The Englishman’s home is his castle” emphasises the Englishman’s love – privacy. 3. – a fine evening or afternoon crowds may be seen gathered near Marble Arch to listen to the Hyde Park speakers. 4. In most London buses fares depend – the distance travelled. 5. There are a number of rules of etiquette that should be observed by all people regardless – their social position. 6. Arthur always tries to see funny aspects of things. I like it – him. 7. Explain – them the difference between soccer and rugby. 8. The verb “get” is typical – informal speech. 9. Their demand – radical changes is justified. 10. The man was accused – using insulting language. 11. Who treated your daughter – the measles? 12. It is a good remedy – colds. 13. Prepositions may affect – the meaning of the verbs they follow. 14. The preposition may be placed – the end of the sentence. 15. In English pubs they play – the piano, sing folk-songs, play – darts, dominoes, billiards and other games. 16. The need – new roads causes great environmental difficulties.

[6] – [34] (B) 1. Taking the initiative does not mean interfering – everybody’s business. 2. The first colonists from England came to America on board – the *Mayflower*. 3. During the election campaign in England candidates are busy – addressing people in the streets and holding public meetings. 4. It is considered bad manners to touch – personal questions in general conversation. 5. This custom came into being as far back as – the 17th century. 6. Could you carry – a conversation in English for an hour? 7. Our chief is not an easy

person to explain things – . 8. Did you manage to clear – what interested you? 9. Do not mix – the words “crash” and “crush”. 10. Marmalade is made – oranges. 11. Hand – the call slip – the librarian. 12. We like a man who comes right out and says what he thinks, when he agrees – us. 13. He was asked to fill – an application form. 14. We were treated – roast turkey with cranberry sauce. 15. I’ll report – you – the manager. 16. Where is Joe now? What became – him?

II. Say it in English.

(A) 1. Число людей, изучающих русский язык, растет с каждым годом. [138, 154]. 2. Большинство делегатов потребовало перенести конференцию. [142, 83]. 3. Студенты увидели объявление, информирующее о том, что завтрашнее собрание состоится в аудитории № 205. [82, 124, 131]. 4. Ни Великобритания, ни США не экспортят нефть. [72]. 5. Чтение новой пьесы было назначено на следующий день. [110, 136]. 6. Я хочу, чтобы вы объявили об этом сами. [102, 5]. 7. Мы оба не слышали, что вы сказали. Повторите, пожалуйста. [143, 38, 84]. 8. Как сообщалось в печати, премьер-министр должен выступить по ТВ в девять пятнадцать вечера. [65, 2, 118]. 9. Дети не знали, как выглядит это животное. [73, 152].

(B) 1. Если не знаете, что сказать, не говорите совсем. [38, 57]. 2. Он считает, что того, что он не знает, и знать не стоит. [109]. 3. В конце концов все привыкли к тому, что женщины носят брюки. [45, 108]. 4. Что вы купили на деньги, которые вы выиграли? – Я их потерял. [119, 3]. 5. Неожиданный приезд Джона в Лондон заставил их изменить свои планы. [125, 8, 103]. 6. Майкла спросили, что мешает его учебе. [61, 13, 121]. 7. Никто из них не знал, как называется это растение. [141, 73]. 8. Он сказал мне, что чувствует себя достаточно хорошо, чтобы продолжать путешествие. [38, 85, 152, 151]. 9. Если я уеду, я оставлю ключ от гаража или у Коксов. [93, 23, 14].

(C) 1. Даунинг-стрит 10 является резиденцией английского премьер-министра с 1735 года. [131, 88]. 2. Он сказал, чтобы я прочел эту книгу по искусству. Она – о датской живописи XVIII века. [62, 2, 122]. 3. Они оба включили эти сведения в свои доклады. [143, 119, 3]. 4. Если

бы вы не порвали письмо, вы смогли бы доказать им, что не виноваты. [96, 33, 4, 3]. 5. Было проведено большое количество опытов. Однако этого не нужно было делать: выводы были ясны для всех сразу. [75, 138, 115, 117, 2]. 6. Не помните ли вы, какой город является столицей штата Нью-Йорк? – Это не Нью-Йорк, правда? – Да, не Нью-Йорк. [67, 70]. 7. Он поинтересовался, что такая кредитная карточка (*a credit card*). [61, 69]. 8. Я бы тоже не рисковал водить машину в Лондоне. [155, 86, 107]. 9. Этой машине нужно в два раза больше бензина, чем вашей. [149].

(D) 1. Секретарь предложил мне зайти на следующий день. [83, 136]. 2. Он попросил познакомить его с мистером Смитом. [82, 42]. 3. Она сказала мне: «Роберт не подведет. Он сделает, как ему сказали. Не сомневайтесь». [38, 82, 158]. 4. Я не привык иметь дело с такими людьми. [108]. 5. Река напоминает Волгу, не правда ли? [82]. 6. Он обратил мое внимание на тот факт, что некоторые из слов были написаны карандашом. [36, 133, 2]. 7. С кем, он сказал, произошла эта история? [64, 3, 44]. 8. Мы не уйдем, пока самолет не поднимется в воздух. [93]. 9. Он приказал пересмотреть решение. [82]. 10. Ему хотелось помочь нам, и он предложил мне упаковать вещи. [52].

(E) 1. Если бы он лучше знал современную историю, он ответил бы вчера на ваш вопрос. [97, 122]. 2. Сначала она ни в чем меня не убедила. [56, 58]. 3. Хорошо, что машина была в полном порядке и нам не нужно было ремонтировать ее (отдавать в ремонт). [111, 130, 117]. 4. Как вы думаете, что возбудило его подозрение? [63, 73, 81]. 5. Кто-нибудь из вас видел, как он звонил по телефону? [99, 100, 41, 141]. 6. Он сомневался в том, что сможет пойти со мной в зал Чайковского на следующей неделе. [160, 123, 136]. 7. Это не ново для остальных гостей. Ему сказали, чтобы он не упоминал об этом деле. [2, 137, 133, 38, 5, 39]. 8. Его советы прозвучали более разумно, чем всегда. Последуйте им. [119, 152, 150]. 9. Дождь шел в течение недели, и вода в реке поднялась. [92, 81].

III. *Fill in the gaps with articles if required.*

1. Mass media mould – public opinion. [140]
2. Space

travelling will change the life of – man. [126] 3. England entered – World War II after the invasion of Belgium by – Hitler's armies. [131, 122] 4. The Shetland Islands are situated off – Western Scotland. [122] 5. – England's longest rivers are the Severn and the Thames. [125] 6. Pubs have been – part of the British scene since ancient times. – pub is more than just a drinking and eating house. It is a social centre and a focal point of the local community. [140, 126] 7. “Is he a fool or a clever person?” “Both. Most – people are.” [142] 8. Watch out for pranks and surprise on – All Fools' Day. [134] 9. – next year of his life was one he hates recalling. [136] 10. All of them are making – good progress. [127] 11. It is – yesterday's news. [124] 12. We got – permission to stay away. [128] 13. It wasn't – easy work. [127] 14. He never offers – advice unless he is asked to. [127]

INDEX*

AGREEMENT

(n)either... (n)or..., as well as [72]
subject and predicate [71]

ARTICLES

abstract and proper nouns: *Russian history, Soviet Russia, the Soviet Russia of the 1920s* [122]

after *the rest of, some of, most of, etc* [133]
after *what and such* [127]

attribute in the

possessive case: *today's newspaper, New York's tallest building, etc* [124]

first [131]

fixed phrases: *at dinner, before work, etc* [130]

fixed phrases: *go to school, to be in hospital, etc* [129]

fixed phrases: *in public, take office, etc* [140]
generic sense [126]
the kind / the type, etc of + noun [140]
noun + cardinal numeral [131]
noun after *appoint, elect, run for, etc* [132]
permission [128]
prepositive proper nouns: *Lincoln's speech, the Lincoln Memorial, Kennedy Airport* [123]
the proletariat, the bourgeoisie, etc [140]
society, opinion, mankind [140]
streets: *Fifth Avenue, 42nd Street* [131]
take / hold sb by the hand, strike sb in the face, etc [139]
work, evidence, news, progress, information,

damage, weather, advice [127]

EMPHASIS

never, only, especially, no sooner...than..., hardly...when..., under no circumstances, by no means [74]

GERUND

active and passive forms [105]
gerundial complex [106]
gerund and verbal noun [110]
gerund after need, want, require, worth [109]

INDIRECT ORDERS

tell sb to do sth [62]

INDIRECT QUESTIONS

MEANING, USAGE,

DISCRIMINATION
advise [82]
agree with / to / upon [6]
allow [82]
approve, approve of [7]
arrive in / at [8]
as far back as [22]
behave [85]
on board a ship / a plane, etc [22]
both, neither [143]
break, break down [24]
busy doing sth [22]
call, call in [25]
call on / at / for / upon [9]
carry on / out [26]
clear up / out [27]

come of, become of [22]

date back to, date from [22]

day: May / Constitution, etc Day [134]

demand [83]

die of / from [10]
divide into / in [11]

doubt [160]

enable [82]

enough adj, enough adv [151]

envy [86]

fail [82]

feel [85]

fill in / out [28]

for sb to do sth, so that clauses [104]
hand, hand in [29]
have sth done [111]
hear about / from [12]

inform [82]

interfere in / with [13]

jealous [86]

leave sth (stay) at / with [14]

lie, lay [80]

make sb do sth, to be made to do sth [103]

make of / from [15]
mix, mix up [30]

most, most of [142]
much better / longer, etc; much more

interesting / comfortable, etc [148]

* Организация материала в Индексе носит сугубо практический характер. Слова и конструкции, которые могут быть отнесены к нескольким разделам, упоминаются только под одной рубрикой: там, где это облегчает нахождение нужного параграфа и соответствует сообщаемой информации.

needn't do, needn't have done [115]
next, the next [136]
now that [156]
the number of, a number of [138]
order [82]
to be out / away [23]
pick, pick up [31]
point to / at [16]
remind [82]
repeat, return, turn back [34], [84]
revenge [85]
rise, raise, arouse [81]
risk [86]
see off / out [32]
should do, shouldn't have done [114]
shouldn't, needn't [116]
sound [152]
suggest [83]
tear up, tear open [33]
tell [82]
tired of / from [19]
touch, touch upon [18]
treat, treat for / to [20]
two times, twice [149]
to be used, get used [108]
as usual, than usual [150]
want / would like sb to do sth [102]
the way sb does sth [76]

welcome adj, welcome v [151]
MODAL VERBS
Indefinite and Perfect infinitive [112]
modal verbs and modal phrases [113]
NUMBER
authorities, studies, damage, effort, mind, life, in detail, etc [121]
twenty-one / thirty-one, etc + noun [121]
PARENTHESES
asking for a repetition: When / Where / Why, etc did you say...? [64]
do-you-think questions [63]
parenthesis and adverbial clause: As was reported... As it was reported [65]
PREPOSITIONS
about, at, by, for, from, in, of, off, on, out, out of, over, to, under, with [2]
at, in, on, from...till [1]
PRONOUNS
any / some / none of, etc instead of -body compounds [141]
it, one [145]
QUESTIONS
Do you know...? Don't you know? [67]
How does he look?

What does he look like? [153]
How does it look / feel / smell, etc? [152]
What do you think?
What is it called? [73]
SENTENCE STRUCTURE
anticipatory it [76]
as tall / big, etc as..., taller / bigger, etc than... [149]
Do as you are told. [158]
attributive clauses after all and -thing compounds [146]
conjunctions: before, till / until, unless [93]
definition: What is bingo? Bingo is a gambling game. [69]
I don't think / believe / suppose, etc that... [68]
verbs: elect, consider, call [157]
look, sound, smell, etc [152]
see, hear, watch, notice, feel [99], [101]
Yes, I do. / No, I don't. [70]
SUBJUNCTIVE
as if / as though clauses [98]
conditional sentences: fulfilment of the

action is impossible [96]
imaginary supposition [95]
mixed type [97]
TENSES
adverbial clauses of comparison [94]
adverbial clauses of time and condition [93], [94]
adverbial modifiers of time [89], [90], [91]
meaning [87], [92]
Perfect instead of Perfect Continuous [88]
see / hear / notice, etc sb do sth [89]
when-questions and when-clauses [89]
TRANSLATION
demonstrative pronoun in R = definite article in E, ** eg mom факт, что... the fact that... [135]*
fixed phrases: привлечь всеобщее внимание, с каждым днем / годом и т.п., за последние дни / годы и т.п., сказать несколько слов, молодое поколение и др. [144], [154]

infinitive in R = gerund
in E, *егизбегать /*
рисковать делать
что-л. avoid / risk
doing sth [107]

noun in R = adjective or
participle in E, eg
больной, убитый a
sick / murdered
person [147]

plural noun in E =
singular noun in R, eg
clothes *одежда*
[120]

reflexive verbs: *пугать-*
ся, обижаться,
убеждаться и т.п.
[85]

R non-prepositional
phrases = E
prepositional phrases,
егдокладывать кому-л. *report to sb* [4]

R prepositional phrases
= E non-
prepositional phrases,
егвлиять на кого-
л. *influence sb* [5]

R prepositional phrases
= E prepositional
phrases, *егавтори-*
тет в чем-л.
authority on sth [3]

singular noun in E =
plural noun in R, eg
applause *аплодис-*
менты [119]

беспокоить(ся) *worry,*
bother, trouble,
disturb [35]

было *холодно, было*
сделано несколько
замечаний, было
трудно сделать
что-л. [75]

весь, все whole, the
whole of, all [137]
видеть / слышать /
замечать и т.п.
как... see / hear /
notice, etc sb do sth
[100]

дело *affair, matter,*
business, case [39]

дозваниваться *get*
through, get sb on
the phone [40]

должен *has to do, is*
to do [118]

звонить, позвонить
(*по телефону*)
make a call, call sb
(up), give sb a call,
call up a place, call
sb (up) at / in a
place [41]

знакомить(ся)
introduce, get
acquainted [42]

избегать, избежать
avoid, escape [43]
история story, history,
affair [44]

в конце концов *in the*
end / in the long
run, after all, at last
[45]

кроме *except, besides*
[46]
мешать *interfere,*

prevent / keep sb
from sth [47]
не нужно было, не
было необходимости
needn't have
done, didn't have to
do [117]

обращать внимание
notice, note, pay
attention [37]

обращаться к кому-
л. *turn to sb, ask,*
consult, address,
apply [48]

остальной / оставль-
ные и т.д. *the rest*
of [137]

отказываться *refuse,*
give up [49]

открывать *discover,*
reveal [51]

отличать(ся), различать(ся)
differ,
distinguish [50]

предлагать *suggest,*
offer [52]

привлекать внимание
attract sb's attention,
draw sb's attention
to sb / sth [36]

признавать(ся) *admit,*
confess [53]

принимать *take,*
receive, accept, adopt,
admit [54]

случай *incident,*
accident, case,
chance, occasion [55]

в случае, если *if / in*
case [93]
сначала *first, at first*
[56]
совсем, совершенно
altogether, at all [57]

тоже, также *too,*
either [155]
убеждовать, убедить
persuade, convince
[58]

узнавать *learn, find*
out, recognise, get to
know [59]

хозяин (*хозяйка*)
master (mistress),
host (hostess),
owner, landlord
(landlady), house-
keeper, housewife [60]

VERBS

regular verbs: questions
and emphatic
sentences [78]

regular and irregular
verbs: main forms
[79]

WORD ORDER

preposition at the end of
the sentence [21]
prepositive attributes
[77]

so: It so happened
that... [159]

two prepositive
attributes: *England's*
longest river [125]

CONTENTS

Предисловие	3
Vocabulary	13
Prepositions	13
Phrasal Verbs	41
Difficult Words and Structures	45
Grammar	73
Sentence Structure and Word Order	73
The Verb	88
Regular and Irregular Verbs	88
Specific Verbs	93
Tenses	100
The Subjunctive Mood	110
The Verbals	116
The Infinitive	116
The Gerund	121
The Participle	126
Modal Verbs	128
The Noun	135
The Article	138
The Pronoun. The Adjective. The Adverb. The Conjunction	153
Supplement I. Additional Practice in the Use of the Structures	
Trained in This Book	166
Text	166
Supplement II. Test Yourself	212
Index	216

Учебное издание
Арбекова Татьяна Ивановна

АНГЛИЙСКИЙ БЕЗ ОШИБОК

(на английском языке)

Зав. редакцией И.Э. Волкова. Редактор Н.А. Шлепанова. Младший редактор Е.П. Политова. Художник В.И. Сидоренко. Художественный редактор В.И. Пономаренко. Технический редактор А.А. Акимова. Старшие корректоры Е.Б. Комарова, З.Ф. Юрескул

ИБ № 7941

Изд. № А-113. Сдано в набор 20.12.88. Подп. в печать 22.06.89. Формат 84x108¹/32. Бум. офс. № 1. Гарнитура Таймс. Печать офсетная. Объем 11,76 усл.печл. 23,73 усл.кр.-отт. 12,93 уч.-изд.л. Тираж 75 000 экз. Зак. 592. Цена 50 к.

Издательство «Высшая школа», 101430, Москва, ГСП-4, Неглинная ул., д. 29/14.

Набрано на участке персональных компьютеров издательства «Высшая школа».

Отпечатано в Ярославском Полиграфкомбинате Госкомпечати СССР.
150014, Ярославль, ул. Свободы, 97.

Арбекова Т.И.

А 79 Английский без ошибок: Учеб. пособие для ин-тов и фак. иностр. яз.—2-е изд., испр.—М.: Высш. шк., 1990.—222 с. ил.:—На англ. яз.

ISBN 5 - 06 - 000217 - 9

Цель настоящего пособия — предупреждение и устранение стереотипных ошибок в англоязычной речи студентов, родным языком которых является русский.

Включенные в пособие лексические и грамматические структуры снабжены комментариями и коррективными упражнениями. Тренируемые структуры отобраны с учетом частотности ошибок, возникающих при их использовании.

Во второе издание (1-е — 1985г.) внесены исправления редакционного характера.

4602020102 (4309000000)- 038
А 271-89 **ББК 81.2 АНГЛ-923**

001 (01)- 90

I doubt it.

That seems to be all.

What is the date today? You got me wrong.

What day is it today? the plague[heɪg]

It isn't clear to me.

at the Coxes['koksɪz]

two thousand three hundred ^{and} twenty-five

near 23rd Street PRACTICE MAKES PERFECT

the Thames [θemz] weigh v.

weight n. What's wrong about it?

There are no any books on the table. What shall I do next?

There aren't any books on the table.

There will be no any conference tomorrow.

There won't be any conference tomorrow.

I don't know how to put it.

PRACTICE MAKES PERFECT

at Cambridge['kembridʒ]

fly, flew, flown

feel, felt, felt

fall, fell, fallen

I don't know how to put it.

The text is on page twenty.

Shall I put it down?

Windsor['wɪnzə]

two hundred cars

hundreds of cars

Thomas ['təməs]

You are repeating yourself.

at Charles's ['tʃɑ:lsɪz]

You misspelt it.

You mispronounced it.

dozens of books

Greenwich ['grɪnɪdʒ]

a dozen books

Do you mind my smoking?

I got you.