



**Современный
Гуманитарный
Университет**

Дистанционное образование

Рабочий учебник

Фамилия, имя, отчество _____

Факультет _____

Номер контракта _____

**ПРАКТИЧЕСКИЙ КУРС ВТОРОГО
ИНОСТРАННОГО ЯЗЫКА**

**АНГЛИЙСКИЙ ЯЗЫК
БАЗОВЫЙ КУРС**

ЮНИТА 8

МОСКВА 1999

Разработано Т. А. Шевченко

Рекомендовано Министерством
общего и профессионального
образования Российской Федерации
в качестве учебного пособия для
студентов высших учебных
заведений

ПРАКТИЧЕСКИЙ КУРС ВТОРОГО ИНОСТРАННОГО ЯЗЫКА

АНГЛИЙСКИЙ ЯЗЫК БАЗОВЫЙ КУРС

Юнита 1-8. Разговорные и лексические темы. Фонетика и грамматика английского языка.

ЮНИТА 8

Рассматриваются следующие лексические темы: описание человека, характер, семья и друзья, отношения между людьми. Сопровождается грамматическим тренингом и аудикурсом.

Для студентов факультета лингвистики СГУ

Юнита соответствует образовательной профессиональной программе №1

ОГЛАВЛЕНИЕ

ТЕМАТИЧЕСКИЙ ПЛАН	4
СПИСОК ЛИТЕРАТУРЫ	5
ПЕРЕЧЕНЬ УМЕНИЙ	6
ПРИМЕРЫ ВЫПОЛНЕНИЯ УПРАЖНЕНИЙ НА УМЕНИЯ	8
УРОК 1	9
Глоссарий	9
Работа со словарем (Характер)	10
Повседневный английский (Дружеская и деловая переписка)	13
Тренинговые задания	15
Упражнения для домашнего задания	22
УРОК 2	28
Глоссарий	28
Работа со словарем (Возрасты и периоды)	29
Повседневный английский (Приглашение)	31
Тренинговые задания	32
Упражнения для домашнего задания	38
УРОК 3	44
Глоссарий	44
Работа со словарем (Семья и друзья)	46
Повседневный английский (Благодарственные письма)	48
Тренинговые задания	50
Упражнения для домашнего задания	58
УРОК 4	64
Глоссарий	64
Работа со словарем (Отношения)	65
Повседневный английский (Письмо с просьбой об информации) ...	67
Тренинговые задания	69
Упражнения для домашнего задания	78
УРОК 5	83
Глоссарий	83
Работа со словарем (Чувства и эмоции)	85
Повседневный английский (Письмо-жалоба)	86
Тренинговые задания	89
Упражнения для домашнего задания	101
ГРАММАТИЧЕСКИЙ КОММЕНТАРИЙ	108
ГЛОССАРИЙ *	

* Глоссарий расположен в середине учебного пособия и предназначен для самостоятельного заучивания новых понятий.

ТЕМАТИЧЕСКИЙ ПЛАН

Описание человека. Характер. Человеческая жизнь и ее периоды. Возрасты и периоды. Семья и друзья. Семья: супружество. Отношения между людьми. Цель и смысл жизни. Чувства и эмоции. Стиль дружеской и деловой переписки. Письмо-приглашение. Благодарственное письмо. Письмо-запрос информации. Письмо-жалоба.

Грамматика. Герундий. Инфинитив. Причастие. Сложное дополнение. Сложное подлежащее.

ЛИТЕРАТУРА

Базовая литература

1. Soars, J., Soars, L., *Headway, Student's Book, Pre-Intermediate*, Oxford, 1996.
2. Soars, J., Soars, L., *Headway, Teacher's Book, Pre-Intermediate*, Oxford, 1995.
3. Soars, J., Soars, L., *Headway, Workbook, Elementary*, Oxford, 1994.
4. Soars, J., Soars, L., *Headway, Workbook, Intermediate*, Oxford, 1994.
5. Soars, J., Soars, L., *Headway, Workbook, Pre-Intermediate*, Oxford, 1995.

Дополнительная литература

1. Выборова Г. Е., Махмурян К. С., Мельчина О. П., *Easy English*. М., 1994.
2. Diana Z. Fried-Booth., *Preliminary English Test*, Harlow, 1997.
3. *English Vocabulary in Use*, Cambridge, 1997.
4. Hartley, B., Viney, P., *Streamline English*, Oxford, 1996.
5. Hashemi, L., Thomas, B., *Cambridge Practice Tests for PET*, Cambridge, 1997.
6. O'Connor, J. D., Fletcher, C., *Sound English*, Harlow, 1994.

Примечание. Знаком (*) отмечены работы, на основе которых составлен научный обзор.

ПЕРЕЧЕНЬ УМЕНИЙ

№	Наименование	Содержание
1	Употребление конструкции с герундием вместо придаточного предложения	<ol style="list-style-type: none"> 1. Определите главное и придаточное предложения. 2. Определите сказуемое придаточного предложения, определите смысловый глагол. 3. Образуйте от сказуемого (смыслового глагола) причастие настоящего времени при помощи суффикса -ing. 4. Определите, какие члены придаточного предложения относятся к сказуемому. 5. Образуйте герундиальную форму, прибавив члены придаточного предложения, относящиеся к сказуемому, к форме причастия настоящего времени, образованного от сказуемого. 6. Определите, при помощи какого союза или союзного слова придаточное предложение отделяется от главного. 7. Определите, какой предлог должен употребляться в герундиальной конструкции в соответствии с союзным словом или союзом. 8. Замените придаточное предложение герундиальной конструкций с предлогом.
2	Употребление герундия или инфинитива с глаголом try	<ol style="list-style-type: none"> 1. Переведите предложение на русский язык. 2. Определите, на что указывает сказуемое: на цель действия или на метод, используемый для достижения цели. 3. Если сказуемое указывает на цель действия, то употребите инфинитив; если сказуемое указывает на метод, используйте герундий, прибавив окончание -ing к форме инфинитива глагола без частицы to.

№	Наименование	Содержание
3	Употребление причастия настоящего или прошедшего времени в предложении	<ol style="list-style-type: none"> 1. Определите, от какого глагола должно быть образовано причастие. 2. Переведите предложение на русский язык. 3. Определите, какое лицо или предмет определяет причастие. 4. Определите, на что указывает причастие: на то, что лицо или предмет совершают какое-либо действие, или на то, что какое-либо действие совершается над лицом или предметом. 5. В первом случае употребляется причастие настоящего времени, во втором – причастие прошедшего времени. 6. Образуйте соответствующую форму причастия. 7. Употребите причастие в соответствующей форме в предложении.
4	Образование предложения при помощи сложного подлежащего	<ol style="list-style-type: none"> 1. Определите главное и придаточное предложения. 2. Определите сказуемое главного предложения. 3. Определите подлежащее и сказуемое придаточного предложения. 4. Поставьте сказуемое главного предложения в форму, соответствующую подлежащему придаточного предложения, но в том же времени, что и в главном предложении. 5. Поставьте сказуемое придаточного предложения в форму инфинитива с частицей to. 6. Образуйте новое предложение: подлежащее придаточного предложения, сказуемое главного предложения в форме, соответствующей подлежащему, инфинитив сказуемого придаточного предложения и члены предложения, относящиеся к сказуемому придаточного предложения.

ПРИМЕРЫ ВЫПОЛНЕНИЯ УПРАЖНЕНИЙ НА УМЕНИЯ

1. *Употребите герундиальную конструкцию вместо придаточного предложения в предложении: After I had read the book I went to bed.*
 1. Главное предложение: I went to bed.
Придаточное предложение: After I had read the book.
 2. had read, смысловой глагол: read
 3. reading
 4. the book
 5. reading the book
 6. After
 7. After
 8. After reading the book I went to bed.

2. *Употребите герундий или причастие с глаголом try в предложении: We tried (to put out) the fire.*
 1. Мы пытались потушить огонь.
 2. Сказуемое указывает на цель действия: потушить огонь.
 3. We tried to put out the fire.

3. *Употребите причастие настоящего или прошедшего времени в предложении: The girl (wash) the floor is my sister.*
 1. wash
 2. Девочка, моющая пол, моя сестра.
 3. Причастие определяет подлежащее предложения (Девочка).
 4. Лицо совершает действие – девочка моет пол.
 5. Употребляется причастие настоящего времени
 6. washing
 7. The girl washing the floor is my sister.

4. *Образуйте новое предложение при помощи сложного подлежащего от следующего предложения: It happens that they study at the same university.*
 1. Главное предложение: It happens
Придаточное предложение: that they study at the same university.
 2. happens
 3. they, study
 4. happen
 5. to study
 6. They happen to study at the same university.

Essential Vocabulary / Глоссарий

adorable [ə'dɔ:rəbl]	восхитительный
arrogant ['ærəgənt]	надменный, высокопарный
bodily	телесный
bossy ['bɒsɪ]	начальственный, любящий командовать
brink [brɪŋk]	край, грань
cartoon [kɑ:'tu:n]	карикатура
devoid of smth [dɪ'vɔɪd]	лишенный чего-либо
to distinguish smth from smth	отличать что-либо от чего-либо
to enable [ɪ'neɪbl]	давать возможность
to flourish ['flaʊʃ]	процветать
to forgive [fə'gɪv]	прощать
fussy ['fʌsɪ]	суетливый
to go for smth/smb	любить что-либо, кого-либо
grim [grɪm]	мрачный
to hover ['hovə]	находиться вблизи
humour ['hju:mə]	юмор
inquisitive [ɪn'kwɪzɪtɪv]	любопытный
irony ['aɪərəni]	ирония
to lack [læk]	иметь/испытывать недостаток чего-либо
lop-sided ['lɒp'saɪdɪd]	однобокий, кривой
mode [məʊd]	способ, вид
moody ['mu:di]	подверженный быстрой смене настроений
to oppose [ə'pəʊz]	противостоять
to plague	бросаться, погружаться
pompous ['pɒmpəs]	напыщенный
predictable [prɪ'dɪktəbl]	предсказуемый
profound [prə'faʊnd]	глубокий, основательный, мудрый
roar [rɔ:]	рев
to roar [rɔ:]	реветь
satire ['sætəɪə]	сатира
selfish ['selfɪʃ]	эгоистичный
sociable	общительный
sombre	мрачный, угрюмый

stable ['steɪbl]
 to stand smth
 subtle ['sʌtl]
 superior [sju:'piəriə]
 supreme [sju:'pri:m]
 tactful ['tæktfʊl]
 tinkle ['tɪŋkl]
 to tinkle ['tɪŋkl]
 tolerant ['tɒlərənt]
 to twist smb round one's little finger
 to unify
 to weep [wi:p]
 witty ['wɪti]

стабильный
 выносить, терпеть что-либо
 тонкий, нежный, неуловимый
 самодовольный
 высший, величайший
 тактичный
 звон
 звенеть
 терпимый, снисходительный
 “вить из кого-либо веревки”
 объединять
 плакать
 остроумный

Vocabulary Work / Работа со словарем

Character / Характер

Exercise 1. Memorise the following words and expressions. / Выучите следующие слова и выражения.

A. Opposites / Противоположности

warm and friendly	теплый и дружелюбный
cool and unfriendly	холодный и недружелюбный
kind	добрый
unkind	недобрый
nice, pleasant	милый, приятный
horrible, unpleasant	ужасный, неприятный
generous	щедрый
mean	скупой
optimistic	оптимистичный
pessimistic	пессимистичный
cheerful	радостный, веселый, счастливый
miserable	угнетенный, подавленный
relaxed and easy-going	расслабленный, раскованный
tense	напряженный
strong	сильный
weak	слабый
sensitive	чувствительный
insensitive	бесчувственный
honest	честный
dishonest	бесчестный, лживый

B. Character in Action / Характер в действии

hard-working	трудолюбивый
lazy	ленивый
punctual	пунктуальный
reliable	надежный
unreliable	ненадежный
clever	умный
stupid	тупой, глупый
flexible	гибкий
inflexible	негибкий, неспособный к изменениям
ambitious	честолюбивый
unambitious	нечестолюбивый
shy	застенчивый
self-confident	уверенный в себе
reserved	сдержанный, замкнутый
emotional	эмоциональный
sensible	разумный
common sense	здравый смысл

Exercise 2. Organise these words into pairs of opposites and put them in the columns below. / Подберите пары антонимов и впишите их в соответствующую колонку.

mean	clever	nice	lazy	relaxed	hard-working
tense	cheerful	generous	unpleasant	stupid	miserable

Positive

Negative

Exercise 3. Form the opposites of the words using negative prefixes. / Напишите антонимы слов, используя отрицательные приставки.

kind	flexible	friendly	honest
reliable	sensitive	ambitious	pleasant

Exercise 4. *How would you describe each person? / Как вы опишете каждого из этих людей?*

1. He never bought me a drink all the time we were together.

2. I have to tell her what to do every minute of the working day. She wouldn't even open a window without someone's permission.

3. He often promises to do things but half the time he forgets.

4. She's always here on time.

5. I don't think he's done any work since he's been here.

6. She finds it difficult to meet people and talk to strangers.

7. He could work in any of the departments, and it doesn't matter to him if he's on his own or part of a team.

8. One of the great things about her is that she is so aware of what other people think or feel.

9. Bob, on the other hand, is the complete opposite. He is always making people angry or upset because he just doesn't consider their feelings.

10. The other thing about Bob is that he really wants to get the supervisor's job and then become boss for the whole department.

Exercise 5. *Answer the questions. / Ответьте на вопросы.*

1. Which adjectives describe you?

2. Is there one quality you don't have and would like to have?

3. What, in your opinion, are the worst and the best qualities?

4. What kind of people do you like/dislike?

Everyday English / Повседневный английский
Letter Writing / Переписка

Перед вами 2 письма. Одно написано друзьям, другое в гостиницу. Строчки внутри каждого письма перемешаны. Восстановите нужный порядок строчек.

Dear Alice and Jim

b. The conversation was excellent and the food delicious!

c. *I think I left a pair of brown corduroy trousers in the wardrobe of my room.*

d. *I had a wonderful time.*

e. Please can you let me know if you find them?

f. Thank you for having me to stay last weekend.

g. It was lovely to see you all. See you again soon!

h. Could you do something for me?

i. Thanks a lot.

Love

Jack

Dear Reception

j. Could you possibly check if this is so?

k. The service was superb and the food delicious!

I. I have mislaid a pair of brown corduroy trousers, which I suspect I left in the wardrobe of my room.

m. We had a most pleasant few days.

n. I look forward to hearing from you.

o. Many thanks for the weekend break that my wife and I enjoyed at your hotel recently.

p. We hope to visit your hotel again soon.

q. I would like to ask you a favour.

r. I would be most grateful.

Yours sincerely

Jack Higgins

Exercise 2. *The purpose of the two letters is the same, but the lines are different because one is formal and the other is informal. Compare some of the lines.*

Цель обоих писем одна и та же, но предложения в них разные, т.к. одно из писем деловое, а другое дружеское. Сравните некоторые выражения:

Example:

Could you do something
for me?
Thanks a lot.

I would like to ask you a
favour.
I would be most grateful.

Exercise 3. *Choose one of the letters, and write the reply to it. Explain, for example, that you looked very carefully for the trousers, but couldn't find them. The following notes will help you.*

Выберите одно из писем и напишите ответ. Объясните, к примеру, что вы тщательно искали брюки, но не смогли найти их. Следующие выражения могут помочь вам.

Alice and Jim's Letter

Dear Jack
Thanks for your letter. We enjoyed..., too.
I'm-sorry to say that I looked everywhere..., but I
couldn't ...,
Have you looked ...? Perhaps you ...?
Sorry I can't help any more.
See you soon!

The Hotel's Letter

Dear Mr Higgins
Thank you for your letter of 13 January.
We are delighted that...
We are sorry to inform you that ... unable to find ...
We searched ...
We look forward ...


Training / Тренинговые задания

Exercise 1. a) Read the questions and match them with the answers. /

Прочитайте вопросы и подберите подходящие ответы на них.

- a. What does she like? 3.
- b. What is she like? _____
- c. What does she look like? _____
- d. How is she? _____

- 1. She's not very well, actually. She's got a bad cold.
- 2. She's really nice. Very friendly and open, and good fun to be with.
- 3. She likes swimming and skiing, and she's a keen football fan.
- 4. She's quite tall, average build, with straight brown hair.

 b) You're going to hear ten short tapes. Each one is the answer to one of the questions (a, b, c or d). Listen to the tapes and decide which is the most appropriate question. Write your answer here. The first one is done for you.

Вы услышите десять коротких описаний. Каждое из них отвечает на один из вопросов упр. 1a (a, b, c или d). Прослушайте пленку и определите наиболее подходящий вопрос. Впишите ответы в квадраты. Первый ответ уже записан.

<div>1</div> b	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
<div>6</div>	<div>7</div>	<div>8</div>	<div>9</div>	<div>10</div>

Exercise 2. a) Read the text. /

Прочтите текст.

This is a picture of Mary Jackson. She is my friend. She is a film star. Mary is 24. She is young and beautiful. She has very thick blonde hair and big green eyes. She has a pretty face. She is tall and slim. Mary likes to sing and she dances very well. She likes to go out to parties with her friends. She does not like to give interviews. Mary speaks French, Spanish and Russian. She is not married and she has many boy-friends. She lives in Hollywood, she has five cars and a nice big house. She is very happy.



She is a film star.

b) Answer the questions about Mary. / Ответьте на вопросы о Мэри.

1. What does she look like?

2. What is she like?

3. What does she like?

c) Go through the text again and say which parts describe ... / Просмотрите текст еще раз и определите, какие предложения описывают ...

- her face and body;
- her character;
- her likes and dislikes;
- her habits.

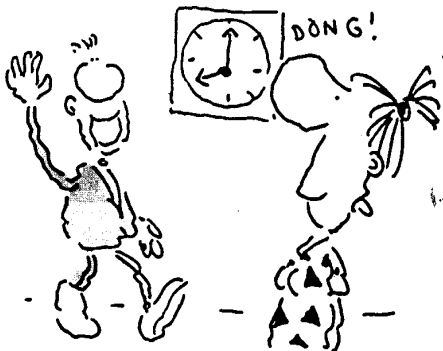
d) List the adjectives used in the text, and say if they describe the person's character or appearance. / Выпишите из текста прилагательные и решите, что они описывают: внешность или характер.

Exercise 3. a) What sort of person are you? Answer the questions putting Y (yes), N (no) or S (sometimes). / Что вы за человек? Ответьте на вопросы: да, нет или иногда.

Vocabulary of character: What sort of person are you?

1 Put Y for Yes, N for No, and S for Sometimes

- a. ☐ Are you generally aware of other people's feelings?
- b. ☐ Do you find it difficult to meet new people?
- c. ☐ Do you frequently make people laugh?
- d. ☐ Does your mood change often and suddenly?
- e. ☐ When decisions have to be made, do you think first of yourself?
- f. ☐ Can your friends trust you and depend on you?
- g. ☐ Do you generally like other people's company?
- h. ☐ Are there lots of things you want to do in your professional life?
- i. ☐ Can you usually understand other people's point of view?
- j. ☐ Do you worry and think too much about detail?
- k. ☐ Are you usually quite a happy, smiling person?
- l. ☐ Are you interested in other people and their business?
- m. ☐ Do you sometimes not tell the truth because you don't want to hurt someone's feelings?



b) Match the adjectives with the questions in 3a. / Подберите к каждому прилагательному соответствующий вопрос из упр. 3a.

c) Now describe yourself using the adjectives in 3b. / Теперь, опишите себя, используя прилагательные из упр. 3b.

Exercise 4. a) Read the dialogues. / Прочитайте диалоги.

1. — Where is your son?
— He's in the garden with his new girl-friend.
— Is she pretty?
— Oh, yes, she is!
— What does she look like?
— She's tall, slim, fair-haired and long-legged, like all young girls now.
— Do you like her?
— I don't know her very well.
2. — Hello! Is that you, Nick?
— Yes, Ann.
— Please, meet my brother Peter at the station tomorrow.
— I don't know him. What does he look like?
— He is tall like me and well-built.
— What colour is his hair?
— It's dark, and he is handsome unlike me.
— And what colour are his eyes?
— They are big and grey.
3. — Hi, Mary! Is your son at home?
— Yes, he is. Why?
— I want to introduce him to my daughter's friend. Alice is 18 and she's very pretty.
— Is she? And what does she like to do?
— Well, she likes to dance, to sing songs, to go out to parties... And what does your son like?
— Oh, he doesn't like to dance, he doesn't like to sing songs and he doesn't like to go out.

- And what does he like then?
- He likes to read books, to cook and to work in the garden.

b) Choose a situation and make a similar dialogue. / Выберите ситуацию и составьте аналогичный диалог.

1. Your family wants to know all about your group-mates. Describe them.
2. Describe your favourite actor/actress.
3. Describe your sister or brother to someone who wants to meet her or him.
4. You've just met a most handsome man. Describe him to your friend.
5. Your friend tells you that he/she is going to get married. Ask him/her about his/her girl/boy-friend.
6. Your dog is missing. Describe it to your neighbour who wants to help you to find it.

Exercise 5. 🇷🇺

a) Listen to these people describing someone. Who do you think they are describing? A relative? Someone they know professionally? / Послушайте, как люди описывают других людей. О ком они говорят? О родственнике? О ком-то, кого они знают по работе?

b) Guessing game. Describe one of your fellow students. Let others guess who you are describing.

Угадайка. Опишите кого-либо из вашей группы. Пусть остальные угадают, кого вы описываете.

Exercise 6. Discussion. Read the text, the arguments and counter-arguments. Choose the point of view you would like to support and make a speech.

Дискуссия. Прочтите текст, изучите аргументы и контраргументы. Выберите точку зрения, которую вы поддерживаете, и подготовьте выступление.

The Most Important of All Human Qualities Is a Sense of Humour

Biologically, there is only one quality which distinguishes us from animals: the ability to laugh. In a universe which appears to be utterly devoid of humour, we enjoy this supreme luxury. And it is a luxury, for unlike any other bodily process, laughter does not seem to serve a biologically useful purpose. In a divided world, laughter is a unifying force. Human beings oppose each other on a great many issues. Nations may disagree about systems of government and human relations may be plagued by ideological factions and political camps, but we all share the ability to laugh. And laughter, in turn, depends on that most complex and subtle of all human qualities: a sense of humour. Certain comic stereotypes have a universal appeal. This can best be seen from the world-wide popularity of Charlie Chaplin's early films. The little man at odds with society never fails to amuse no matter which country we come from. As that great commentator on human affairs, Dr Samuel Johnson, once remarked, "Men have been wise in very different modes, but they have always laughed in the same way."

A sense of humour may take various forms and laughter may be anything from a refined tinkle to an earthquaking roar, but the effect is always the same. Humour helps us to maintain a correct sense of values. It is the one quality which political fanatic appear to lack. If we can see the funny side, we never make the mistake of taking ourselves too seriously. We are always reminded that tragedy is not really far removed from comedy, so we never get a lop-sided view of things.

This is one of the chief functions of satire and irony. Human pain and suffering are so grim, we hover so often on the brink of war; political realities are usually enough to plunge us into total despair. In such circumstances, cartoons and satirical accounts of sombre political events redress the balance. They take the wind out of pompous and arrogant politicians who have lost their sense of proportion. They enable us to see that many of our most profound actions are merely comic or absurd. We laugh when a great satirist like Swift writes about war in *Gulliver's Travels*. The Lilliputians and their neighbours attack each other because they can't agree which end to break an egg. We laugh because we are meant to laugh; but we are meant to weep too. It is no

wonder that in totalitarian regimes any satire against the Establishment is wholly banned. It is too powerful a weapon to be allowed to flourish.

The sense of humour must be singled out as man's most important quality because it is associated with laughter. And laughter, in turn, is associated with happiness. Courage, determination, initiative - these are qualities we share with other forms of life. But the sense of humour is uniquely human. If happiness is one of the great goals of life, then it is the sense of humour that provides the key.

The Argument: Key Words

1. Biologically, ability to laugh distinguishes us from animals.
2. Universe devoid of humour; laughter a luxury; no biologically useful purpose.
3. Laughter: a unifying force.
4. Divided world; nations disagree; ideological factions; political camps; but everyone can laugh.
5. Laughter depends on sense of humour.
6. Certain comic stereotypes: universal appeal; e.g. Chaplin's films; little man versus society.
7. Dr Johnson: men wise, different modes; laughed same way.
8. Sense of humour and laughter: various forms: refined tinkle, earth-quaking roar.
9. Effect the same: maintaining sense of values.
10. Political fanatics lack humour.
11. Prevents us taking ourselves too seriously: reminds us: tragedy, comedy related.
12. Function of irony and satire.
13. Much grimness in world; cartoons, etc., redress balance.
14. Deflate arrogant politicians; show absurdity of actions.
15. E.g. Swift: *Gulliver's Travels*: Lilliputians: egg.
16. Satire banned in totalitarian regimes.
17. Sense of humour important; associated laughter, happiness.
18. Share some qualities with other forms life: e.g. courage, etc.
19. Sense of humour uniquely human.
20. Happiness: goal; sense of humour, key to happiness.

The Counter-Argument: Key Words

1. All human qualities are important.
2. It's absurd to stress one quality at the expense of others.
3. The ability to laugh is universal, but the sense of humour differs from country to country.

4. E.g. cartoons, jokes of one nation not always funny to another.
5. Examples from humorous publications: *Punch*, *New Yorker*, *Krokodil*, etc.
6. Satire and irony can be harsh and cruel, not at all funny.
7. Humour emphasises less serious aspects of human life, therefore not so important.
8. Human achievements result from other qualities.
9. E.g. curiosity, ambition, imagination, intelligence, etc.
10. Humour does not solve any problems, merely blinds us to them.
11. Humour cannot alleviate suffering, etc.
12. Love, charity, compassion far more important.
13. Humour: not the key to happiness.
14. Happiness results from the combination of a great many qualities.

Homework Assignment / Упражнения для домашнего задания

Перед выполнением домашнего задания обратитесь к грамматическому комментарию в конце юнити.

Exercise 1. Замените придаточные предложения герундиальной конструкцией в соответствии с образцом.

Model:

When I returned home I found that the mail had not been delivered.

On (after) returning home I found that the mail had no been delivered.

1. After I had read the book I went to bed.
2. When I saw his pale disturbed face I realised that something had gone wrong.
3. When he arrived in the town he sent a telegram to his relatives.

4. After he had looked through the article he found many typing mistakes.

5. When she had checked the students' papers she singled out some typical mistakes.

6. After she had copied the telephone number she tried to memorise it.

7. When they received that letter they realised that it was necessary to take urgent steps.

Exercise 2. *Обратите внимание на перевод герундия с предлогом **without**.*

1. **Without thinking** long, he agreed to our offer.

2. «You can't go home **without finishing** your task,» said the teacher.

3. I can't tell you the whole story **without reading** it to the end.

4. This article is difficult. You can't translate it **without using** the dictionary.

5. He went there **without telling** his friends about it.

6. She could not speak with him **without quarrelling**.

7. It was nearly eleven that night when Ashurst put down the pocket «Odyssey» which for half an hour he had held in his hands **without reading**, and slipped through the yard down to the orchard.

8. He walked a long way, **without looking** either to the right or left.

9. He had saved a small sum of money, but it was not enough to live on **without doing something**.

Грамматический комментарий

Различие между герундием и причастием I

Герундий и причастие I имеют две общие функции — определения и обстоятельства. Однако их легко отличить друг от друга, так как

причастие I в функциях определения и обстоятельства употребляется без предлога, а герундий — всегда с предлогом.

1. *He sat on the sofa reading a letter* (reading *читая*—причастие I).
2. *On reading the letter he put it into the pocket* (on reading *прочитав* — герундий).

Exercise 3. Герундий используется в общем смысле. Если речь идет об одном конкретном случае, можно использовать конструкцию “have a + существительное”

Например:

Talking to someone about a problem usually helps to solve it.

I had a talk with Susan last night.

Напишите по 2 предложения со следующими словами, используя герундий и конструкцию “have a + существительное”.

ride

drink

look

wash

quarrel

walk

Exercise 4. Составьте предложения и переведите их на русский язык, обращая внимание на перевод герундия.

1. I'd like you
to stop

talking.
interrupting me.
asking me questions.
speaking Russian in class.
smoking here.
being cross with me.

2. Have you begun

reading the book I gave you?
learning to skate?
looking through the text?
making notes of the lectures?
discussing the question without them?

3. I don't mind

you(r) smoking here.
their (them) using my notes.
his (him) coming to see us tomorrow evening.
going out for a walk now.
telling you another story.
her helping me.

4. Do you mind
if we go on

playing chess here?
discussing the matter now?
telling funny stories?
packing tomorrow morning?
watching TV?

5. He hasn't finished

translating the article yet.
speaking on the telephone yet.
dressing yet. Could you wait little, please?
looking round yet. Can we stay here a little longer?

6. They continue

interrupting him.
changing their plans.
talking.
making mistakes.

Exercise 5. Закончите предложения, употребляя герундий.

1. He left the room without saying good-bye.
2. Please, stop _____
3. She didn't admit _____
4. I'll never forget _____
5. Joan is keen on _____
6. When did you begin _____?
7. The children are looking forward to _____
8. Have you ever tried _____?

Exercise 6. Переведите предложения с русского на английский.

1. Я нахожу, что прощать очень трудно.

2. Я не выношу любопытных и суетливых людей.

3. А: Что Мэри за человек?

Б: Она тактична и терпелива.

4. Моя дочь веревки из меня вьет.

5. Я люблю разговаривать с Майком. Он такой остроумный.

6. Джеймс слишком предсказуем. Ему ужасно недостает чувства юмора.

7. Я с нетерпением жду новой встречи с вами.

8. Он вышел из комнаты, не попрощавшись.

9. Мы думаем о том, чтобы продать нашу квартиру и купить что-нибудь побольше.

10. Мой начальник – напыщенный старик. Он всегда пытается придраться к нам. (to find fault with us)

11. Твой взгляд на последние политические события очень односторонний.

12. Его ирония бывает иногда очень неприятной.

13. А: Как выглядит твой брат?

Б: Он высокий, хорошо сложенный, с темными волосами и большими карими глазами.

14. Я избегаю вечеринок. Я не очень общительный.

15. У Феликса быстро меняется настроение. В одну минуту он счастлив, в другую – абсолютно подавлен.

LESSON 2

УРОК 2

Essential Vocabulary / Глоссарий

abject ['æbdʒəkt]	жалкий, малодушный
adolescence	отрочество
adolescent	(прилаг.) юношеский (сущ.) подросток
bald [bɔːld]	лысый
clumsy ['klʌmzi]	неловкий
curfew	комендантский час, сигнал для гашения огня
dire ['daɪə]	ужасный, подлый, страшный
to draw a conclusion	сделать вывод
to elate	приподнять настроение, восторг
to emerge	появляться, выходить
to explode [ɪks'pləʊd]	взорвать(ся)
fear [fiə]	страх
flattering ['flætərɪŋ]	лестный
funeral	похороны
gee gee ['dʒiː 'dʒiː]	лошадка (детск.)
gentle ['dʒentl]	мягкий, нежный
to gobble up [gɒbl'ʌp]	пожирать
to hoard [hɔːd]	сохранять, хранить
hoary ['hɔːri]	седой, древний, почтенный
hostile	враждебный
independence [ɪndɪ'pendəns]	самостоятельность, независимость
inevitable [ɪn'evɪtəbl]	неизбежный
intense [ɪn'tens]	сильный, интенсивный
to interfere with smth [ɪntə'fɪə]	препятствовать, вредить чему-либо
kindly ['kaɪndli]	добродушный
to manipulate [mə'nɪpjəleɪt]	манипулировать, управлять
martial law	военное положение
mature	зрелый
myth [mɪθ]	миф
nappy ['næpi]	подгузник, памперс

nightmare ['naɪtmɛə]	кошмарный сон, кошмар
to observe [əb'zɜ:v]	наблюдать, замечать
pressure ['preʃə]	давление
railings ['reɪlɪŋz]	ограда, перила
to rebel [rɪ'bel]	восставать (против чего-либо)
to regret [rɪ'gret]	сожалеть
relief [rɪ'li:f]	облегчение
roundabout	карусель
satchel	ранец, школьный портфель
sheer [ʃiə]	явный, абсолютный
sobriety [səʊ'braɪəti]	умеренность, уравновешенность
to spit [spɪt]	плевать(ся)
subjection [səb'dʒekʃn]	подчинение, зависимость
to swear [swɛə]	ругаться, употреблять ругательства
swing [swɪŋ]	качели
swotting ['swɒtɪŋ]	зубрежка
tremendous [tri'mendəs]	огромный, ужасный
truant ['truənt]	прогульщик
to play truant	прогуливать (занятия и т.д.)
unflattering [ʌn'flætərɪŋ]	нелестный
warning ['wɔ:nɪŋ]	предупреждение

Vocabulary Work / Работа со словарем Ages and Stages / Возрасты и периоды

Exercise 1. *Memorise the following words and expressions. / Запомните следующие слова и выражения.*

A. Growing up / Взросление

Age	Stage	Возраст	Период
0 – 1	a baby	0 – 1	младенец
1 – 2	a toddler	1 – 2	малыш, ходунок
2 – 12	a child	2 – 12	ребенок, детство
13 – 17	a teenager	13 – 17	подросток
18 +	an adult	18 +	взрослый
20 – 30	in your twenties (24 – 26 mid twenties)	20 – 30	двадцать с чем-то
30 – 40	in your thirties (38 – late thirties)	30 – 40	тридцать с чем-то (38 – далеко за тридцать)
40 +	middle-aged, in middle age	40 +	средний возраст
60 – 65	retirement	60 – 65	выход на пенсию
75 +	old age	75 +	старость

B. Childhood and Adolescence / Детство и отрочество

to be born	родиться
to grow up	вырасти
to go to university	поступить в университет
to meet smb	встречаться с кем-либо
romance	роман
to get married to smb	жениться на ком-либо
to be pregnant	быть беременной, ждать ребенка
to be expecting a baby }	

Exercise 2. *What stage of life are these people at? / Какой период жизни переживают эти люди?*

1. Paul isn't 2 yet, so he's still a toddler.
2. Albert was a bus driver for 40 years but stopped work two years ago, so he is now _____
3. Susan is 25, so she is in her _____
4. Caroline is 50 this year so she is now in her _____
5. Ron is 33 and his wife is 32, so they are both in _____
6. Joan is 75 this year, so she is quite _____
7. Jason was born six weeks ago, so he's a _____
8. Leyla is 13 this year, so she'll soon be a _____
9. Ravi is 18 this year, so legally he becomes _____
10. 15 is often a difficult age for boys going through _____

Exercise 3. *Match the beginnings with the endings. / Подберите окончания к началам предложений.*

- | | |
|---------------------------|---|
| 1. Rebecca was born | a. was a boy at her secondary school. |
| 2. She grew up | b. in her early thirties. |
| 3. Her first boyfriend | c. on a farm with lots of animals. |
| 4. She went out with him | d. when she was in her late twenties. |
| 5. She went to university | e. in a small local hospital in 1972. |
| 6. She fell in love | f. for six months. |
| 7. They got married | g. just after the baby was born. |
| 8. She had a baby | h. with another student doing medicine. |
| 9. Her father retired | i. when she left school. |

Rebecca was born in a small local hospital in 1972.

Everyday English / Повседневный английский

Letter Writing / Переписка A Letter of Invitation / Приглашение

Письма-приглашения обычно посылаются друзьям, коллегам, родственникам.

В более формальных случаях, как правило, используются специальные карточки-приглашения. Письма-приглашения пишутся в неформальном стиле, но с соблюдением правил грамматики и правописания.

Exercise 1. *Read the letter. / Прочтите письмо.*

Dear Margaret,

I shall be pleased to have lunch with you this Saturday afternoon at Selfridges. It will give me a grand opportunity to hear all about your trip to Russia. I hope you haven't forgotten a single detail.

Your friend,
Luella.

Exercise 2. *Make a list of the standard phrases in the letter above. / Составьте список стандартных фраз из приведенного выше письма.*

Example: I shall be pleased to ...

Exercise 3. *Read the description of a situation and write a letter of invitation. / Прочтите описание ситуации и напишите письмо-приглашение.*

Inviting

Write to a friend who lives in another part of the country. Invite him/her to come to stay at your house for a weekend. Suggest some dates. Say what you'd like to do during the weekend. Suggest how the friend could travel, and offer to meet him/her at the railway station or airport. Finish by saying 'I do hope you can come.'

Training / Тренинговые задания

Exercise 1. a) People in developed countries can expect to live for about 70 years. Suggest age groups for the following people and ages.

Люди в развитых странах могут рассчитывать прожить около семидесяти лет. Укажите возрастные рамки следующих периодов человеческой жизни.

Suggest age groups for the following people and ages.

- | | | | |
|--------------------------|---|--------------------------|-----------------------------------|
| 0 | – | <input type="checkbox"/> | a baby (babyhood) |
| <input type="checkbox"/> | – | 13 | a child (childhood) |
| 13 | – | <input type="checkbox"/> | a teenager (the teenage years) |
| <input type="checkbox"/> | – | <input type="checkbox"/> | an adult (adulthood) |
| <input type="checkbox"/> | – | <input type="checkbox"/> | a middle-aged person (middle age) |
| <input type="checkbox"/> | – | <input type="checkbox"/> | an old person (old age) |

b) Answer the questions. / Ответьте на вопросы.

What are some of the joys and problems of each age?

Are you happy with your present age?

How do you feel about growing older?

Exercise 2. a) With which age or ages do you associate the following? / С каким возрастом или возрастами у вас ассоциируются следующие предметы и понятия?

- nappies _____
- comics _____
- a pension _____
- false teeth _____
- wrinkles _____
- swings and roundabouts _____
- moo cows and gee gees _____
- a satchel _____
- a mortgage _____

- going bald _____
- swotting _____
- playing truant _____
- going grey _____
- expecting a baby _____
- an inability to sleep _____
- an inability to get up _____

being	wise _____
	innocent _____
	mature _____
	responsible _____
	ambitious _____
	naughty _____
	absent-minded _____

*b) Speak about one of the ages. Try to use some words from 2a. /
Расскажите об одном из возрастов. Постарайтесь использовать некоторые
слова из упр.2а.*

Exercise 3. 🇷🇺

*a) Read and listen to the poem. / Прочтите и прослушайте
стихотворение.*

Warning

When I am an old woman I shall wear purple
 With a red hat which doesn't go, and doesn't suit me,
 And I shall spend my pension on brandy and summer gloves
 And satin sandals, and say we've no money for butter.
 I shall sit down on the pavement when I'm tired
 And gobble up samples in shops and press alarm bells
 And run my stick along the public railings
 And make up for the sobriety of my youth.
 I shall go out in my slippers in the rain
 And pick the flowers in other people's gardens
 And learn to spit.

You can wear terrible shirts and grow more fat
 And eat three pounds of sausages at a go

Or only bread and pickle for a week
And hoard pens and pencils and beer mats and things in boxes.

But now we must have clothes that keep us dry
And pay our rent and not swear in the street
And set a good example for the children.
We will have friends to dinner and read the papers.

But maybe I ought to practise a little now?
So people who know me are not too shocked and surprised
When suddenly I am old and start to wear purple.

Jenny Joseph

b) Answer the questions. / Ответьте на вопросы.

1. What do you understand by the title of the poem? Who is she warning?

2. The poem has three parts. Where do you think the divisions are?

3. Which part(s) of the poem refer to:
 - the distant future?

 - the near future?

 - the present?

 - the past?

4. What sort of things is she going to do when she is an old woman? Why can't she do them now?

5. Who is *you* in verse 2?

6. Use your imagination to describe the woman and the life she leads now.
 - How old is she?

 - How many children has she got?

 - Has she got a job?

 - What social class does she belong to?

- Is she happy?

- What sort of clothes does she wear?

Exercise 4. 🇷🇺

a) Here is an interview with Harold Thomas, who after 40 years of a full working life and 30 years as managing director of his own company, is now retired.

Вы услышите интервью с Гарольдом Томасом, который после сорока лет полноценной трудовой жизни и тридцати лет управления собственной компанией вышел на пенсию.

b) Answer the questions. / Ответьте на вопросы.

1. What are some of the things he has started doing since his retirement?

He's _____

2. What does he particularly like about the golf club?

3. Why is he brown?

4. Which countries has he been to?

5. Which of these questions is correct?

- How long was he retired?

- How long has he been retired?

- How long is he retired?

- How long was he married?

- How long has he been married?

- How long is he married?

6. What's the answer to these questions?

7. When did he begin to get in touch with his relatives?

b) *What do you think? / Что вы думаете об этом?*

1. Do you agree with Harold Thomas that work gives direction and discipline to one's life? If you disagree, say *why*.

2. What do you look forward to doing when you have retired? Or would you prefer to carry on working?

Exercise 5. Discussion. *Read the text, the arguments and counter-arguments. Choose the point of view you would like to support, and make a speech.*

Дискуссия. Прочтите текст, аргументы и контраргументы. Выберите точку зрения, которую вы поддерживаете, и подготовьте выступление.

Childhood Is Certainly Not the Happiest Time of Your Life

It's about time somebody exploded that hoary old myth about childhood being the happiest period of your life. Childhood may certainly be fairly happy but its greatest moments can't compare with the sheer joy of being an adult. Who ever asked a six-year-old for an opinion? Children don't have opinions, or if they do, nobody notices. Adults choose the clothes their children will wear, the books they will read and the friends they will play with. Mother and father are kindly but absolute dictators. This is an adult world and though children may be deeply loved, they have to be manipulated so as not to interfere too seriously with the lives of their elders and betters. The essential difference between manhood and childhood is the same as the difference between independence and subjection.

For all the nostalgic remarks you hear, which adult would honestly change places with a child? Think of the years at school: the years spent living in constant fear of examinations and school reports. Every movement you make, every thought you think is observed by some critical adult who may draw unflattering conclusions about your character. Think of the curfews, the martial law, the times you had to go to bed early, do as you were told, eat disgusting stuff that was supposed to be good for you. Remember how "gentle" pressure was applied with remarks like "if you don't do as I say, I'll ..." and a dire warning would follow.

Even so, these are only part of a child's troubles. No matter how kind and loving adults may be, children often suffer from terrible, illogical fears which are the result of ignorance and an inability to understand the world around them. Nothing can equal the abject fear a child may feel in the dark, the absolute horror of childish nightmares. Adults can share their fears with other adults; children invariably face their fears alone. But the most painful part of childhood is the period when you begin to emerge from it: adolescence.

Teenagers may rebel violently against parental authority, but this causes them great unhappiness. There is a complete lack of self-confidence during this time. Adolescents are over-conscious of their appearance and the impression they make on others. They feel shy, awkward and clumsy. Feelings are intense and hearts easily broken. Teenagers experience moments of tremendous elation or black despair. And through this turmoil, adults seem to be more hostile than ever.

What a relief it is to grow up. Suddenly you regain your balance; the world opens up before you. You are free to choose; you have your own place to live in and your own money to spend. You do not have to seek constant approval for everything you do. You are no longer teased, punished or ridiculed by heartless adults because you failed to come up to some theoretical standard. And if on occasion you are teased, you know how to deal with it. You can simply tell other adults to go to hell: you are one yourself.

The Argument: Key Words

1. Childhood the happiest time of your life: a myth.
2. Happiest moments cannot compare with joy of being an adult.
3. Children don't have opinions; adults choose clothes, books, friends for them.
4. Parents: kindly but absolute dictators; children manipulated so as not to interfere with elders.
5. Difference between manhood and childhood: independence and subjection.
6. Nostalgic remarks, but who would change places?
7. Years of school: constant fear, examinations, school reports.
8. Constant observation by critical adults; unflattering remarks.
9. Curfews; martial law; bed early; do as told; eat disgusting food.
10. "Gentle" pressure; threats: "if you don't do as I say ..."
11. Children suffer from illogical fears: ignorance of world around them.
12. E.g. abject fear of darkness; horror of nightmares; fears faced alone.
13. Most painful time: adolescence: rebellion against adult authority.
14. Lack of self-confidence; over-conscious appearance, impression on others.
15. Shy, awkward, clumsy. Intense feelings: elation or despair; adult world hostile.
16. Relief to grow up; regain balance.
17. Freedom to choose: where to live; money to spend.
18. Constant approval by adults not necessary.
19. Not subject to ridicule; if you are, you can deal with it.

The Counter-Argument: Key Words

1. What is the essence of happiness? Complete freedom from care.
2. Children have this: no responsibilities.
3. No social and economic pressures; no inhibitions.
4. They look at the world with fresh eyes; everything is new and unspoilt.
5. By comparison, adults are anxiety-ridden, tired, worried, etc.
6. Adolescent moments of intense happiness never recaptured.
7. Capacity for deep feeling; attachment to true values; idealism.
8. Willing to put up with discomforts, shortage of money, etc. Sheer joy of living.
9. Adults by comparison: bored, disillusioned, capacity to feel blunted.
10. Adult world is not the paradise it seems.
11. Adults also have to do as they are told; threatened by more senior adults (e.g. employers).
12. They are also under constant observation in their work; reports on them are filed in big firms.
13. It is significant that *most* adults think of their childhood as being most happy period.
14. One of the Utopian dreams of mankind: to find the secret of eternal youth.

Homework Assignment / Упражнения для домашнего задания

Перед выполнением домашнего задания обратитесь к грамматическому комментарию в конце юниты.

Exercise 1. Выберите нужную форму глагола. / Choose the correct form. Put a tick (✓) next to the correct form of the verb.

- a. He agreed { start
starting
to start } ☐ ☐ ☐ the job as soon as possible.

b. I finished { read
to read
reading } ☐
☐
☐ the book and went to bed.

c. My teachers always expected me { doing
to do
do } ☐
☐
☐ well in exams.

d. Let me { to pay
paying
pay } ☐
☐
☐ for the meal. You paid last time.

e. The dentist told me { being
to be
be } ☐
☐
☐ more careful when I
☐ brush my teeth.

Exercise 2. Раскройте скобки, употребляя глаголы в форме инфинитива или герундия. Иногда возможны обе формы.

Put the verb in brackets in the right form, infinitive (with or without to), or **-ing**. Sometimes two forms are possible.

Examples:

I enjoy **walking** (walk) in the rain.

Would you like **to have** (have) something to eat?

It started **to rain/raining** (rain) while we were out.

- My family is trying _____ (decide) where to go on holiday.
- I'd like _____ (go) somewhere different for a change.
- I enjoy _____ (visit) places I've never been to before.
- But my children hate _____ (sightsee).
- They prefer _____ (play) in a swimming pool all day.
- They refuse _____ (go) out on trips if it's too hot.
- Last year we managed _____ (find) a holiday that suited everyone.
- We decided _____ (rent) a house with a swimming pool.
- A lady from a travel agency helped us _____
_____ (choose) a nice house.

- j. When we arrived, the people next door invited us _____
_____ (have) a drink with them.
- k. We began _____ (talk) about next year's holiday two months ago.
- l. Everyone hopes _____ (enjoy) themselves on holiday, but it isn't always easy.
- m. My wife and I are starting _____
(think) we should stay at home.

Exercise 3. Заполните пропуски нужными словами. Количество линий указывает на количество пропущенных слов.

Complete the following story. The lines show the number of words missing. The words are not always gerunds or infinitives.

He tried _____ to _____ find _____ a a job.
I'd like _____ you _____ to help me.
John Bradley was surprised (a) _____
_____ a letter waiting for him on his desk when he arrived at work. Before (b) _____ it, he hung up his coat and took out his glasses.
'Dear Mr Bradley,' he read, 'We are sorry (c) _____ you that your services are no longer required ...'
He could not believe it. After (d) _____ for the company for thirty years, he had been made redundant, one Monday morning, without (e) _____ warned in any way at all.
There was no point (f) _____ the letter. The ending was obvious. 'Thank you for your loyalty and dedication over the years, and we hope you will enjoy (g) _____ more time to spend ...'
The company wanted (h) _____ to go away quietly and enjoy his premature retirement. He was fifty-two. How could he (i) _____ find another job at his age? He knew that firms were not interested (j) _____ - people over forty-five, let alone over fifty. Could he still afford (k) _____ his daughters to their expensive school?
He sat back in his chair and looked out of the window, wondering (l) _____ next. _____ He _____ decided (m) _____ the office as soon as possible. He did not want (n) _____ to see him while he felt so depressed. So he put on his coat and for the last time closed the office door behind him. He stopped (o) _____

_____ 'goodbye' to the telephonist, whom he had known for years, and left the building.

Out in the street, it had begun (p) _____.
_____. He had forgotten (q) _____ his umbrella that morning, so he turned up his overcoat collar and walked towards the station (r) _____ his train home. He didn't know what (s) _____.
_____. _____ to his wife. The thought of breaking the news to her (t) _____
_____ feel sick.

Exercise 4. *Перепишите предложения, используя прилагательные в скобках. / Rewrite the sentences, using the adjectives in brackets.*

Example:

I heard you passed your driving test. (delighted)

I was delighted to hear that you passed your driving test.

a. I learned that your aunt had died. (sorry)

b. He wanted to know where we had been. (anxious)

c. She found that her husband was still alive. (amazed)

d. I see you're still smoking. (disappointed)

e. He learned that he had nearly died. (shocked)

Exercise 5. *Перепишите предложения, используя глаголы в скобках. / Rewrite the sentences, using the verbs in brackets.*

Example:

'Come to the party. You'll really enjoy it,' he said to her. (persuade)

He persuaded her to go to the party.

a. 'Yes, I did drive too fast through the town,' she said. (admit)

b. 'I'll lend you some money, if you like,' he said to me. (offer)

- c. 'If I were you, I'd accept the job,' he said to his daughter. (advise)

- d. 'Why don't you have a holiday in my country cottage?' he said to us. (invite)

- e. 'You must pay for the damage you've done,' she said. So I paid. (make)

- f. 'I haven't smoked for three years,' she said. (stop)

- g. We needed petrol, so we went to a service station. (stop)

- h. I didn't buy food for dinner so we had to go out. (forget)

- i. But I fed the cat. (remember)

- j. I had piano lessons for years, but I was never very good. (try)

Exercise 6. *Напишите подходящие для данных ситуаций вопросы. / Write appropriate questions for these situations.*

- a. You are going to meet a friend of your sister at the airport. You've never met her before. What do you ask your sister?

- b. A friend has just been to visit Alice in hospital. What do you ask?

- c. "There was a new student in our class today. She's Japanese," says a friend of yours. What question do you ask?

- d. You have invited some friends to come to your house for a meal. You want to make sure that you don't give them food they don't like. What do you ask them?

- e. You were in a bank when it was robbed by three men. You saw the men. What question do the police ask you?

- f. A friend is reading a letter from his girlfriend. You want to know if she is well. What do you ask?

-
-
- g. A friend has just come back from two weeks in the Bahamas. You know nothing about these islands. What do you ask?
-
-

Exercise 7. *Переведите предложения с русского на английский.*

1. Я думаю, Джоан не согласится пойти на похороны. Она пытается избегать грустных вещей.
-

2. А: Ты хорошо спал?
Б: Нет, мне снился кошмарный сон.
-

3. Наши дети вчера подрались, но я решила не вмешиваться.
-

4. Она обещала больше не прогуливать.
-

5. Послушав новости, Андреа вздохнула с облегчением.
-

6. Генерал приказал взорвать мост.
-

7. Ему хорошо удается манипулировать людьми.
-

8. А: Сколько лет Марку?
Б: Ему под сорок.
-

9. Я не могу забыть зубрежку перед школьными экзаменами.
-

10. Поезжай в Шотландию на зимние каникулы. Ты не пожалеешь об этом.
-
-

11. Его поздравления были весьма лестными.

12. Отрочество – тяжелое время. Мир кажется враждебным, и никто тебя не понимает.

13. Подростки восстают против родителей, потому что им не хватает уважения и независимости.

14. Ты когда-нибудь замечал, какая Ирэн неловкая? Каждый раз на вечеринке она что-нибудь разбивает.

15. Сын Дженнифер – малыш. Ему 15 месяцев.

LESSON 3

УРОК 3

Essential Vocabulary / Глоссарий

attendance [ə'tendəns]

barbarity [bə:'bærɪtɪ]

bewildered [bi'wɪldɪd]

bun [bʌn]

to calm down [kɑ:m'daʊn]

confidence ['kɒnfɪdəns]

to crawl [krɔ:l]

to crush [krʌʃ]

double-decker

easy-going

feature ['fi:tʃə]

fierce

grateful ['ɡreɪtful]

hardy ['hɑ:di]

humble ['hʌmbəl]

indulgent [ɪn'dʌldʒənt]

inseparable [ɪn'sepərəbl]

посещаемость, посещение

варварство

в замешательстве, изумленный,
сбитый с толку

пучок

успокоить(ся)

уверенность

ползти

сокрушать, разбивать

двухэтажный автобус

добродушный, раскованный

черта лица, характера

свирепый, неистовый

благодарный

выносливый, стойкий

скромный, незаметный

снисходительный, терпимый

неразлучный, неразделимый

juvenile delinquency
lax [læks]
laxity ['læksɪtɪ]
to let smb down
liking ['laɪkɪŋ]
e.g. It's not to my liking.
to matter
mink
negligence ['neglɪdʒəns]
offspring ['ɒfsprɪŋ]
parting ['pɑːtɪŋ]
permissiveness
petty ['petɪ]
to pull strings

to rate [reɪt]
ribbon ['rɪbəŋ]
to ruffle ['rʌfl]
self-centred ['self'sentəd]
severe [sɪ'vɪə]
to show off [ʃəʊ 'ɒf]
slightly ['slaɪtli]
to smash
to sort out [sɔːt 'aʊt]
to spank [spæŋk]
to spoil [spɔɪl]
spoil [spɔɪlt]
stepfather

step-mother
stodgy ['stɒdʒɪ]
stream [stri:m]
surfeit ['sɜːfɪt]
to take after smb. [teɪk 'ɑːftə]
to tell smb apart
to tell smb off
to thrill [θrɪl]
unapproachable
to undermine
to upset [ʌp'set]
vain [veɪn]
vigorous ['vɪɡərəs]
weird

подростковая преступность
слабый, вялый
слабость, вялость
подвести кого-либо
предпочтение, вкус
Мне это не по вкусу.
иметь значение
норка, норковый
пренебрежение, небрежность
отпрыск
пробор (о волосах)
вседозволенность
мелкий, мелочный
пустить в ход свои связи; досл.
натянуть вожжи
оценивать, классифицировать
лента, бант
раздражать, беспокоить
эгоистичный
суровый
хвастать, выставлять что-либо напоказ
слегка, едва
разбить
сортировать, разбираться
шлепать
портить, баловать
избалованный, испорченный
отчим
разг. step-dad
мачеха
тяжелый (о пище)
поток
избыток
пойти в кого-либо, походить
различать кого-либо
отчитать кого-либо, сделать выговор
волновать, возбуждать
недоступный
подрывать
огорчить, расстроить, обидеть
тщеславный
энергичный
странный

wound [wu:nd]
yobbo ['jɒbəʊ]

рана
малолетний хулиган, паршивец,
молокосос

Vocabulary Work / Работа со словарем

Family and Friends / Семья и друзья

Exercise 1. *Memorise the following words and expressions. / Запомните следующие слова и выражения.*

A. Relatives / Родственники

<i>male</i>	<i>мужчина</i>
grandfather	дедушка
uncle(s)	дядя
cousin(s)	двоюродный брат
father-in-law	отец жены или мужа
brother-in-law	брат мужа / жены
nephew(s)	племянник
widower	вдовец
step-father	отчим
<i>female</i>	<i>женщина</i>
grandmother	бабушка
aunt(s)	тетя
cousin(s)	двоюродная сестра
mother-in-law	мать жены/ мужа
sister-in-law	сестра мужа / жены
niece(s)	племянница
widow	вдова
step-mother	мачеха

B. Names / Имена

first names	имя
e.g. James, Martin, Kate	например: Джеймс, Мартин, Кейт
family name = surname	фамилия
e.g. Smith, Brown, O'Neill	например: Смит. Браун, О'Нил
middle name	второе имя
full name	полное имя
e.g. Sarah Jane Smith	например: Сара Джейн Смит

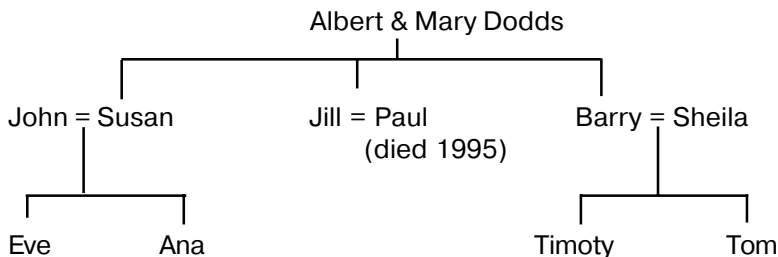
C. Friends / Друзья

an old friend	старый друг
close	близкий
your best	лучший
colleague	коллега
ex-	бывший
ex-girlfriend	бывшая девушка

D. Useful Words / Полезные слова

to inherit	унаследовать
the only child	единственный ребенок
a single-parent family	семья с одним родителем
partner	человек, с которым вы живете, но не состоите в браке

Exercise 2. Look at the family tree and complete the sentences. /
Посмотрите на генеалогическое древо и закончите предложения.



1. John is Jill's _____
2. Timothy is Jill's _____
3. Eve and Ana are Timothy's _____
4. Eve is Sheila's _____
5. Albert Dodds is Tom's _____
6. Barry is Eve's _____
7. Susan is Timothy's _____
8. As Paul died in 1995, Jill is a _____
9. Tom is Mary's _____
10. The only two people who are not related are _____

Exercise 3. *Draw your own family tree and describe your family. / Начертите ваше генеалогическое древо и опишите свою семью.*

Exercise 4. *Answer the questions. / Ответьте на вопросы.*

1. What's your first name?
2. What's your surname?
3. Is that a common name in your country?
4. Do you have a middle name?
5. Are you the only child?
6. Who is your oldest friend?
7. Do you work? If so, how many of your work colleagues are also your friends?
8. Do you have any ex-boyfriends or ex-girlfriends who speak English very well?
9. Are single-parent families becoming more common in your country?
10. In your country, do more and more people live together without getting married?

Everyday English / Повседневный английский

Letter Writing / Переписка

Thank-You Letters / Благодарственные письма

Если вы побывали в гостях или жили у знакомых какое-то время, вежливость требует, чтобы вы написали письмо с благодарностью. Письмо следует написать сразу же по возвращении домой, чтобы известить ваших

друзей о благополучном путешествии и выразить им свою благодарность. Отметьте, что вам особенно понравилось и запомнилось.

Exercise 1. *Read the letters. / Прочтите письма.*

a) Thanking for an Enjoyable Weekend

Dear Mrs Wilton,

I'd like you to know how much the weekend at your lovely house in Connecticut has meant to me. That clean white snow around the house certainly cannot be compared with the slush in the streets of New York. I not only enjoyed myself immensely, but I feel relaxed and refreshed as I have not felt in months.

Many thanks to you and Mr Wilton for inviting me.

Sincerely,

Timothy Surikov

slush – слякоть

immensely – в высшей степени

to feel relaxed and refreshed – чувствовать себя отдохнувшим

b) Dear Martin,

Just a short note to thank you for a most enjoyable party last Wednesday. It is always difficult to get to know people when you arrive in a foreign country, but you made me feel most welcome and I was able to meet a lot of interesting people. I hope I'll have the chance to invite you both to my house in Italy some time.

Thank you again for an enjoyable evening.

Yours sincerely,

Giorgio Muti

Exercise 2. *Make a list of the standard phrases in the letters above. /*

Составьте список стандартных выражений из вышеприведенных писем.

Example:

Just a short note to thank you for ...

I'd like you to know how much ... has meant to me.

Exercise 3. *Read the description of a situation and write a thank-you letter. / Прочтите описание ситуации и напишите благодарственное письмо.*

Now, think of an occasion when you were entertained in a foreign country. Write a letter of thanks to your hosts using the standard phrases in the letters above, but also mentioning what you specially liked about the visit/ the party/ etc.

Training / Тренинговые задания

1. *Look at the pictures. Do you understand these jokes? / Посмотрите на картинки. Понимаете ли вы эти шутки?*

2. *Discuss the following. / Обсудите следующие проблемы.*

1) It is said that children learn more in the first two years of life than at any other stage. What kinds of things have most children learnt by the age of two? What do they learn themselves, and what are they taught?

2) Say what you think are the three most important qualities of an ideal parent. Are there any other qualities that you would like to add to your list?

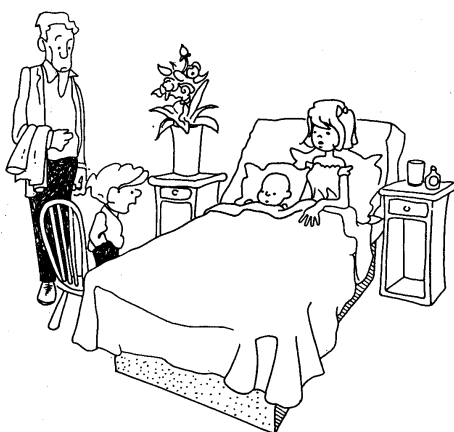
3) How would you rate the way that your parents brought you up? If you are a parent, how do you rate yourself? If you are not a parent, do you think you would make a good one?



"May I borrow him? We need to get rid of some visitors."



Congratulations! He seems very bright.



That's all I needed - a baldheaded sister.

- 1) _____
- _____
- _____
- _____
- 2) _____
- _____
- _____
- _____
- 3) _____
- _____
- _____
- _____

Exercise 3. a) Listen to the tape and write the names of the people in the spaces. / Прослушайте пленку и запишите ниже имена людей.

- | | |
|----------|----------|
| a. _____ | e. _____ |
| b. _____ | f. _____ |
| c. _____ | g. _____ |
| d. _____ | h. _____ |

b) Bring a photo of your family and discuss it in a similar way with a partner. / Принесите фотографию своей семьи и обсудите ее в классе по образцу упр.3b.

Exercise 4. a) *Divide in two groups, those with children and those without. Discuss the following questions. (If nobody has children, divide in two groups. One of the groups should discuss themselves from their parents' point of view).*

Разделитесь на две группы: на людей с детьми и без детей. Обсудите следующие вопросы. (Если ни у кого нет детей, разделитесь на две группы, при этом одна из групп должна обсудить самих себя с точки зрения своих родителей).

Group A: People with children

1. Who do your children look like? Who do they take after in character?
2. Have you brought up your children similarly to the way your parents brought you up? Are you more/less strict? More/less indulgent?
3. In what ways do you hope your children's life will be better than yours?

Group B: People without children

1. Who do you most take after, your mother or your father? Who do you look like? Who are you like in character?
2. How much of a generation gap is there/was there between you and your parents?
3. Would you want to bring up your children similarly to the way your parents brought you up?

b) *Read the article in which members of the same family describe their relationship. You will read about James Mitford, an actor, and his daughter Amy.*

Прочтите статью, в которой члены одной семьи описывают свои взаимоотношения. Вы прочтете об актере Джеймсе Митфорде и его дочери Эми.

Relative Values

Two Points of View on Family Relations

James Mitford: My wife and I only had the one child. It might have been nice to have a son, but we didn't plan a family, we just had Amy.

I see her as my best friend. I think she'd always come to me first if she had a problem. We have the same sense of humour, and share interests. I don't mind animals, but she's completely obsessed with them, and she has always had dogs, cats, horses, and goldfish in her life.

We were closest when she was about four, which I think is a lovely age for a child. They know the parents best, and don't have the outside contacts. She must have grown up suddenly when she went to school, because I remember her growing away from her family slightly. Any father who has a teenager daughter comes across an extraordinary collection people, and there seemed to be an endless stream of strange young men coming through our house. By the time I'd learned their names they'd gone away and I had to start learning a net lot. I remember I told her off once in front of her friends and she didn't talk to me for days afterwards.

I wanted more than anything else for her to be happy in what she was doing, and I was prepared to pull strings to help her on her way. She went to a good school, but that didn't work out. She must have upset somebody. When she left she decided she wanted to become an actress so I got her into drama school. It wasn't to her liking so she joined a theatre group and began doing bits and pieces in films. She was doing well, but then gave it up. She probably found it boring. Then she took up social work, and finally went to work for a designer and he became her husband. And that's really the story of her life. She must be happy with him — they're always together.

We have the same tastes in books and music, but it takes me a while to get used to new pop songs. I used to take her to see the opera, which is my big passion, but I don't think she likes it very much, she doesn't come with me any more.

I don't think she's a big television watcher. She knows when I'm on, and she might watch, but I don't know. It's not the kind of thing she tells me.

We're very grateful for Amy. She's a good daughter as daughters go. We're looking forward to being grandparents. I'm sure she'll have a son.

Amy Mitford: I don't really know my father. He isn't easy to get on with. He's quite self-centred, and a little bit vain, I think, and in some ways quite unapproachable. The public must think he's very easy-going, but at home he keeps himself to himself.

He can't have been at home much when I was a child, because I don't remember much about him. He's always been slightly out of touch with family life. His work always came first, and he was always off somewhere acting or

rehearsing. He loves being asked for his autograph, he loves to be recognized. He has won several awards, and he's very proud of that. He was given the Member of the British Empire, and we had to go to Buckingham Palace to get the medal. It was incredibly boring — there were hundreds of other people getting the same thing, and you had to sit there for hours. He shows off his awards to whoever comes to the house.

I went to public school, and because of my total lack of interest and non-attendance I was asked to leave. I didn't want to go there in the first place. I was taken away from all my friends. He must have been very pleased to get me into the school, but in the end it was a complete waste of money. I let him down quite badly, I suppose. I tried several jobs but I couldn't settle down in them. They just weren't challenging enough. Then I realised that what I really wanted to do was live in the country and look after animals, so that's what I now do.

As a family, we're not that close, either emotionally or geographically. We don't see much of each other these days. My father and I are totally different, like chalk and cheese. My interests have always been the country, but he's into books, music and above all, opera, which I hate. If they do come to see us, they're in completely the wrong clothes for the country — mink coats, nice little leather shoes, not exactly ideal for long walks across the fields.

He was totally opposed to me getting married. He was hoping we would break up. Gerald's too humble, I suppose. He must have wanted me to marry someone famous, but I didn't, and that's all there is to it. We don't want children, but my father keeps on and on talking about wanting grandchildren. You can't make someone have children just because you want grandchildren.

I never watch him on television. I'm not that interested, and anyway he usually forgets to tell me when he's on.

c) Answer the questions. / Ответьте на вопросы.

1. How would you describe their relationship?
 - a. It was closer when Amy was a child.
 - b. They get on well and agree on most things.
 - c. He has more respect for her than she does for him.
 - d. They don't have very much in common.
2. How would you describe James Mitford?
 - a. He has done all that a father can for his daughter.
 - b. He isn't very aware of how she really feels.
 - c. He's more interested in himself than his family.
3. How would you describe Amy?
 - a. She is selfish and spoilt.

- b. It took her a long time to decide what she wanted to do in life.
c. She found happiness in marriage that she didn't have in childhood.
4. What did he think of her friends when she was a teenager?

 5. Why did she leave school?


 6. Why did she give up her jobs?

 7. What does he think of her husband?

 8. Is she interested in his career?

 9. Is she going to have children?

 10. How often do they see each other?

Exercise 5.  a) You will hear six people commenting on their childhood and their parents. Stop the tape after each one and discuss the following:

Вы услышите рассказы шестерых людей о своем детстве и родителях. Останавливайте пленку после каждого рассказа и обсуждайте следующее:

1. Was he/she a happy child?

2. How did his/her parents treat him/her?

3. a) What was he / she like as a child?

b) What was your childhood like? / Каким было ваше детство?

Exercise 6. Discussion. Read the text, the arguments and counter-arguments. Choose the point of view you would like to support, and make a speech. / Дискуссия. Прочитайте текст, аргументы и контраргументы. Выберите точку зрения, которую вы поддерживаете, и подготовьте выступление.

Parents Are Too Permissive with Their Children Nowadays

Few people would defend the Victorian attitude to children, but if you were a parent in those days, at least you knew where you stood: children were to be seen and not heard. Freud and company did away with all that and parents have been bewildered ever since. The child's happiness is all important, the psychologists say, but what about the parents happiness?

Parents suffer constantly from fear and guilt while their children gaily romp about pulling the place apart. A good old-fashioned spanking is out of the question: no modern child-rearing manual would permit such barbarity. The trouble is you are not allowed even to shout. Who knows what deep psychological wounds you might inflict? The poor child may never recover from the dreadful traumatic experience. So it is that parents bend over backwards to avoid giving their children complexes which a hundred years ago hadn't even been heard of. Certainly a child needs love, and a lot of it. But the excessive permissiveness of modern parents is surely doing more harm than good.

Psychologists have succeeded in undermining parents' confidence in their own authority. And it hasn't taken children long to get wind of the fact. In addition to the great modern classics on child care, there are countless articles in magazines and newspapers. With so much unsolicited advice flying about, mum and dad just don't know what to do any more. In the end, they do nothing at all. So, from early childhood, the kids are in charge and parents' lives are regulated according to the needs of their offspring. When the little dears develop into teenagers, they take complete control. Lax authority over the years makes adolescent rebellion against parents all the more violent. If the young people are going to have a party, for instance, parents are asked to leave the house. Their presence merely spoils the fun. What else can the poor parents do but obey?

Children are hardy creatures (far harder than the psychologists would have us believe) and most of them survive the harmful influence of extreme permissiveness which is the normal condition in the modern household. But a great many do not. The spread of juvenile delinquency in our own age is largely due to parental laxity. Mother, believing that little Johnny can look after himself, is not at home when he returns from school, so little Johnny roams the streets. The dividing-line between permissiveness and sheer negligence is very fine indeed.

The psychologists have much to answer for. They should keep their mouths shut and let parents get on with the job. And if children are knocked about a little bit in the process, it may not really matter too much. At least this will help them to develop vigorous views of their own and give them something positive to react against. Perhaps there's some truth in the idea

that children who've had a surfeit of happiness in their childhood emerge like stodgy puddings and fail to make a success of life.

The Argument: Key Words

1. One can't defend Victorian attitude to children, but position clear then: children seen, not heard.
2. Freud and Co. have done away with this view.
3. Psychologists: child's happiness important. Parents'?
4. Parents: fear and guilt; spanking forbidden; barbarity.
5. Not even shouting: psychological wounds; traumatic experience.
6. Parents try to avoid giving complexes unknown 100 years ago.
7. Love, yes, but excessive permissiveness harmful.
8. Psychologists undermined parents' confidence in authority.
9. Children aware of this.
10. Bombarded with child-care books, articles, etc., parents don't know what to do; do nothing.
11. Regulate lives according to children's needs.
12. Lax authority: adolescent rebellion all the more violent.
13. E.g. parties: parents not wanted.
14. Children: hardy creatures; most survive permissiveness.
15. Many don't: juvenile delinquency; e.g. Johnny roams streets.
16. Dividing line, permissiveness and negligence very fine.
17. Psychologists to blame: leave parents alone.
18. If children knocked about a bit – not important.
19. Develop vigorous views, something positive to react against.
20. Surfeit of happiness: stodgy puddings?

The Counter-Argument: Key Words

1. If parents err today in bringing up children, they err on the right side.
2. There is no defence for Victorian harshness, hypocrisy, lack of understanding, barbarity.
3. We can only be grateful to Freud and Co.: an age of enlightenment.
4. Child-care manuals: sensible and practical; not authoritarian.
5. We know too much to be authoritarian these days.
6. Of course love is all important.
7. Love and care is not the same as permissiveness and negligence.
8. No one would defend parental laxity.
9. We are not concerned here with delinquent children, but with children from happy home backgrounds.

10. Psychological wounds can be very real.
 11. E.g. can later lead to mental illness, etc.
 12. Children today: healthy in body and mind; parents really care.
 13. Develop more quickly than previous generation.
 14. Soon gain independence from parents.
 15. Grow up to be mature, responsible adults.
-
-
-
-
-
-

Homework Assignment / Упражнения для домашнего задания

Перед выполнением домашнего задания обратитесь к грамматическому комментарию в конце юниты.

Exercise 1. *Переведите предложения на русский язык, обращая внимание на употребление причастий I и II и на их функцию в предложениях.*

1. All the engineers *working* at the Ministry of Foreign Trade must know foreign languages.

2. You must learn all the words *given* on page 125.

3. *Travelling* about Siberia, he saw a lot of newly-built towns.

4. *When speaking* at the meeting yesterday, I forgot this fact.

5. The question *discussed* at the meeting was very important.

6. The boy sometimes went to sleep while *watching* TV.

7. Not *knowing* his address, I couldn't visit him.

8. He liked to sit on the sofa *smoking* a cigarette and watching TV.

Exercise 2. Мысль, заключенную в придаточном предложении, выразите причастным оборотом, где это возможно.

1. Students who read a lot in English know the language better than those who read less.
Students reading a lot in English know the language better than those reading less.
2. While I was reading the book you gave me yesterday, I found a lot of new words.

3. I live in a house which was built more than a hundred years ago.

4. Since I didn't know my friend's new address, I could hardly hope to find him.

5. In this shop you can buy things which are made in different parts of Russia.

6. Once when I was walking in the wood, I found a flower which I had never seen before.

7. I always read books which describe the lives of great people with interest.

8. What's the name of the teacher who's examining Group Three?

9. When we discussed this book, we found out a lot of interesting things.

10. When he was asked the same question, he didn't know what to say either.

11. As I was very busy, I couldn't help them.

Exercise 3. Заполните пропуски, выбрав нужную форму причастия и переведите предложения.

1. The girl *writing* on the blackboard is our monitor. Everything *written* here is quite right. (writing, written)
2. The house _____ by tall trees is very beautiful. The wall _____ the house was very high. (surrounding, surrounded)

3. Who is that boy _____ his homework at the window?
The exercises _____ by the pupils are easy. (doing, done)
4. The girl _____ the floor is my sister. The _____ floor looked very clean. (washing, washed)

Exercise 4. Причастные обороты могут выражать следующие идеи:

- в это же время
- потому что
- после того, как
- так, что / с тем результатом, что
- если

Определите, какую идею выражает каждое из данных предложений.

Participle clauses can express the following ideas:

- at the same time
- because
- after
- so that/with the result that
- if

Which of the above ideas do the following participle clauses express?

- a. He strolled down the road, singing a song. _____
- b. Kissing her husband goodbye, she went off to catch the train. _____
- c. Having spent all our money gambling, we went home. _____
- d. Having spent all our money gambling, we couldn't afford to get a taxi home. _____
- e. He stormed out of the house, swearing that he would never come back. _____
- f. Knowing how much I liked grapes, she bought me a huge bunch. _____
- g. Being a supporter of the socialist party, I am totally against private health care. _____
- h. Having read the book, I went to bed. _____
- i. Having read the book, I knew all about the subject. _____
- j. She spilt wine on my suit, completely ruining it. _____
- k. Rubbed in three times a day, Trugrow will soon have your hair growing again. _____
- l. Outside the office, workmen were using pneumatic drills, giving us all headaches. _____
- m. In 1986, she worked nearly eighteen hours a day, earning enough to pay off all her creditors. _____
- n. Diagnosed early enough for treatment to take effect, measles is not a dangerous illness. _____

Exercise 5. Перепишите предложения, используя один из данных союзов и причастие I.

Rewrite the sentences, using one of the following words and a participle clause with **-ing**.

while when after by on since

- a. He finished work and went home.
After finishing work he went home.
- b. He read a book and ate his supper.

- c. He worked hard and saved a lot of money.

- d. I came to live in the country a few years ago. I now realise how much I hated living in town.

- e. He graduated from university, and went off to work in Australia.

- f. When you go abroad, it is advisable to take out travel insurance.

- g. I came across a wonderful book. I was browsing in our local bookshop.

- h. I worked hard, and I managed to pass all my exams.

- i. When you open a tin, be careful not to cut yourself.

- j. When we heard the weather forecast, we decided not to go camping in the mountains.

Exercise 6. В каждой паре предложений употребляется один и тот же глагол. Один раз в форме причастия I, другой – в форме причастия II. Решите, какой глагол нужно использовать и употребите его в нужной форме.

In the following pairs of sentences, the same verb is missing twice, once used as a present participle and once as a past participle. Decide what you think the verb should be, and insert it in its correct form.

- a. Books _____ out of the library must be returned within three weeks.
People _____ out books which haven't been stamped will be banned.

- b. The film, _____ by Stephen Spielberg, is expected to be a great hit.
Power stations _____ enough energy to supply several towns are soon to be built on the south coast.
- c. Crops _____ under glass mature more quickly than those in the open.
Farmers _____ such crops can therefore catch the early markets.
- d. I stared at the canvas for ages, _____ the artist's skill and eye for detail.
Swiss watches, _____ for their elegance and precision, are sold throughout the world.
- e. The escaped prisoner, _____ hiding in a barn, was today taken back to prison.
Many old people, _____ that their savings have been eaten into by inflation, are having difficulty in making ends meet.
- f. I fell on the ice, _____ my arm.
Three people, _____ when their car crashed on the M1, were taken to hospital.
- g. Whales, _____ for their valuable oil and meat, are in grave danger of extinction.
Thousands of people went shopping in the sales today, _____ for a bargain.
- h. People _____ to work on the A267 from Stafford to Blaby should beware of roadworks just outside Beaton where there are hold-ups.
The first train, _____ by steam, was called Stephenson's Rocket.
- i. There was a robbery at Simpson's the jeweller's today. Police are looking for a man _____ going into the shop just before the robbery took place.
You can pay the bill, _____ that you're the one with all the money.
- j. We took a short-cut, _____ three hours on our journey time.
A baby _____ from drowning by a quick-thinking teenager is making good progress, and will be allowed home soon.

Exercise 7. *Переведите предложения с русского на английский.*

1. Будучи слишком эгоистичным, он потерял почти всех своих друзей.

2. Мне не по вкусу норковые шубы.

3. А: Как выглядит твоя учительница?

Б: Она среднего возраста, и собирает волосы в пучок.

4. Шлепая своего сына, я сама чувствую себя несчастной.

5. Посмотри на разбитые машины – здесь произошла авария.

6. Находясь под впечатлением от ее красоты, он решил написать ее портрет.

7. Успокойся. Нам удастся с этим разобраться.

8. Дональд довольно некрасив, но он любит выставять напоказ свою хорошенькую жену.

9. Ирма пошла в мать. Она такая же раскованная и дружелюбная, как миссис Дэнби.

10. Не подведи меня. Твоя мать не должна об этом знать.

11. Я не люблю отчитывать моих учеников, даже когда они нарушают дисциплину.

12. Как вы можете объяснить рост подростковой преступности?

13. Моему отцу придется пустить в ход свои связи, чтобы получить эту должность.

14. Мы с сестрой – близнецы, и люди не могут различить нас.

15. Твое попустительство приносит детям больше вреда, чем пользы (more harm than good).

LESSON 4

УРОК 4

Essential Vocabulary / Глоссарий

accent ['æksənt]	акцент, произношение
to acknowledge [ək'nɒlɪdʒ]	признавать, допускать
battle ['bætl]	бой, битва
bin [bɪn]	бак, ведро
caring ['keərɪŋ]	заботливый
to cease [siːz]	прекратить, перестать
citizen ['sɪtɪzn]	гражданин
to cling [klɪŋ]	цепляться, держаться
to conceal [kən'siːl]	скрывать
conscientious	добросовестный, сознательный
contempt [kən'tempt]	презрение
desperate ['despəɪt]	отчаянный
to be desperate for smth	отчаянно стремиться к чему-либо
endless ['endlɪs]	бесконечный
to enlighten [ɪn'laɪtn]	просвещать
exotic [ɪg'zɒtɪk]	экзотический
high-flier	честолюбец
high-powered ['haɪ'paʊəd]	ответственный, наделенный полномочиями
inferiority	неполноценность
jealous ['dʒeləs]	ревнивый, завистливый
light-hearted [laɪtha:tɪd]	легкомысленный
lonely ['ləʊnli]	одинокий
mansion	особняк
negotiation	переговоры
quibble ['kwɪbl]	увертка, уклонение от сути вопроса
recognition [rɪkəg'nɪʃn]	признание
to regard [rɪ'gɑ:d]	относиться (к кому-либо)
row [rəʊ]	ссора, скандал

search [sɜ:tʃ]	поиск
to seek [si:k]	искать
to shun [ʃʌn]	избегать, остерегаться
to slam [slæm]	хлопать
to slam a door	хлопать дверью
to sneer at smb [sniə]	насмехаться над кем-либо
species ['spi:ʃi:z]	вид, род
supremacy	превосходство
surface ['sɜ:ʃis]	поверхность
tear [tiə]	слеза
thoughtful ['θɔ:tfʊl]	думающий, задумчивый
thoughtless ['θɔ:tlɪs]	бездумный
to turn up	появиться
wallet	бумажник

Vocabulary Work / Работа со словарем

Relationships / Отношения

Exercise 1. *Memorise the following words and expressions. / Запомните следующие слова и выражения.*

A.Types of Relationships / Виды отношений

closeness	близость
distance	дистанция
friendship	дружба
acquaintance	знакомый, приятель
love / romance	любовь / роман
steady partner	настоящий партнер
mate	хороший приятель, друг
classmate	одноклассник
workmate	коллега
flatmate	сосед по квартире
fiance / fiancée	жених / невеста

B. Liking and not liking someone / Приязнь и неприязнь к кому-либо

to adore	обожать
to worship	боготворить
to idolise	
can't stand	не выносить, не переносить
to look up to smb	смотреть на кого-либо снизу вверх
to admire	восхищаться

to look down on smb
to despise
to turn smb on/off

смотреть на кого-либо сверху вниз
презирать
привлекать / отталкивать кого-либо

C. Idioms / Идиомы

to get on well with smb
not to see eye to eye
to fall out with smb
to break up / to split up
to have an affair with smb
to make it up
elders
junior
senior

ладить с кем-либо
часто спорить, не соглашаться
поссориться с кем-либо
расстаться
иметь сексуальную связь с кем-либо
помириться
старшие, родители
подчиненный
старший по службе

Exercise 2. *How many relationships can you find between these people? / Сколько различных отношений вы можете обнаружить между этими людьми?*

Example: *John Silver and Lorna Fitt were once colleagues.*

A

John Silver: owns a language school for business people in Bath. Worked at the Sun School, Oxford, 1984-5.

Josh Yates: politician, was married to Eve Cobb 1973-1980. Met Bill Nash a couple of times.

Ada Brigg: was married to Bill Nash 1981-4. Swam for Britain in 1982 Olympics.

Ana Wood: has lived as a couple (unmarried) with Bill Nash for the last five years.

B

Nora Costa: was in UK Olympic swimming team in 1982. Was in same class at school as Ada Brigg.

Bill Nash: works every day with John Silver. Shared a flat years ago with Eve Cobb.

Fred Parks: politician. Knew Ada Brigg years ago, but not very well.

Lorna Fitt: taught at Sun School Oxford 1980-7. Lives with Josh Yates.

Exercise 3. *Some of the phrases and idioms are mixed up with one another. Correct the sentences. / Некоторые выражения и идиомы перепутались друг с другом. Исправьте предложения.*

1. Jo and Phil don't get on eye to eye with each other.

2. I fell up with my parents last night. It wasn't my fault.

3. We had a quarrel but now we've made it well.

4. Do you think Jim and Nora are making an affair? I do.

5. I see very well with all my colleagues at work.

6. She should learn to respect her elders.

7. Jo's attractive, but her mate just turns me up completely.

Everyday English / Повседневный английский

Letter Writing / Переписка

A Letter of Inquiry / Письмо с просьбой об информации

Письма-запросы информации пишутся, когда нужны сведения или дополнительные детали, которые нельзя получить иным путем. Эти письма должны быть краткими, ясными, вежливыми. Если вы просите, чтобы вам выслали что-либо (каталог, прейскурант и т.д.), следует приложить к письму конверт с вашим обратным адресом и наклеенной маркой.

Exercise 1. *Read the letter. / Прочтите письмо.*

71 Park Lane Avenue.
New York 13, New York
October 29, 19__

The Meredith Publishing Company
1716 Broadway
New York

Gentlemen:

A group of Russian students of Miss Florence Dawes' English classes at Hunter College is making a study of present-day newspapers and magazines. We are particularly interested in visiting several publication plants in New York to give us a better understanding of the way modern newspapers and magazines are produced.

Would it be possible to arrange a tour through your plant some times within the next three weeks? There would be fifteen students and Miss Dawes. We could come any day after 3.00 p.m.

Very truly yours,
Vera Stepanova
Secretary of the English classes

to make a study - изучать
publication plant - типография

Exercise 2. Complete this letter by choosing an appropriate expression from the column on the right to fill each space. / Заполните пропуски подходящими выражениями из колонки справа.

Dear Mr Brown,

My friend and I saw your advertisement for a holiday cottage.

We are *thinking of* spending a couple of weeks in Scotland and we _____ some more details. First, _____ how much it costs per week? Also how many people could sleep there and. _____ cost more in July and August? Secondly, as we don't have a car we'd _____ how far it is from the nearest station or bus-stop. And _____ the nearest shops?

We'd also like to know if electricity, hot water, etc. are included.

_____ a bath, or shower, or both?

We look forward to hearing from you soon.

Ulrike Neubert

Yours sincerely,
like to know
Does the cottage have
thinking of
would like
how far are
can you tell us
does it

Exercise 4. Make a list of the standard phrases in the letters above. / Составьте список стандартных фраз из вышеприведенных писем.

Example:

We would like to know ...

We are particularly interested in ...

Exercise 5. Read the description of a situation and write a letter. /

Прочитайте описание ситуации и напишите письмо.

You are planning to visit England and you have been given the name and address of a camp site. Write to the proprietor and ask for information about it. (You want to bring your dog and you like swimming.)

Training / Тренинговые задания

Exercise 1. Answer the questions. / Ответьте на вопросы.

1. Are you married? / Do you have a boy-friend/a girl-friend?

2. When and where did you meet?

3. Which features do you particularly value in men/women?

4. Describe an ideal husband/wife.

Exercise 2. Look at the texts. Where do you think they are from? A magazine? A book? A newspaper? Who wrote them? Why? What sort of relationship is being described?

Посмотрите на эти тексты. Как вы думаете, откуда они взяты: из журнала, книги, газеты? Кто и почему написал их? Какие отношения здесь описаны?


1) Sunday February 1st

There was a lot of shouting late last night. The kitchen bin was knocked over and the back door kept being slammed. I wish my parents would be a bit more thoughtful. I have been through an emotional time and I need my sleep. Still, I don't expect them to understand what it is like being in love. They have been married for 14 ½ years.

2) We've been married three years but my husband's thoughtlessness gets me down. He never lets me know when he's coming home, and sometimes I'll have dinner waiting and he simply doesn't turn up. He always says he met a friend and they got talking in the bar, or he had to work late. We have endless rows about it and I end up in tears. Most of the weekend he's out with his hobbies and I get a bit lonely. I'm starting to feel he's a complete stranger to me.

3) Mr MJ. Fothergill-Smythe and Miss P.L. Howard-Thompson

The engagement is announced between Malcolm James, youngest son of Captain Rithergill-Smythe and the late Mrs Laura Fothergill-Smythe, of Fothergill Hall, Buntingford, Hertfordshire, and Penelope Lesley, younger daughter of Major H.C. Howard-Thompson and the late Mrs Rosemary Howard-Thompson, of Dunromin the Water Mill, Little Chalfonl, Buckinghamshire.

3.  *a) Read and listen to the dialogue. / Прочитайте и прослушайте диалог.*

- A: I can't do all the housework and all the cooking. You've got to do more.
B: You don't do all the housework and all the cooking. I cook the breakfast.
A: And I clean the kitchen.
B: I take the dog for a walk.
A: I take the kids to school.
B: I do the gardening.
A: No, you don't. I cut the grass.
B: I dig the garden.
A: Once a year, in August.
B: I make you a cup of coffee every evening.
A: I cook the supper.
B: I clean the car.
A: I pick up your things.

B: OK. Let's change over. I'll pick up my own things. And you can clean the car.

A: You can cook supper.

B: You can make the coffee.

A: You can cut the grass.

B: You can dig the garden.

A: Once a year, in August. You can take the kids to school.

B: You can take the dog for a walk.

A: You can clean the kitchen.

B: And we'll give up cooked breakfasts.

b) Do you believe that there are men's jobs and women's jobs? What is the situation like in your family?

Верите ли вы в то, что существуют мужские и женские обязанности? Как обстоят дела в вашей семье?

Exercise 4. *a) A dating agency is an organisation that tries to find a partner (a boyfriend or girlfriend) for someone to go out with. Are there dating agencies in your country? What are they called? How do they work?*

Служба знакомств – это организация, которая пытается найти друзей или подруг, с которыми вы могли бы встречаться. Существует ли служба знакомств в вашей стране? Как называются эти агентства? Как они работают?

b) Match the words with their definitions. / Подберите к словам, выделенным курсивом подходящие определения.

A	B
If you are <i>desperate</i> for something,	one that is important and well paid.
If you <i>are seeking</i> something,	you have a good relationship.
A <i>high-flier</i> is	you are looking for it.
A <i>high-powered</i> job is	a TV programme that gives factual information about something.
A <i>documentary</i> is	the qualification you get from university.
If you <i>get on well</i> with someone,	someone who is ambitious.
A <i>degree</i> is	someone who is kind, and pays attention to other people's feelings.
If you are <i>fed up</i> with something,	you want it very, very much, and will do anything to get it.
A <i>considerate</i> person is	you are unhappy or bored with it.

c) *Read the article. / Прочитайте статью.*

DESPERATELY SEEKING SOMEONE

The lonely high fliers trying to find love

THEY have money, good looks and high-powered jobs, but in the fight to the top they forgot one thing - finding a partner.

Now over 30, they have no time to start looking. As a result, more and more lonely single people are asking others to help them find love. According

to 'Desperately Seeking Someone', a four-part BBC documentary starting soon, dating agencies, social clubs, and small advertisements in magazines are becoming a multi-million pound business.

Today reporter Margaret Morrison spoke to some of the lonely hearts who told her about just who you meet when you pay for the introduction.

My Girl Must Like Me, not my wallet

JOHN FRANTZ 36 Divorced (Sales Manager)

AMERICAN John Frantz has a wonderful lifestyle and he wants to share it with an English girl.

At 36, he's the national sales manager for a big printing firm, earns £65,000-plus and drives a grey Cadillac. Home is a six-bedroom, five bathroom mansion in 1 1/2 acres of land near Washington DC.

'I want to stay in this house,' says John. 'I like exotic holidays, but I wouldn't like to live outside the US.' Divorced five years ago, he now hopes to find a wife with the English Rose dating agency in Kent.

'Children aren't so important to me. I don't want to go to bars to meet women because in the US they are more interested in your wallet,' he says. 'I meet a lot of people through work, but I've got a strict rule of never dating women colleagues.'

'I know a couple of British women at home and they have an air of independence that US women don't have. I like to meet someone who's intelligent and who has her own opinions.' His first transatlantic phone call came from Sandy, a secretary living in Middlesex.' We exchanged photographs, but when she called there was a bit of a language problem. We didn't understand each other's accent! After that we got on well. I decided to come over to London for 12 days.'

'We went out for lunch and dinner a couple of times, and we're going sightseeing on Saturday. I'd like to see more of her but romance takes a while to develop. There are a couple of other women I'm going to see while I'm here.'

Nicky wants to be your English rose

NICOLETTE MORGANTI 29, Single (News agency PA)

NICOLETTE Morganti's friends can't understand why she joined a dating agency. She has a good job as a personal assistant with a television news agency, her own home, and a full social life. But the 29-year-old, who has a degree in English Literature, is so fed up with British men that she joined the English Rose dating agency get in touch with single American males. 'English men are usually materialistic and have no imagination,' she says. 'I have spent years being bored by men who never do anything exciting. I'm almost 30 now and I would really love to find a husband and have children. I'd like to live in London for six months of the year and in the States

for the other six months.' In her search for the ideal man, Nicolette once put an advertisement in a magazine for single people and had 400 replies.

But she says: 'I only met one or two of them. Most of the others sounded very boring.'

Nicolette joined English Rose about 18 months ago and has met 5 men since then.

She says: 'I find that American men are more romantic and considerate than British men. I rang one in the States, and afterwards he sent me 200 dollars to pay for the call.'

'I've met five so far but I'm looking for someone very special. I'd like to find a caring, well-educated, non-smoking animal-lover with a professional job and a sense of adventure.'

Nicolette is going to stay with English Rose until she finds her man.

'My friends have said some horrible things, but I think it's a great way to meet people.'

d) Answer the questions about the article. / Ответьте на вопросы по статье.

1. What is his/her job?

2. Is it a good job?

3. Does he/she own a house?

4. Where does he/she want to live?

5. What sort of person does he/she want to meet?

6. What sort of person doesn't he/she like?

7. Does he/she want to have children?

8. Who has he/she met already?

9. Was it a successful meeting?

10. What is he/she going to do?

e) Choose a situation and make a dialogue. / Выберите ситуацию и составьте диалог.

1. You are an employee of a dating agency. You are meeting a new client. Talk to him/her about a person he/she would like to meet.
2. John Frantz is having a date with Sandy.
3. Nicolette Morganti is having a date with John Frantz.

f) Write a letter to a dating agency. Describe yourself and the sort of person you would like to meet. / Напишите письмо в брачное агентство. Опишите себя и тип человека, с которым вы хотели бы познакомиться.

Exercise 5. *Discussion. Read the text, the arguments and counter-arguments. Choose the point of view you would like to support, and make a speech. / Дискуссия. Прочитайте текст, аргументы и контраргументы. Выберите точку зрения, которую вы поддерживаете, и подготовьте выступление.*

It's High Time Men Ceased to Regard Women as Second-Class Citizens

This is supposed to be an enlightened age, but you wouldn't think so if you could hear what the average man thinks of the average woman. Women won their independence years ago. After a long, bitter struggle, they now enjoy the same educational opportunities as men in most parts of the world. They have proved repeatedly that they are equal and often superior to men in almost every field. The hardfought battle for recognition has been won, but it is by no means over. It is men, not women who still carry on the sex war because their attitude remains basically hostile. Even in the most progressive societies, women continue to be regarded as second-rate citizens. To hear some men talk, you'd think that women belonged to a different species!

On the surface, the comments made by men about women's abilities seem light-hearted. The same tired jokes about women drivers are repeated day in, day out. This apparent light-heartedness does not conceal the real contempt that men feel for women. However much men sneer at women, their claims to superiority are not borne out by statistics. Let's consider the matter of driving, for instance. We all know that women cause far fewer accidents than men. They are too conscientious and responsible to drive like maniacs. But this is a minor quibble. Women have succeeded in any job you care to name. As politicians, soldiers, doctors, factory-hands, university professors, farmers, company directors, lawyers, bus-conductors, scientists and presidents of countries they have often put men to shame. And we must remember that they frequently succeed brilliantly in all these fields in addition to bearing and rearing children.

Yet men go on maintaining the fiction that there are many jobs women can't do. Top-level political negotiation between countries, business and banking are almost entirely controlled by men, who jealously guard their so-called "rights". Even in otherwise enlightened places like Switzerland women haven't even been given the vote. This situation is preposterous! The arguments that men put forward to exclude women from these fields are all too familiar. Women, they say, are unreliable and irrational. They depend too little on cool reasoning and too much on intuition and instinct to arrive at decisions. They are not even capable of thinking clearly. Yet when women prove their abilities, men refuse to acknowledge them and give them their due. So much for a man's ability to think clearly!

The truth is that men cling to their supremacy because of their basic inferiority complex. They shun real competition. They know in their hearts that women are superior and they are afraid of being beaten at their own game. One of the most important tasks in the world is to achieve peace between the nations. You can be sure that if women were allowed to sit round

the conference table, they would succeed brilliantly, as they always do, where men have failed for centuries. Some things are too important to be left to men!

The Argument: Key Words

1. Supposed to be enlightened age: not really so.
2. Women won independence years ago.
3. Long struggle: equal educational opportunities as men.
4. Proved repeatedly: equal, often superior to men in every field.
5. Battle not over: men carry on sex war; basically hostile.
6. Even in progressive societies: women second-rate citizens; different species.
7. Light-hearted comments made by men: e.g. women drivers.
8. Does not conceal real contempt; but statistics disprove their claims.
9. Take driving: women: fewer accidents; responsible drivers, not maniacs.
10. Success in any job: politicians, etc.; bear and rear children as well.
11. Men maintain fiction: women can't do certain jobs.
12. E.g. top-level political negotiation, banking, no vote in certain countries.
13. Why? Familiar arguments: women unreliable, irrational, depend on instinct, intuition.
14. Men refuse to acknowledge proven ability. Clear thinking?
15. Men cling to supremacy: inferiority complex.
16. Shun competition; may be beaten.
17. Most important task: world peace.
18. Success if negotiations by women; some things too important to be done by men.

The Counter-Argument: Key Words

1. Women: militant, shout louder because they have weak case.
2. Even now, they still talk like suffragettes.
3. It's nonsense to claim that men and women are equal and have the same abilities.
4. Women: different biological function; physically weaker; different, not inferior, intellectually.
5. Impossible to be wives, mothers *and* successful career women.
6. Really *are* unreliable: employers can't trust them. Not their fault: leave jobs to get married, have children.

7. Great deal of truth in light-hearted jokes: e.g. women drivers. Women: less practical, less mechanically-minded.
8. Most women *glad to* let men look after important affairs.
9. They know that bearing and rearing children are more important.
10. That's why there are few women in politics, etc. They are not excluded; they exclude themselves.
11. Anyway, we live in woman-dominated societies: e.g. USA, Western Europe.
12. Who is the real boss in the average household? Certainly not father!
13. Men are second-class citizens and women should grant them equal status!

Homework Assignment / Упражнения для домашнего задания

Перед выполнением домашнего задания обратитесь к грамматическому комментарию в конце юнити.

Exercise 1. *Подчеркните сложное дополнение в следующих предложениях, переведите предложения на русский язык.*

1. I've never heard her sing.

2. When we came in, we saw Peter writing something.

3. Did you notice her go out?

4. I watched the young girl playing the piano.

5. Have you ever seen them play chess?

Exercise 2. *Translate the following sentences into Russian according to the given models. / Переведите предложения на русский язык, используя предложенные модели.*

Model 1:

I wanted **him** (my friend) **to be present** at the meeting.

Я хотел, **чтобы он** (мой друг) **присутствовал** на собрании.

1. She wanted *the child to wash* his hands before dinner.

2. The teacher wanted *the boy to behave* better.

3. I wanted *my son to master* the English language.

4. The governor wanted *the man to tell* him everything about himself.

5. Her uncle wanted *us to join* their excursion.

6. They wanted *me to book* the tickets in advance.

Model 2:

I wanted **the work** (it) **to be done** properly.

Я хотел, **чтобы работа** (она) **была сделана** должным образом.

1. She wanted *the question to be raised* again.

2. They wanted *the operation to be performed* as soon as possible.

3. I didn't want *my report to be discussed* there.

4. The student wanted *the dictionary to be given* to him at the examination.

Exercise 3. Дополните предложения таким образом, чтобы в каждом из них было сложное дополнение.

Model: I saw him ... — I saw him walking about the park.

I've never seen her ... — I've never seen her play chess.

1. We saw them

2. The young mother watched her child

3. We've never heard him

4. Have you ever seen them ...?

5. We didn't notice him ...

6. Has your teacher ever heard your friend ... ?

7. When did you see your little son ...?

8. That girl has got a fine voice. Have you ever heard her ...?

9. They didn't see us

10. Have you ever watched ...?

11. I hope she didn't hear me

Exercise 4. *Переведите предложения на русский язык. Подчеркните конструкцию Complex Object. / Point out the Complex Object and the verbs after which this construction is used:*

1. She made me do it.

2. I saw him enter the room.

3. We watched the train disappear.

4. You will hear him speak.

5. Mother didn't let the boy go to the yard.

6. The teacher made the pupil repeat the rule once more.

7. We wanted him to repeat the poem.

8. I should like you to come to our place.

9. Nobody expected him to say that.

10. Who wanted you to go there?

Exercise 5. *Закончите вопросы, используя Complex Objects. / Complete the questions using the Complex Objects.*

1. Do you want _____ ?

2. Did you hear _____ ?

3. Do you expect _____ ?

4. Has anybody seen _____ ?

5. Did anybody make _____ ?
6. Who has noticed _____ ?
7. Why doesn't the doctor let _____ ?
8. Do you often see _____ ?
9. Would you like _____ ?
10. Did anybody expect _____ ?
11. Can you make _____ ?
12. Who made _____ ?
13. Did your parents want _____ ?
14. Who let _____ ?

Exercise 6. Ответьте на вопросы, используя Complex Object. / Point out the Complex Object and answer the following questions:

1. When do you expect your friends to arrive?

2. Why did you let the boy touch my things?

3. Would you like me to stay or to leave right now?

4. Do you want me to inform them of the news?

5. Which question do you want me to answer?

6. How did you manage to see him enter the house if it was pitch dark?

7. Has anybody heard him say these words?

8. Who made you act in such a way?

9. Do you feel my hands grow cold?

10. How did you make him agree to this proposal?

11. What direction did you notice them drive?

12. What do they expect me to do in this situation?

Exercise 7. Перепишите предложения, используя Complex Object. / Paraphrase the following sentences using the Complex Object.

1. I noticed how he nodded to her.

2. The old lady liked when people greeted her politely.

3. I think I hear that somebody is moving upstairs.

4. We expect that he will deliver a speech at the conference.

5. I felt that somebody touched me on the shoulder.

6. They expected that I should say everything myself.

7. On entering the room we saw that they were talking very lively.

8. I felt that she was trembling from head to foot.

9. I heard that he was singing in the bathroom.

10. My little daughter likes when I am reading to her.

Exercise 8. *Переведите предложения с русского языка на английский.*

1. Посмотри на этого толстяка, говорящего с ирландским акцентом.

2. Живя за границей, я иногда чувствовал себя одиноким.

3. Большинство людей ищут признания и богатства.

4. Мы провели большую часть отпуска, лежа на солнце.

5. Он страдает от комплекса неполноценности.

6. Я унаследовал особняк, построенный моим дедом 60 лет назад.

7. Когда его спросили об этом, он попытался скрыть правду.

8. Тони отчаянно хочется уехать в Японию.

9. Я думаю, Джеральд завидует своему брату, потому что Роджер всегда счастливый и жизнерадостный.

10. Перестаньте хлопать дверью, я не могу сосредоточиться на моей работе.

11. Он принимал участие в Испанско-бразильских переговорах в прошлом месяце.

12. Нелли сказала, что она не сможет прийти, потому что у нее болит голова, но я уверена, что это просто отговорка.

13. Мы ждали Монику, но она не появилась.

14. Я всегда относился к вам как к добросовестному и трудолюбивому человеку.

15. Ее бывший муж всегда насмехался над ней.

LESSON 5

УРОК 5

Essential Vocabulary / Глоссарий

aberration

to advocate ['ædvəkert]

anxious ['æŋkʃəs]

to astound

отклонение, помрачение ума

пропагандировать, отстаивать

тревожный, беспокойный

поражать, изумлять

cautious ['kə:ʃəs]	осторожный
chap [tʃæp]	разг. парень, человек
chore [tʃɔ:]	работа (часто домашняя), обязанность
clay [kleɪ]	глина, земля
conventional	обычный, общепринятый
to convince [kən'vɪns]	убеждать
delusion	заблуждение
distinct	четкий, отчетливый
to doubt [daʊt]	сомневаться
down-to-earth [daʊntə'z:θ]	приземленный
to enrich [ɪn'ri:tʃ]	обогащать(ся)
exhortation	призыв
to fade [feɪd]	линять, бледнеть
frank [fræŋk]	откровенный
to harbour ['hɑ:bə]	встать на якорь (в т.ч. в переносном смысле)
haste [heɪst]	спешка
to indicate ['ɪndɪ'keɪt]	указывать, означать
ink [ɪŋk]	чернила
insecure [ɪn'sɪ'kjʊə]	неуверенный
insult	оскорбление
to insult	оскорблять
inventive [ɪn'ventɪv]	изобретательный
line [laɪn]	удочка
	сокр. от fishing line
mundane ['mʌndeɪn]	светский
onerous ['ɒnərəs]	затруднительный, обременительный
overdraft ['əʊvədɾɑ:ft]	превышение кредита
to pin [pɪn]	прикалывать, прикреплять
to predict [prɪ'dɪkt]	предсказывать
to procrastinate [prəʊ'kræstɪneɪt]	откладывать, мешкать
to ridicule ['rɪdɪkjʊ:l]	высмеивать
root [ru:t]	корень, корнеплод
to scold [sləʊld]	ругать
self-fulfilment ['selffʊl'fɪlmənt]	самореализация
to sew [səʊ]	иметь
to shelter ['ʃeltə]	искать убежища, скрываться
sleazy ['sli:zi]	неряшливый
snare [sneə]	список, ловушка
solicitor [sə'lɪsɪtə]	нотариус, юрист
spontaneous [spon'teɪnjəs]	спонтанный, внезапный
spot [spɒt]	пятно
stiff [stɪf]	жесткий, негнущийся, окостеневший

to sweep [swi:p]	подметать
tattered [tætəd]	оборванный
thorough ['θʌrə]	основательный, тщательный
trout [trəʊt]	форель
unconventional [ˈʌnkənˈvenʃənl]	чуждый условности
welfare [welfeə]	благотворительность
well-suited [ˈwelsjʊtɪd]	подходящий

Vocabulary Work / Работа со словарем

Feelings and Emotions / Чувства и эмоции

Exercise 1. *Memorise the following words and expressions. / Запомните следующие слова и выражения.*

love	любовь
hate	ненависть
happiness	счастье
sadness	грусть
happy	счастливый
sad	грустный
anger	гнев
angry	сердитый, злой
fear	страх
afraid (of), frightened (of)	боящийся (чего-либо)
pride	гордость
proud (of)	гордый (чем-либо)
jealous (of)	завидующий (чему-либо, кому-либо)
embarrassment	смущение, замешательство
embarrassing	неловкий (например о ситуации)
embarrassed	смущенный

Exercise 2. *Form nouns from the adjectives. / Образуйте существительные от прилагательных.*

angry sad happy proud jealous embarrassed

Exercise 3. Match the beginnings with the endings. / Подберите окончания к началам предложений.

- | | |
|---------------------------------|--|
| 1. He was very proud when | a. someone stole his money. |
| 2. He was very jealous when | b. his father appeared on TV with the Prime Minister. |
| 3. He was very embarrassed when | c. he heard that his aunt had died. |
| 4. He was very angry when | d. he saw those big dogs running towards him. |
| 5. He was very sad when | e. he bought her a birthday present on the wrong day. |
| 6. He was very frightened when | f. his best friend went out with the girl he really liked. |

Everyday English / Повседневный английский

Letter Writing / Переписка A Letter of Complaint / Письмо-жалоба

Письма-жалобы пишутся, когда была допущена ошибка или не выполнены обязательства. В них должно быть четко обозначено, в чем состоит суть вопроса и чего вы ждете от адресата. Такие письма пишутся вежливо и тактично и должны побуждать к сотрудничеству. Все делают ошибки, и большинство людей хотят их исправить.

Exercise 1. Read the letter. / Прочтите письмо.

19 Seldon Avenue
London, N. 10
June 15, 19__

The Supervisor
Luggage Department
British European Airways

Dear Sir,

I regret to have to inform you that my luggage consisting of two pieces (two brown leather suitcases) was lost yesterday during the flight from Lisbon

via Paris (Flight 273 from Lisbon and Flight 745 from Paris). I notified the Enquiry office at once. I would highly appreciate if you could institute a thorough search for the missing property.

Yours faithfully,
Leonid Frolov.

Exercise 2. Complete the gaps with appropriate words and expressions from the column on the right. / Заполните пропуски подходящими словами и выражениями из колонки справа.

Dear Sirs,

I recently _____ one of your "Superspeed"	faulty
bicycles from Harrups of Burnley, but I _____	would appreciate
that I am not _____ it. For some reason the	regret to say
frame does not seem to be secure and it has _____	come apart
_____ on several occasions. When I _____	under guarantee
to the retailers they instructed me to write to you.	purchased
The bicycle is still _____ (I _____	deliver
a copy). It is obviously not possible to return the cycle	satisfied with
to you, so I _____ it if you would	complained
arrange to _____ a replacement and take the	look forward to
_____ bicycle away. I _____ your reply.	enclose

Yours faithfully,
W. Watkins

Exercise 3. a) Put the lines in the correct order. / Восстанавливайте исходный порядок строк.

1. Since then I have written to you twice, and have tried to phone on several occasions, but I have had no reply.
2. Naturally I took them back to the shop.
3. They cost £34.99, which I do not think is cheap.
4. This organisation often prosecutes shops that sell faulty goods.
5. However, after only three weeks I had to have them reheeled.
6. If I do not hear from you in the next two weeks, I will get in touch with the Consumer Advice Bureau.
7. I bought a pair of shoes from your Oxford Street branch on 17 September last.
8. I said that I did not want to choose another style, and that I wanted my money back.
9. For a pair of shoes at this price, one would expect them to last several years.

10. There I was told that I could have another pair of shoes, but that particular style was out of stock.
11. Not only that, but they began to leak in rainy weather.
12. The shop assistant informed me that she could not do this, and that if I wanted a refund I had to write to your office.

*b) Choose the most appropriate opening and closing paragraphs. /
Подберите к письму подходящее начало и заключение.*

Opening

1. The time has come when I have really had enough of all this bad workmanship and the bad service you have to take as a consumer in this country.
2. I feel I must complain to you about the service I have received from both your shop assistants and your office staff.
3. I am very angry and fed up, and being a student I do not have much money anyway.

Closing

1. So get in touch soon or they will cause you a lot of trouble.
2. Please help me soon, because all my friends said how much that style of shoe suited me.
3. I hope to hear from you before I have to write to them.

Exercise 4. *Make a list of the standard phrases in the letters above. /
Составьте список стандартных фраз из вышеприведенных писем.*
Example: I regret to say that ...

Exercise 5. *Complain about a faulty radio you have purchased. Mention the guarantee. / Пожалуйтесь на бракованный радиоприемник, который вы приобрели. Упомяните гарантию.*

Training / Тренинговые задания

Exercise 1. *Answer the questions. / Ответьте на вопросы.*

1. Would you feel embarrassed or upset (or both) if you forgot your mother's birthday or your father's birthday?

2. Do you ever feel frightened in a car (as a passenger) because you are going very fast?

3. Do you get angry when other people want you to do things that you don't want to do?

4. If you made a stupid mistake in English, would you feel embarrassed?

5. Is there any one thing that you are very proud of?

6. Are there any common situations where you sometimes feel embarrassed?

Exercise 2. *a) Answer the questions. / Ответьте на вопросы.*

If you have a job ...

- How did you decide what to be?

- Was it always your ambition to do this?

- Does your job suit you? Why?

- Are you well-suited to your job?

- Why?

If you don't have a job ...

- What do you want to be? Why?

- What will you have to do to get this job?

- Why do you think you would be well-suited to this job?

b) You are going to do quiz devised by a firm of occupational consultants to match people to job scientifically.

They have divided the modern professional world into four areas of work:

- People
- Procedures and systems
- Communication and the Arts
- Science and Engineering.

Think of ten professions. Which area of work do you think each one belongs to?

Вам предстоит ответить на вопросы теста, разработанного фирмой консультантов по трудоустройству, чтобы научным путем подбирать людям подходящие профессии.

Они разделили современный профессиональный мир на четыре сферы занятости:

- Люди
- Процедуры и системы
- Коммуникация и искусства
- Наука и инженерное дело

Подумайте и назовите десять профессий. К какой группе, с вашей точки зрения, относится каждая из них.

c) Now do the quiz and score the answers. / Теперь ответьте на вопросы теста и подсчитайте набранные баллы.

Instructions for the Quiz

Simply indicate whether you think the statements are True or False. There are no right or wrong answers, just answers which are true for you and those which are not. Circle only one alternative for each statement.

People

Circle <i>true</i> or <i>false</i> to the following	True	False
I always think of other people's opinions before making decisions	A	C
I like working with statistics	C	A
I always help a colleague who has family problems	A	C
I frequently forget where I leave things	B	C
I cannot often persuade others to see my point of view	C	B
Personal insults don't worry me	C	A
In a new group of people I often feel anxious	C	B
I enjoy telling other people about my achievements	C	A
I am bored by mundane tasks	B	C
I always like to win when I take part in an activity	C	A
I am easily persuaded by the majority opinion	C	B
If I can choose, I do things my way first	C	A
Success in my job is very important to me	B	C
I like tasks which require a lot of physical and mental energy	B	C
I often question myself about how I really feel	A	C
If someone upsets me, I tell them that they have	C	B

Scoring

Total A answers

Total B answers

Total A and B answers

Procedures and Systems

Circle <i>true</i> or <i>false</i> to the following	True	False
I like to keep things in order	A	C
I am quick at making conclusions about most things	C	A
Traditional solutions are the best	A	C
Other people's problems don't interest me	B	C
I rarely question or doubt what other people say	C	B
I don't always finish tasks on time	C	A
I feel comfortable in nearly all social situations	C	B
I like to predict results before beginning to do anything	A	C
I like working under pressure	B	C
I enjoy being challenged by new tasks	C	A
People are usually convinced by my arguments	C	B
Checking detail is not one of my strong points	C	A
Clear and distinct thought is important to me	B	C
I find it hard to express myself in groups	B	C
I always try to finish what I start	A	C
The beauty of nature often astounds me	C	B

Scoring

Total A answers

Total B answers

Total A and B answers

Interpretation

Ignore all C responses. They indicate a lack interest in a particular area, and should not be included in your scoring.

You should now have four scores, each between 0 and 16.

A score of 0 - 4 shows very little interest in a particular area 5 - 12 is about average. A score of 13 and over shows a strong interest, and the highest of your four scores indicates which area of work is most likely to suit the requirements of your individual personality.

People

A	B
Caring	Influence
Medical	Control
Welfare	Commercial
Education	Managerial

Procedures and Systems

A	B
Words	Data
Administrative	Financial
Clerical	Data Processing
Legal	
Information	

Communications and the Arts

A	B
Media	Visual Arts & Design
Literary	Art
Languages	Design

Science and Engineering

A	B
Research	Practical
Physical	Physical
Biological	Biological
Mechanical	Mechanical
Electrical	Electrical
Construction	Construction
Process	Process

Communications and the Arts

Circle *true* or *false* to the following

	True	False
I would like to present TV programmes	A	C
I sometimes find it difficult to say what I mean	C	A
I think I could write good short stories	A	C
I could do drawings for new designs	B	C
My knowledge of the arts is rather limited	C	B
I prefer doing practical things to reading or creative writing	C	A
I rarely notice the design of clothes	C	B
I enjoy talking to others about their opinions	A	C
I am full of creative ideas	B	C

I find most fiction rather uninteresting	C	A
I am not very inventive	C	B
I am a very down to earth person	C	A
I would like to exhibit my photographs or paintings for others to see	B	C
I could design something which was visually attractive	B	C
Translating foreign languages would appeal to me	A	C
Unconventional people make me feel uncomfortable	C	B

Scoring

Total A answers

Total B answers

Total A and B answers

Science and Engineering

Circle *true* or *false* to the following

	True	False
I am good at finding the weaknesses in arguments	A	C
I nearly always make spontaneous decisions	C	A
Thinking up new ideas is easy for me	A	C
I'm not good at persuading others	B	C
I enjoy organising things in advance	C	B
Thinking in the abstract helps to solve problems	C	A
Mending things is not one of my strong points	C	B
Talking about possibilities that might never happen is enjoyable	A	C
Other people's comments about me don't hurt me	B	C
I try to solve problems by intuition and personal feelings	C	A
I don't always finish what I begin	C	B
I don't try to hide my emotions	C	A
I find it easy to find solutions to practical problems	B	C
Traditional methods are usually the best ones	B	C
My independence is very important to me	A	C
I enjoy reading classical literature	C	B

Scoring

Total A answers

Total B answers

Total A and B answers

People

Within the world of People, if you have more A than B answers, you are more interested in caring for people than in influencing them. You should therefore be looking for a career in the medical, welfare or education fields:

for example, doctor, dentist, psychiatrist, health visitor, radiographer, social worker, speech-therapist, teacher or lecturer. But if you have scored more B than A answers, you are more likely to feel at home in a job involving control, commerce or management: for example, the armed forces, police, prison officer, security guard, sales representative, marketing manager, property developer, advertising executive or market researcher.

Procedures and Systems

If your original score places you in the world of Procedures and Systems, more A than B answers points to a career in administrative, legal or clerical work: for example, Civil Servant, office manager, personnel manager, company secretary, solicitor, professional secretary, librarian, archivist, book researcher or records officer. If you have more B than A answers, the chances are your interest in Procedures and Systems will be better catered for in finance and data processing. Suitable careers include: accountancy, banking, valuing, economics, computer programming and systems analysis.

Communications and the Arts

In the world of Communications and the Arts, a higher A than B score should point you towards the media, literature or languages. Occupations include: journalist, radio or television researcher, advertising copy writer, translator or public relations officer.

A higher B than A score, on the other hand, indicates that you are more suited to design and the visual arts. Careers include: graphic designer, cartographer, architect, interior designer, window dresser, theatrical designer, fashion designer or photographer.

Science and Engineering

The main division in this area is between research and practice. More A's suggest research, more B's suggest practice. Since most careers in this world have opportunities for both research and applied work, it is not possible to make specific suggestions to individuals on the basis of their A and B responses. Careers include: biologist, physicist, chemist, mechanical and civil engineer.

d) What do you think? / Что вы думаете об этом?

1. What professions did the quiz suggest would be best for you? Do you agree?

2. The quiz sometimes asks a similar question more than once.

Example:

I cannot often persuade others to see my point of view.

People are usually convinced by my arguments.

I'm not good at persuading others.

Find other examples where the same or similar questions are asked more than once.

3. Many of the statements are asking you one of these questions:

Can you express yourself and your feelings?

Are you confident in your dealings with other people?

Are you ambitious?

Are you an original thinker?

Do you enjoy being a leader or being led?

Do you think these qualities are necessary in all jobs?

e) Look at the statements under "People" and "Procedures and Systems" in the quiz (2c). Match one of the following adjectives with one of the statements.

Перечитайте утверждения в разделах «Люди» и «Процедуры и системы» (упр.2с). Подберите подходящие утверждения для следующих прилагательных.

Example:

considerate

I always think of other people's opinions before making decisions.

helpful

conventional

insecure

self-centred

proud

cautious

competitive

careless

frank

thorough

organised

Exercise 3. 🇷🇺 a) *Read and listen to the poem. / Прочитайте и прослушайте стихотворение.*

E. Nesbit
1858-1924

The Things That Matter

Now that I've nearly done my days,
And grown too stiff to sweep or sew,
I sit and think, till I'm amaze,
About what lots of things I know:
Things as I've found out one by one —
And when I'm fast down in the clay,
My knowing things and how they're done
Will all be lost and thrown away.

There's things, I know, as won't be lost
Things as folks write and talk about:
The way to keep your roots from frost,
And how to get your ink spots out.
What medicine's good for sores and sprains,
What way to salt your butter down,
What charms will cure your different pains,
And what will bright your faded gown.

But more important things than these,
They can't be written in a book:
How fast to boil your greens and peas,
And how good bacon ought to look;
The feel of real good wearing stuff,
The kind of apple as will keep,
The look of bread that's rose enough,
And how to get a child asleep.

Whether the jam is fit to pot,
Whether the milk is going to turn,
Whether a hen will lay or not,

Is things as some folks never learn.
I know the weather by the sky,
I know what herbs grow in what lane;
And if sick men are going to die,
Or if they'll get about again.

Young wives come in, a-smiling, grave,
With secrets that they itch to tell:
I know what sort of times they'll have,
And if they'll have a boy or gell.
And if a lad is ill to bind,
Or some young maid is hard to lead,
I know when you should speak'em kind,
And when it's scolding as they need.

I used to know where birds ud set,
And likely spots for trout or hare,
And God may want me to forget
The way to set a line or snare;
But not the way to truss a chick,
To fry a fish, or baste a roast,
Nor how to tell, when folks are sick,
What kind of herb will ease them most!

Forgetting seems such silly waste!
I know so many little things,
And now the Angels will make haste
To dust it all away with wings!
O God, you made me like to know,
You kept the things straight in my head,
Please God, if you can make it so,
Let me know *something when* I'm dead.

b) Answer the questions. / Ответьте на вопросы.

1. Which of the following best summarises the poem?

-
- She is afraid of death and wants to hold on to life.
 - She would like her knowledge to be passed on, and not lost when she dies.
 - She wonders what her life was for, if, in death, she forgets everything she has learned.
 - She thinks it would be a waste if her knowledge was lost when she dies.

2. Read the poem again and mark it like this.

A References to food and cooking

B References to health care

C References to looking after a house

3. Many of the old lady's chores were to do with food and its preparation. Which of them are still commonly done by people nowadays?

4. Her knowledge of health care seems to rest on *old wives' tales*. What popular cures for illnesses exist in your country?

5. What impression do you have of the old lady?

How do you envisage her appearance?

Where does she live?

What is her way of life like?

Was your grandparents' life like hers in any way?

Exercise 4. a) Read the article. / Прочтите статью.

It Isn't a Rehearsal You Know

Returning with a message for dreamers ...

SEVERAL YEARS ago while sheltering from a typhoon in a sleazy motel in Cincinnati I came across a tattered beer-stained notice pinned to a wall above a public telephone. It read simply: 'This isn't a rehearsal. This is Life. don't miss it.'

It was a message which has ghosted through my life ever since. How many of us can honestly claim not to have mortgaged our lives to some future dream, a dream which as likely as not will never be realised?

We live life on the never-never: telling ourselves that just as soon as we have got past this or that particularly onerous chore or sage we will be able to devote our energies to what we really want to do.

I must admit to being a master of the art of the never-never. Daily I say to myself that as soon as I have finished this or that script, or article or paid off my overdraft, then I will really start to live.

It is, I believe, a delusion I share with the great hopeful majority, and a delusion it is dangerous to harbour, because each of us knows that tomorrow never comes.

Ambition

For some I suspect that this life-long planning for the future is a way of procrastinating: a get-out for not having the will, talent or nerve for trying something new and discovering oneself to be a failure.

How many people have I met who have told me about the book they have been planning to write but have never yet found the time? Far too many.

This is Life, all right, but we do treat it like a rehearsal and, unhappily, we do miss so many of its best moments.

We take jobs to stay alive and provide homes for our families always convincing ourselves that this style of life is merely a temporary state of affairs along the road to what we really want to do. Then, at 60 or 65, we are suddenly presented with a clock and a couple of grandchildren and we look back and realise that all those years waiting for Real Life to come along were in fact real life.

In America they have a saying much ridiculed by the English: 'Have a nice day' they intone in their shops, hotels and sandwich bars. I think it is a wonderful phrase, reminding us, in effect, to enjoy the moment: to appreciate this very day.

How often do we say to ourselves, 'I'll take up horse-riding (or golf, or sailing) as soon as I get promotion,' only to do none of those things when promotion comes.

When I first became a journalist I knew a man who gave up a very well paid responsible job at the Daily Telegraph to go and edit a small weekly newspaper. At the time I was astonished by what appeared to me to be his complete mental aberration. How could anyone turn his back on Fleet Street for the parish pump? I wanted to know.

Now I am a little older and possibly wiser, I see the sense in it. In Fleet Street the man was under continual pressure. He lived in an unattractive London suburb and he spent much of his life sitting on Southern Region trains.

Lucky

In Kent he became his own boss, lived within minutes of the office in a very pretty village and found his life enriched tenfold. His ambition for advancement in his career had been smothered by his enjoyment of the life

he was leading. His life had stopped being a rehearsal and become the real thing.

I am not suggesting that this would suit every one of us. Unhappily it would not suit me. But in many ways I consider that man in Kent to be one of the luckiest chaps I know.

I am not advocating that one should live for the minute in any hedonistic sense. That isn't the answer. But it is, I hope, an exhortation to some degree of self-fulfilment. Whatever you want to do, do it now: because, no matter how old you are, it's later than you think.

(Standard 14 May 1984)

b) Answer the true/false questions. Put "T" or "F" into the boxes. / Согласитесь или не согласитесь с утверждениями, вписывая в квадратики буквы "Т" или "F".

1. ☐ According to the author, we don't live for the present.
2. ☐ The author has learned to live life for today.
3. ☐ People don't live for the present because they are afraid of failure.
4. ☐ Real Life begins when you have a home and family.
5. ☐ The author likes the American saying "Have a nice day".
6. ☐ The journalist left the *Daily Telegraph* for a better paid job.
7. ☐ His life was richer as a result.
8. ☐ The author is very envious of this man.
9. ☐ The author thinks that life goes by very quickly.

c) Answer the questions. / Ответьте на вопросы.

1. What is the difference between *Real Life* (with capital letters) and *real life*? Go back to the paragraph to read the context.

2. Read the article again and mark it like this.

✓ I agree. This is true for me.

✗ I don't agree. I'm not like this.

? I don't understand the point he's making.

3. What are your short-term and long-term ambitions?

Do you think they stop you enjoying real life?

4. What is your motto for life?

d) Write a summary of the article. / Напишите краткое изложение прочитанного.

The author's main point is that _____

He thinks we fail to live for the present because _____

When we are old, we suddenly realise that _____

He quotes the example of a man who _____

Exercise 5. Discussion. Try to formulate your motto for life. Think of some arguments and examples to support it, and make a speech.

Дискуссия. Постарайтесь сформулировать свой жизненный девиз. Подумайте, какими аргументами и примерами его можно обосновать, и подготовьте выступление.

Homework Assignment / Упражнения для домашнего задания

Перед выполнением домашнего задания обратитесь к грамматическому комментарию в конце юниты.

Exercise 1. Перепишите предложения, используя Complex Subject. / Replace the subordinate clauses by the Complex Subject.

Model:

It is reported that the expedition will reach the river on Monday.

The expedition is reported to reach the river on Monday.

1. It seems that the window is always open.

2. It happened that they studied at the same institute.

3. It was considered that the work would be extremely difficult.

4. It proved that the girl lived not far from our house.

5. It appears they will not invite her to the theatre with them.

6. It was known that many people attended his lectures.

7. It is unlikely that they will catch the train.

Exercise 2. *Замените Complex Subject придаточным предложением и переведите предложение на русский язык. / Replace the Complex Subject by subordinate clauses and translate the sentences into Russian:*

1. *Shevchenko is known to be a great Ukrainian poet.*

2. *They were seen to enter the museum.*

3. *The train appears to start at 10.*

4. *You seem to be that tired.* Let's make an interval.

5. *The article is likely to appear* in the newspaper tomorrow.

6. *The performance is certain to be a success.*

7. *He happened to meet* them while working in the Lenin Library.

8. *The translation is supposed to be quite easy.*

Exercise 3. *Измените форму инфинитива. / Replace the Indefinite Infinitive by the Continuous or Perfect Infinitive and translate the sentences into Russian:*

Model:

They seemed to listen to his lectures with interest.

When I entered the room they seemed to be listening to his lecture with interest.

1. *The delegation is announced to arrive in Moscow.*

2. *The book is said to be published.*

3. *That doctor is reported to perform the operation.*

4. *They happened to quarrel with their neighbours.*

5. *He was supposed to help them.*

6. *Dinner seems to be cooked by his mother.*

Exercise 4. *Переведите предложения на русский язык. / Translate the sentences into Russian using the English-Russian dictionary:*

1. *The whole business seemed to be settled.*

2. When we pulled him aboard the boat *he proved to be* a young seaman of the name of Hudson.

3. *He seemed to know* about influenza and said there was nothing to worry about

4. ... *a tradesman's cart happened to be standing* at the Mission, but seems *to have ended* two miles off.

5. "Will Pyle come?" "*He's as likely to come* there as anywhere else."

6. One morning farm labourers on their way to work had come upon a twisted heap lying in the open. *It had turned out to be* Sam.

Exercise 5. Выберите наиболее подходящее слово и заполните пропуски. / The following exercise tests your knowledge of English in areas that you should be familiar with. This does not mean that you must get all the answers right. Let your mistakes show you the things that you need to revise.

Choose the best answer, **A, B, C** or **D**.

- a. **A** in **B** on **C** at **D** to
- b. **A** in **B** on **C** at **D** every
- c. **A** to learn **B** for to learn **C** for learning **D** for learn
- d. **A** There **B** They're **C** It's **D** Their
- e. **A** for **B** by **C** in **D** with
- f. **A** from **B** since **C** for **D** in
- g. **A** who **B** that **C** whom **D** which
- h. **A** is **B** does **C** do **D** are
- i. **A** other **B** another **C** others **D** a lot
- j. **A** in the class of Mrs Stoppard
 B in Mrs Stoppards' class
 C in the Mrs Stoppard's class
 D in Mrs Stoppard's class
- k. **A** is **B** has **C** does **D** has been
- l. **A** as **B** although **C** while **D** and
- m. **A** a more early train **B** an earliest train
 C an earlier train **D** a most early train
- n. **A** has **B** is **C** can **D** does
- o. **A** am **B** would be **C** will be **D** was
- p. **A** is **B** there is **C** it is **D** takes place
- q. **A** said **B** told **C** spoke **D** talked
- r. **A** what are people interested in
 B in what are people interested
 C what people are interested in
 D what are interests
- s. **A** ask **B** asked **C** were asking **D** had asked
- t. **A** starts **B** would start **C** will start **D** would have started

Back to School on the 7.20

The train arrived (a) _____ Charing Cross Station late, by about ten minutes. Or, as they would say in the last carriage, *dix minutes*. It was the 7.20 from Tunbridge Wells, where, (b) _____ Tuesdays and Thursdays, a group of commuters gets together (c) _____ French, (d) _____ teacher is Mrs Marie Stoppard. She heard about the commuter study groups set up by Learn and Ride, and offered to help.

She is French, and works (e) _____ Dupont, the international company, and has been running courses in French (f) _____ 1984.

The first member of the group to get on the train is Colin Dearlove, (g) _____ lives in Tunbridge Wells. He puts a sticker on the window and cards on the table in the last carriage, asking other commuters to leave the seats free for the study group. 'People (h) _____ usually very understanding,' he said. Colin has studied (i) _____ subjects on the train – German, history of art, and geology.

He has been learning French (j) _____ for a year. So (k) _____ Mrs Alice Lester, who works in the City. She has a chance to try out what she has learnt, (l) _____ she has relatives in France.

She normally catches (m) _____, but twice a week goes in later to join the class. Another member of the group, Bill Cunningham, (n) _____ the same. 'I like to use my time creatively,' he said. 'If I didn't do this, I (o) _____ bored.'

Elsewhere on the train another group had been learning bridge, and on Wednesdays (p) _____ a world affairs class. These have been set up by Mrs Angela Ridley of Learn and Ride, with the approval of British Rail. 'Naturally I asked their permission, and they (q) _____ they didn't mind at all.'

She hands out questionnaires asking (r) _____, and who might be prepared to offer their services as a teacher, and forms groups on the basis of the replies. She is hoping to have a class on business management. 'If enough people (s) _____ for it, the class (t) _____ on the 7.33 next month.'

Exercise 6. Раскройте скобки, употребляя глаголы в форме *Past Simple*, *Past Continuous*, *Past Perfect*, *Future-in-the Past*.

'The Picture of Dorian Gray'

The following are extracts from The Picture of Dorian Gray. Put the verb in brackets in the appropriate tense.

*The tenses used are **Past Simple** and **Continuous**, **Past Perfect**, and **would** to express the future in the past.*

As he (a) _____ (turn) the handle of the door, his eye (b) _____ (fall) upon the portrait Basil Hallward (c) _____ (paint) of him. He (d) _____ (start) back as if in surprise. Then he (e) _____ (go) on into his own room, looking somewhat puzzled. After he (f) _____ (take) the buttonhole out of his coat, he (g) _____ (seem) to hesitate.

He (h) _____ (throw) himself into a chair, and began to think. Suddenly there flashed across his mind what he (i) _____ (say) in Basil

Hallward's studio the day the picture (j) _____ (finish). Yes, he (k) _____ (remember) it perfectly. He (l) _____ (utter) a mad wish that he himself might remain young, and the portrait grow old ...

Surely his wish (m) _____ (not fulfil)?

But this murder — was it to dog him all his life? Was he always to be burdened by his past? Was he really to confess? Never. There was only one bit of evidence left against him. The picture itself — that was evidence. He (a) _____ (destroy) it. Why (b) _____ he _____ (keep) it so long?

Once it (c) _____ (give) him pleasure to watch it changing and growing old. Of late it (d) _____ (give) him no such pleasure. It (e) _____ (keep) him awake at night.

He (f) _____ (look) around, and (g) _____ (see) the knife that (h) _____ (stab) Basil Hallward. He (i) _____ (clean) it many times, till there was no stain left upon it. It (j) _____ (be) bright, and glistened. As it (k) _____ (kill) the painter, so it (l) _____ (kill) the painter's work, and all that that meant.

When they (m) _____ (enter), they (n) _____ (find), hanging upon the wall, a splendid portrait of their master as they (o) _____ last (see) him, in all the wonder of his exquisite youth and beauty. Lying on the floor was a dead man, in evening dress, with a knife in his heart ... It was not until they (p) _____ (examine) the rings that they (q) _____ (recognise) who it (r) _____ (be).

Exercise 7. *Переведите предложения с русского на английский.*

1. Мой дядя заставил меня взять удочку и пойти с ним на рыбалку.

2. Я ожидаю, что он обогатит мировую литературу еще несколькими прекрасными стихотворениями.

3. Я слышал, как он предсказывает еще один политический скандал.

4. Я хотела бы, чтобы ты подмела пол и полила цветы.

5. Наш учитель никогда не позволял нам высмеивать друг друга.

6. Известно, что Оливер очень изобретателен. Я уверен, что он поможет нам.

7. Самореализация немного для меня значит. Я слишком приземленный.

8. Я попытаюсь убедить родителей присоединиться к нам.

9. У тебя на джинсах чернильное пятно.

10. На твоём месте я попытался бы поговорить с ними откровенно.

11. Я сомневаюсь в его способности сделать это.

12. Он оскорбил меня, и он будет наказан.

13. Я собираюсь сшить новое платье.

14. Произносите слова медленно и четко.

15. Не надо так тревожиться. Ты подходишь для своей работы, и все тебя уважают.

ГРАММАТИЧЕСКИЙ КОММЕНТАРИЙ

LESSON 1

УРОК 1

The Gerund / Герундий

1. **Герундий (Gerund)** является неличной формой глагола, соединяющей в себе свойства существительного и глагола. Герундий образуется путем прибавления суффикса **-ing** к основе глагола.

Например:

sing + ing @ singing

2. Герундий употребляется:

а) после предлогов

After leaving school,
I went to university.

*После окончания школы
я поступил в университет.*

She was accused of killing
her husband.

Ее обвинили в убийстве мужа.

Предлоги, часто сочетающиеся с герундием:

before, after, without, by, about, at, to, of

б) после некоторых глаголов

*I enjoy **staying** in hotels.*

Я люблю жить в гостиницах.

*I **avoid working** at the weekend.* *Я избегаю работы по выходным.*

Глаголы, часто сочетающиеся с герундием:

admit,	avoid,	deny,	enjoy,	finish
признавать,	избегать,	отрицать,	любить,	заканчивать

с) в качестве подлежащего или дополнения:

Swimming is my favourite sport. *Плавание – мой любимый спорт.*

*I find **working** in the garden
very boring.*

*Я нахожу работу в саду
очень скучной.*

д) в некоторых идиоматических выражениях:

*It's **no use talking** to him.*

Бесполезно говорить с ним.

*This book **is worth buying**.*

Эту книгу стоит купить.

There's no point in waiting all day. *Нет смысла ждать целый день.*

***It's no good pretending that**
you understand.*

*Не надо претворяться, что
ты понимаешь.*

е) после некоторых глаголов, сочетающихся с предлогом "to": <i>I'm looking forward to visiting you in July.</i>	<i>Я с нетерпением жду июльской поездки к вам.</i>
<i>He can't get used to driving in London.</i>	<i>Он не может привыкнуть ездить по Лондону.</i>

3. Герундий или инфинитив?

а) **continue** (продолжать), **start, begin** (начинать)

После этих глаголов чаще употребляется инфинитив, хотя употребление герундия тоже возможно.

<i>It started to snow</i>	<i>Пошел снег.</i>
<i>snowing.</i>	

б) **love** (любить), **like** (нравиться), **prefer** (предпочитать), **hate** (ненавидеть)

В зависимости от употребления инфинитива или герундия меняется смысл высказывания.

Герундий придает предложению общий, более широкий смысл.

<i>I hate driving in the dark.</i>	<i>Ненавижу вести машину в темноте.</i>
------------------------------------	---

Инфинитив относит высказывание к конкретному случаю.

<i>I hate to tell you, but</i>	<i>Мне неприятно говорить тебе это,</i>
<i>I've lost your coat.</i>	<i>но я потерял твою пальто.</i>

с) **remember** (помнить), **forget** (забывать), **stop** (перестать, остановиться), **try** (пытаться)

Значение высказывания изменяется в зависимости от употребления инфинитива или герундия.

С глаголами **remember** и **forget**, герундий описывает действия, предшествующие воспоминанию или забыванию.

<i>I'll never forget meeting you.</i>	<i>Я никогда не забуду, как мы познакомились.</i>
---------------------------------------	---

<i>I remember being very unhappy as a teenager.</i>	<i>Я помню, что был в отрочестве очень несчастным.</i>
---	--

Инфинитив описывает действия в будущем.

<i>Remember to put some petrol in the car!</i>	<i>Не забудь долить в машину бензин!</i>
--	--

<i>Don't forget to post the letter!</i>	<i>Не забудь отправить письмо!</i>
---	------------------------------------

Stop + герундий

указывает на окончание действия

Stop + инфинитив

указывает на цель прекращения предыдущего действия

*I stopped smoking 3 years ago.
I stopped to have a smoke.*

*Я бросил курить 3 года назад.
Я остановился, чтобы покурить.*

try + герундий

обозначает метод, используемый
для достижения цели

try + инфинитив

указывает на цель действия

*We tried to put out the fire.
My son tried using the fire
extinguisher, but in the end we
had to call the fire brigade.*

*Мы пытались потушить огонь.
Мой сын пытался воспользоваться
огнетушителем, но в конце концов
пришлось вызвать пожарных.*

ГРАММАТИЧЕСКИЙ КОММЕНТАРИЙ

LESSON 2

УРОК 2

The Infinitive / Инфинитив

1. Инфинитив – неличная форма глагола, сочетающая в себе свойства глагола и существительного, часто употребляется с частицей “to”.

2. Инфинитив употребляется:

а) после некоторых глаголов:

I hope to see you again soon. Надеюсь скоро увидеть вас снова.

Глаголы, часто сочетающиеся с инфинитивом:

agree (соглашаться), to afford (позволять себе), appear (оказаться), attempt (пытаться), choose (выбирать), dare (отважиться), decide (решить), expect (ожидать), help (помогать), learn (учиться), manage (удаваться), need (нуждаться), offer (предлагать), promise (обещать), refuse (отказаться), seem (казаться)

б) после некоторых глаголов, сочетающихся с дополнением:

They invited her to have lunch with them.

Они пригласили ее пообедать с ними.

Глаголы, сочетающиеся с дополнением и инфинитивом:

advise (советовать), allow (позволять), encourage (поощрять, вдохновлять), force (заставлять), order (приказывать), persuade (убеждать), remind (напоминать), teach (учить), tell (велеть), warn (предупреждать)

с) после некоторых глаголов, которые употребляются как с дополнением, так и без него

I'd like to help you.

Я хотел бы помочь вам.

(дополнения нет)

I'd like you to help me.

Я хотел бы, чтобы вы помогли мне.

(дополнение "you")

Некоторые глаголы употребляются как с дополнением, так и без него. К ним относятся глаголы:

to ask (просить), **to expect** (ожидать), **to want** (хотеть), **would like** (хотелось бы).

d) после многих прилагательных

It's possible to walk there.

Туда сложно пройти пешком.

It's interesting to meet new people.

Интересно встречаться с новыми людьми.

e) после **"make"** и **"let"** в активных предложениях употребляется инфинитив без частицы **"to"**

She made me do the exercise again.

Она заставила меня переделать упражнение.

He let me borrow his car.

Он разрешил мне взять его машину.

f) для обозначения цели

I came here to learn English.

Я приехал сюда, чтобы выучить английский.

g) после глаголов в сочетании с вопросительными словами

I didn't know what to do.

Я не знал, что делать.

Глаголы, сочетающиеся с вопросительными словами и инфинитивом:

ask (спрашивать), consider (учитывать, размышлять), explain (объяснять), find out (выяснять), know (знать), show (показывать), tell (рассказывать), understand (понимать), wonder (хотеть знать)

3. Формы инфинитива

a) The continuous infinitive состоит из глагола **"to be"** и причастия I. Эта форма инфинитива употребляется для обозначения неоконченного действия в развитии.

He seemed to be having financial difficulties.

Казалось, что у него были денежные затруднения.

I'd like to be lying in the sun right now. Хотелось бы мне прямо сейчас лежать на солнце.

b) The perfect infinitive состоит из глагола “**to have**” и причастия II. Эта форма инфинитива обозначает действия, предшествующие действию, обозначенному глаголом-сказуемым.

He seems to have forgotten about the appointment. Кажется, он забыл о назначенной встрече.

c) The passive infinitive состоит из глагола “**to be**” и причастия II. Эта форма инфинитива обозначает действия, совершаемые над подлежащим.

I asked to be informed as soon as there was any news. Я попросил, чтобы мне сообщили, как только будут новости.

ГРАММАТИЧЕСКИЙ КОММЕНТАРИЙ

LESSON 3

УРОК 3

The Participle / Причастие

Причастные обороты с причастием I и II в функции определения

Причастие (Participle) — это неличная форма глагола, которая является промежуточной категорией между глаголом, с одной стороны, и прилагательным и наречием, с другой стороны. Причастия в английском языке подразделяются на причастие I и причастие II:

writing (причастие I) — пишущий

written (причастие II) — написанный

1. Форма причастия II может быть образована от любого глагола, как переходного (то есть способного принимать прямое дополнение), так и от непереходного (не принимающего прямого дополнения).

taken (от переходного глагола to take) — взятый

swum (от непереходного глагола to swim) — соответствия в русском языке нет.

Однако самостоятельно употребляться может только причастие II переходных глаголов. Это объясняется тем, что причастие II, как правило, имеет страдательное значение, например:

discussed — обсуждаемый, обсужденный, обсуждающийся, обсуждавшийся; форма причастия II неизменяема, то есть не имеет ни временных, ни залоговых, ни видовых различий.

2. Причастие I может быть образовано от любого глагола (как принимающего прямое дополнение, так и не принимающего его). Наиболее употребительной формой причастия является простая (неперфектная) форма действительного залога, так называемая **-ing form**:

reading — читающий

discussing — обсуждающий

Эта форма выражает одновременность действий, выраженных причастием I и сказуемым предложения.

3. Причастие I (простое) и причастие II так же, как и прилагательное, могут употребляться в функции определения. Без пояснительных слов причастие может стоять перед существительным, к которому оно относится:

the rising sun — восходящее солнце

the approaching train — приближающийся поезд

Как правило, причастия имеют при себе пояснительные слова (дополнения, обстоятельства, именную часть) и стоят после существительного, к которому они относятся:

*The woman standing **at the window** is my elder sister.* Женщина, стоящая у окна, моя старшая сестра.

Примечание 1. Для обозначения предмета или лица, которое совершает действие, выраженное причастием II, употребляется предложный оборот с предлогом **by**, который выражает те же отношения, что и русский творительный падеж:

*Yesterday we received a letter **sent by** Mr Brown on the 20th of November.* Мы получили вчера письмо, посланное м-ром Брауном 20-го ноября.

Примечание 2. В русском языке причастия с пояснительными словами, т. е. определительные причастные обороты, часто стоят перед существительными, к которым они относятся. В английском языке такой порядок слов не употребляется. Сравните:

*Я узнал **игравшего около нас мальчика**.* *I recognised **the boy playing near us**.*

Примечание 3. В функции определения в английском языке употребляется только простое (неперфектное) причастие I, которое выражает действие, одновременное с действием, выраженным сказуемым предложения, поэтому русские причастия прошедшего времени совершенного вида, а иногда и несовершенного вида (например: *написавший, сказавший* и т.п.) следует переводить придаточными определительными предложениями, ибо соответствующей причастной

формы, употребляемой в функции определения, в английском языке не существует.

Сравните:

*Человек, написавший эту книгу,
хорошо знает жизнь студентов.*

*The man **who wrote** this book,
knows the life of students well.*

*Человек, что-то пишущий за
столом у окна,— мой брат.*

*The man **writing** something at
the table near the window is my
brother.*

Примечание 4. В отличие от русского языка, в английском языке определительные причастные обороты, как правило, запятыми не выделяются.

Примечание 5. В английском языке определительный причастный оборот, так же как и определительное придаточное предложение, должны непосредственно следовать за тем существительным, к которому они относятся. Нарушение этого правила ведет к изменению смысла высказывания:

*This is the sister of my
friend living next door to me.*

*Это сестра моего друга, живущего
в соседней квартире.*

*This is my friend's sister
living next door to me.*

*Это сестра моего друга, которая
живет в соседней квартире.*

Если у прямого дополнения есть много длинных, относящихся к нему определений, то имеющиеся в предложении обстоятельства места, как правило, стоят в начале предложения:

*In the underground yesterday
we met a group of tourists
speaking an unknown language.*

*Вчера в метро мы встретили группу
туристов, которые говорили на
каком-то незнакомом языке.*

*In one of the Moscow museums
last year I saw a book written
about 500 years ago and recently
received by the museum.*

*В прошлом году в одном из
московских музеев я видел недавно
полученную музеем книгу,
написанную примерно пятьсот лет
назад.*

Причастные обороты с причастием I в функции обстоятельства

Причастные обороты с причастием I употребляются в функции следующих обстоятельств:

1) обстоятельства времени

***Travelling** in Africa, he saw a
lot of interesting things.*

*Путешествуя по Африке, он видел
много интересного.*

Причастию I в функции обстоятельства времени часто предшествуют союзы **when** *когда*, **while** *в то время как*, которые на русский язык не переводятся. Союз **when** употребляется, как правило, когда речь идет об обычном, многократном действии, которое может быть выражено в соответствующем придаточном предложении глаголом-сказуемым в форме Indefinite, а союз **while** употребляется обычно, когда речь идет об однократном действии, причем подчеркивается действие в процессе; это может быть выражено в соответствующем придаточном предложении глаголом-сказуемым в форме Continuous.

Сравните:

When crossing the street, first look to the left.

Переходя улицу, посмотрите сначала налево.

(=When you **cross** the street, first look to the left.)

***While** crossing the street, he heard somebody call out to him.*

Переходя улицу, он услышал, как кто-то позвал его.

(= **While** he was **crossing** the street, he heard...)

***When** reading books, he always wrote out interesting expressions.*

Читая книги, он всегда выписывал интересные выражения.

(= **When** he read books; he always wrote out...)

***While** reading this book, I had to use the dictionary very often.*

Когда я читал эту книгу, мне приходилось очень часто пользоваться словарем.

(= While I was reading this book, I had to...)

Примечание. Причастный оборот с причастием I глагола **to be** в функции обстоятельства времени не употребляется. В таких случаях употребляются придаточные предложения времени с союзами **when** и **while**.

***When** he was a child, he liked to read books about voyages.*

Будучи ребёнком, он любил читать книги о морских путешествиях.

Запомните, что союз **when** может предшествовать причастию II, заменяя в этом случае придаточное предложение времени со сказуемым в страдательном залоге:

***When** asked about it, he didn't say a word.*

Когда его спросили об этом, он ничего не сказал.

(=When he was asked about it...)

2) обстоятельства причины:

Knowing the subject well, the student was not afraid of the coming exam.

Зная предмет хорошо, студент не боялся предстоящего экзамена.

Having a lot of time before the beginning of the performance they decided to walk to the theatre.

Имея много свободного времени до начала представления, они решили пойти в театр пешком.

В функция обстоятельства причины может употребляться также и отрицательная форма причастия I:

Not knowing the language, he could not understand the conversation.

Не зная языка, он не мог понять беседы.

Примечание. Причастие I от глагола **to be** употребляется в функции обстоятельства причины.

Being busy, the director could not see me.

Будучи занятым, директор не мог принять меня.

3) обстоятельства образа действия или сопутствующего действия:

He stood at the window, **thinking** of his future.

Он стоял у окна, думая о своем будущем.

(деепричастие) (==Он стоял у окна и думал о своем будущем.)

(два сказуемых)

My friend sat on the sofa **smoking** a cigarette.

Мой друг сидел на диване (куря) и курил сигарету.

Примечание. Следует подчеркнуть, что вышеуказанные причастные обороты характерны для книжного языка, в устной речи вместо них употребляются соответствующие придаточные предложения.

ГРАММАТИЧЕСКИЙ КОММЕНТАРИЙ

LESSON 4

УРОК 4

The Complex Object / Сложное дополнение

Complex Object в английском языке представляет собой инфинитивный оборот, состоящий из имени существительного в общем падеже или местоимения в объектном падеже и инфинитива.

Оборот Complex Object по значению равен дополнительному придаточному предложению. На русский язык этот оборот переводится

придаточным дополнительным предложением с союзами **что, чтобы, как**.
Например:

*I want **her** (my sister) **to see** him.*

Я хочу, чтобы она (моя сестра) повидала его.

Complex Object употребляется после глаголов, выражающих:

1) восприятия посредством органов чувств

<i>to feel</i>	чувствовать	<i>to watch</i>	смотреть
<i>to see</i>	видеть	<i>to notice</i>	замечать
<i>to hear</i>	слышать	<i>to observe</i>	наблюдать

NB: После глаголов этой группы инфинитив употребляется без частицы **to**.

*We saw **him buy** newspapers near our house every morning.*

Мы видели, как (что) он каждое утро покупает газеты около нашего дома.

*I heard **the director speak** about the results of the examination.*

Я слышал, как (что) директор говорил о результатах экзаменов.

NB: Если глаголы **to hear** и **to see** употребляются в переносном значении (**to hear** в значении *узнавать*, **to see** в значении *понимать, замечать*), то вместо конструкции Complex Object следует употреблять дополнительное придаточное предложение.

Я слышал (узнал), что он приехал в Москву.

I heard that he had come to Moscow.

Я вижу (замечаю), что вы меня не понимаете,

I see that you don't understand me.

2) желание

<i>to want</i>	хотеть	<i>to like</i>	любить, нравиться
<i>to wish</i>	желать	<i>should (would) like</i>	хотел бы

*He wants **them** (the students) to go to the exhibition.*

Он хочет, чтобы они (студенты) пошли на выставку.

*I wish **him** (this man) **to be** happy.*

Я желаю, чтобы он (этот человек) был счастлив.

*I should like **her to make** the report.*
Я бы хотел, чтобы она сделала этот доклад.

3) предположение

<i>to expect</i>	ождать	<i>to assume</i>	} полагать
<i>to consider</i>	считать	<i>to hold</i>	
<i>to suppose</i>	предполагать	<i>to believe</i>	

*They considered **the food too heavy** for her*.*
Они считали, что такая пища слишком тяжела для нее.

*We expect **them to arrive** tomorrow.*
Мы ожидаем, что они приедут завтра.

*I assume **this method to be interesting**.*
Я считаю, что этот метод интересный.

4) утверждение, знание, сообщение другим о каком-либо факте

<i>to find</i>	обнаруживать, находить, признавать
<i>to declare</i>	заявлять
<i>to know</i>	знать
<i>to think</i>	думать
<i>to report</i>	сообщать
<i>to show</i>	показывать
<i>to state</i>	констатировать, устанавливать
<i>to note</i>	отмечать
<i>to claim</i>	утверждать

*I know **her to have painted** a beautiful picture.*
Я знаю, что она написала красивую картину.

*He declared **the meeting to have been postponed**.*
Он заявил, что собрание отложили.

5) принуждение

<i>to make</i>	} заставлять	<i>cause</i>	} вынуждать
<i>to have</i>		<i>force</i>	
<i>to get</i>			

* После глагола **to consider** инфинитив, выраженный глаголом to be, иногда опускается.

После глаголов **to have, to make** (в значении *заставлять*), **to cause** инфинитив в сложном дополнении употребляется без частицы **to**.

*I shall have **him do it**.*

Я заставлю его сделать это.

*We made **them surrender**.*

Мы вынудили их сдаться.

6) разрешение, запрет, просьбу

<i>to allow</i>	}	позволять	<i>to enable</i>	давать возможность
<i>to permit</i>			<i>to disallow</i>	запрещать
<i>to let</i>				
<i>to ask</i>				

*He allowed **the construction of the machine to be started**.*

Он разрешил начать конструирование машины.

*Let **him do it**.*

Позвольте (дайте) ему сделать это.

7) после глаголов, требующих дополнения с предлогом

<i>to rely on</i>	полагаться (на), рассчитывать (на)
<i>to wait for</i>	ждать (чего-либо)
<i>to count on (upon)</i>	рассчитывать (на)

*We relied on **him to make** a good report.*

Мы рассчитывали на то, что он сделает хороший доклад.

*He waited for **me to introduce** him to the mistress.*

Он ждал, чтобы я представил его хозяйке.

Complex Object with Participle I and II

Сложное дополнение с причастиями I и II

1. В тех случаях, когда нужно показать, что действие, выраженное неличной формой глагола, происходит или происходило в момент речи, вместо инфинитива в сложном дополнении употребляется причастие I, которое переводится на русский язык глаголом несовершенного вида. Сложное дополнение с причастием употребляется после глаголов: **to see, to feel, to watch, to find, to like, to dislike** и др.

*I hear **them speaking**.*

Я слышу, как они говорят.

Однако, если дается перечисление действий, то употребляется только инфинитив.

*I saw **him sit** at the table and **read** something.*

Я видел, что он сидит за столом и что-то читает.

2. Для того, чтобы показать результат действия, употребляется причастие II.

*He wants all the documents **signed** by Friday.*

Он хочет, чтобы все документы были подписаны к пятнице.

3. В тех случаях, когда после глагола **to have (to get)** в конструкции Complex Object вторым членом конструкции является причастие II, то оно обозначает действие, выполняемое не подлежащим, а каким-нибудь другим лицом, причем в разговорной речи глагол **to have** часто опускается.

*I want **to have my photo taken**.*

*I want **my photo taken**.*

Я хочу сфотографироваться.

ГРАММАТИЧЕСКИЙ КОММЕНТАРИЙ

LESSON 5

УРОК 5

The Complex Subject / Сложное подлежащее

Неопределенно-личные предложения типа *Говорят, что..., Ожидают, что..., Слышали, как...* часто переводят безличными оборотами, как например: *It is said that ..., It is expected that..., It was heard that...*

Однако в английском языке сложноподчиненное предложение с главным предложением, выраженным безличным оборотом, имеет эквивалент в виде простого предложения, который на русский язык переводится тем же сложноподчиненным предложением.

Сравните:

Сложноподчиненное предложение **Простое предложение**

It is said that he is a well-known artist. *He is said to be a well-known artist.*

Говорят, что он известный художник. Говорят, что он известный художник.

Как видно из примеров, эта конструкция состоит из существительного в общем падеже или местоимения в именительном падеже и инфинитива. Сказуемое английского предложения (*is said*) при

переводе на русский язык становится сказуемым главного предложения, подлежащее — подлежащим придаточного предложения, а инфинитив — его сказуемым. Придаточное предложение соединяется с главным союзом *что*. Как правило, сказуемое английского простого предложения стоит в любом времени страдательного залога, но переводится на русский язык глаголом в действительном залоге.

NB: В конструкции Complex Subject инфинитив всегда употребляется с частицей *to*.

1) Complex Subject употребляется с глаголами, выражающими просьбу, приказание, утверждение, восприятия, ощущения: *to say, to hear, to see, to know, to report, to suppose, to expect, to believe, to take* и т. д.

They are reported to arrive tomorrow.

Сообщают, что они приедут завтра.

They were reported to arrive tomorrow.

Сообщили, что они приедут завтра.

They are reported to have arrived two days ago.

Сообщают, что они приехали два дня тому назад.

Конструкция Complex Subject может состоять из различных видовых и залоговых форм инфинитива:

(a) **Continuous Infinitive** употребляется для выражения действия как процесса, протекающего одновременно с действием, выраженным сказуемым предложения.

He is **said to be writing** an article.

Говорят, что он пишет статью (теперь, сейчас).

(b) **Perfect Infinitive** употребляется для обозначения действия, предшествующего действию, выраженному сказуемым предложения.

He is **said to have written** the article.

Говорят, что он уже написал статью.

The expedition is reported to have reached the place.

Сообщают, что экспедиция достигла места назначения.

2) Complex Subject употребляется с некоторыми непереходными глаголами, которые обычно употребляются в любом времени действительного залога:

to appear	}	казаться	to prove	}	оказаться
to seem			to turn out		
to happen					

Иногда глаголы **to appear** и **to seem** при употреблении конструкции Complex Subject переводятся на русский наречием *по-видимому*, а глагол **to happen** — наречием *случайно*.

He *seems* to be very tired.

Кажется (по-видимому), он очень устал.

3) Complex Subject употребляется в конструкции со сказуемым, выраженным личной формой глагола-связки **to be** и прилагательными **likely** *вероятный*, **not likely**, **unlikely** *невероятный, маловероятный (вряд ли)*, **certain**, **sure** *верный, надежный, несомненный*. Как правило, эта конструкция переводится будущим временем:

We *are certain* **to get** tickets to the theatre.

Мы, несомненно, достанем билеты в театр.

He *is likely* **to come** soon.

Он, вероятно, скоро придет.

ПРАКТИЧЕСКИЙ КУРС ВТОРОГО ИНОСТРАННОГО ЯЗЫКА АНГЛИЙСКИЙ ЯЗЫК БАЗОВЫЙ КУРС ЮНИТА 8

Редакторы: М.Б. Раренко, Э.Б. Салманова

Оператор компьютерной верстки А.М. Москвитина

Изд. лиц. ЛР №071765 от 07.12.98

НОУ «Современный Гуманитарный Институт»

Тираж

Сдано в печать

Заказ