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LESSON 1

HOB GIVES HIS FIRST IMPRESSIONS OF ENGLAND

(The students whom we have met in Books I and II, Lucille, Frieda, Olaf, Jan, Pedro and Hob, are back again with Mr. Priestley, their teacher, in his study.)

Hob: Do you remember, sir, that at our last lesson before the holidays you promised to let me tell the story of my first day in England?

Mr. Priestley: I remember it very well; and so now, at our very first lesson, we are all waiting to hear what you have to tell us.

Hob: Thank you, sir. Well, my first impressions of England are connected with food.

Lucille: You don't need to tell us that!

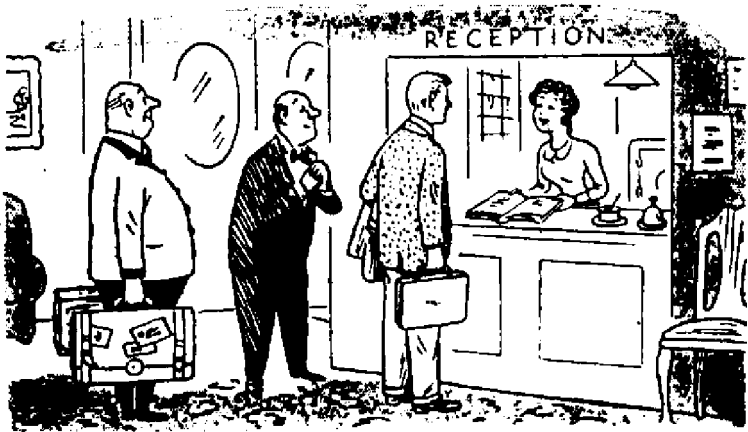
Hob: ...and, strange to say, they are of how an English breakfast beat me.

Frieda: You don't really expect us to believe that, do you, Hob?

Hob: Well, it's quite true. Of course, it was some time ago and, though I say it myself, I'm a better man now than I was then, but, honestly, I was beaten. But let me begin at the beginning.

* * *

When I left the train at Victoria Station my first impression was of rain and fog and people with umbrellas. A taxi-cab, which might have been used by Lot and his family as they left Sodom and Gomorrah, took me and my luggage and struggled bravely through the



traffic. And what traffic and what crowds! I had never believed my geography teacher when he told us there were more people in London than in the whole of my country. I thought he had just said it to make his lesson more interesting, but I believed him now.

However, I got to my little hotel at last, and the first thing that took my eye was the porter, a big fat man with a round pink face like an advertisement for babies' food. Then I met the manager. He rubbed his hands all the time as if he was washing them, and smiled without stopping. What he said I could not understand, though I had learned English at school. I said to myself, "Perhaps he doesn't speak it very well — some English people don't." But I told him my name, and he smiled again and told one of the little boys with brass buttons to show me up to my room. Ten minutes later I was lying in a hot bath washing off the last dusty reminders of the Continent; another ten minutes and I was under the bedclothes and fast asleep.

When I woke next morning, I felt hungrier than I had ever felt in my life before; I seemed to have a hole instead of a stomach. I dressed quickly and hurried down to the dining-room. It was a big room with six tall windows and the ugliest wallpaper I had ever seen. However, I had been told that the hotel was not beautiful but that you were better fed there than in any other hotel in London; — and that was what I wanted just then.

The waiter came hurrying up. Before I came downstairs I had prepared myself very carefully for what I must say. I had looked three times in my dictionary to make sure that "breakfast" really meant "breakfast." I had tried to get the right pronunciation and had stood in front of a mirror and twisted my mouth until it ached.

The waiter asked me something I could not understand, but I spoke only my one prepared word, "BREAKFAST." He looked at me in a puzzled way, so I repeated it. Still he did not understand. It was unbelievable that English people didn't understand their own language. The waiter shook his head, bowed and went away, but he came back in a minute and brought the manager with him. I was feeling slightly annoyed, but I said, "BREAKFAST." The manager smiled and washed his hands, but looked as helpless as the waiter, so I took out a pencil and wrote on the table napkin, "Breakfast." I have never seen such surprised faces in my life — so perhaps I did not pronounce it correctly after all.

A little later the waiter brought a tray with tea, toast, butter and marmalade — enough to feed a small army — and went away. But I was hungry, and I left nothing; I am sure I drank at least two pints of tea, ate almost a loaf of toasted bread and large quantities of butter and marmalade with it. When the waiter came back I thought his face showed a little surprise, but you can never tell what a waiter's face really shows. In another minute he brought another tray with a huge portion of bacon and eggs. He must have misunderstood me, but I thought it was no use explaining to people who don't understand their own language, so I just set to work on the bacon and eggs and ate on steadily, wondering all the time whether I could possibly clear that plate or whether I should burst.

Well, I finished the bacon and eggs, and was just trying to get up out of the chair when here was the waiter again with another tray. This time it was a whole fish in a thick white sauce. Surely this must be a joke, I thought; but before I could tell him anything, he had put down the tray and gone away. There was nothing for it but to face that fish with what little courage I had left, but all the time I was eating it I was trying to think of what I could say to that waiter when he returned. I had brought my grammar book with me in case of need, but have you noticed how all these grammar books give you sentences like this:

The little girl gave the pen of my aunt to the gardener.

— but not the *essential* English about breakfasts big enough to feed an army?

But at last I had made up two sentences in my mind — avoiding verbs as much as possible, because I was never sure which were irregular. I called the waiter to me. He bowed, and then I told him in very correct English what I thought of English breakfasts. I told him that only a man who was dying of hunger could eat such a breakfast. He must have understood me at once. I felt very proud of my English, especially “dying of hunger”; that was a grand expression. I have never seen anyone clear away the empty plates as fast as he did; he almost ran out of the room, but in a minute he was back again — with a big plateful of sandwiches. This was too much. I gave up the struggle. I got up and made my way slowly and heavily to my room — at least five pounds heavier. I never believed until then that any meal could defeat me, but on that day I met my Waterloo.¹

¹ To meet one's Waterloo = to be completely defeated. Napoleon was defeated at Waterloo in 1815.

УПРАЖНЕНИЯ

(В упражнениях II–VII повторяется грамматический материал из Книги II).

I. Придумайте предложения со следующими словами и словосочетаниями:

- | | | |
|-------------------|-----------|---------------------|
| 1. expect | 8. brass | 15. in case of need |
| 2. connected with | 9. ugly | 16. avoid |
| 3. struggle | 10. twist | 17. dying of hunger |
| 4. traffic | 11. bow | 18. big enough |
| 5. dusty | 12. loaf | 19. defeat |
| 6. umbrella | 13. tray | 20. marmalade |
| 7. advertisement | 14. burst | 21. sauce |

II. Употребите глаголы в соответствующем прошедшем времени и скажите, как оно называется:

1. When I leave the train my impression is of rain and fog.
2. He takes my luggage and struggles through the traffic.
3. I have never believed my geography teacher; I think he has said that to make the lesson interesting.
4. The first thing that takes my eye is the porter.
5. I can't understand what he says.
6. He tells one of the little boys to show me to my room.
7. When I wake I feel hungry.
8. I have been told that you are well fed in this hotel.
9. I can't understand him, but I speak my prepared words.
10. He doesn't understand me.
11. I take out a pencil and write "breakfast."
12. Perhaps I do not pronounce it correctly.
13. The waiter brings in a tray with tea and toast, and goes away.
14. He misunderstands me.
15. I set to work on the bacon and eggs and eat steadily.
16. I am wondering whether I can clear the plate, or whether I shall burst.
17. I tell him that only a man who is dying of hunger can eat such a breakfast.
18. He almost runs out of the room.
19. I give up the struggle and get up to make my way out.
20. I don't believe a meal can defeat me — but I meet my Waterloo.
21. I shall finish my breakfast by ten o'clock. (*Turn this verb into the Future Perfect Tense.*)

III. Замените выделенные слова притяжательными местоимениями в абсолютной форме:

1. You told me your first impressions, now I will tell you *my first impressions*.

2. Those are my first impressions. What are *your first impressions*?
3. Your taxis look very old; *our taxis* are newer.
4. I shook my head, and the waiter shook *his head*.
5. In the breakfast-room of the hotel there were four people: a woman, her two small sons and I. I ate my breakfast, she ate *her breakfast*, and the boys ate *their breakfast*.

IV. "I had prepared myself very carefully." Каким местоимением является здесь *myself*? Назовите соответствующие местоимения для *you* (ед. ч.), *him, her, you, it, us, them*. Объясните разницу в предложениях:

1. He helped him.
2. He helped himself.

V. Объясните, что выражают *shall, will* и *going to* в следующих предложениях:

1. Tell me what you want for breakfast and I *will* get it for you.
2. *Shall* I bring you some more sandwiches?
3. If you want more sandwiches you *shall* have them.
4. I *will* learn to speak English even if it takes me five years.
5. *I am going to* write a letter home tomorrow afternoon.
6. There are a lot of black clouds in the sky; I think it *is going to* rain.

VI. Назовите время, используемое в предложениях, и объясните его употребление:

1. I am sure Hob *won't be feeling* hungry after that breakfast.
2. This time tomorrow I *shall be flying* to Paris. What *will* you *be doing* then?

VII. Укажите разницу между предложением с глаголом в действительном залоге и предложением с глаголом в страдательном залоге. Преобразуйте действительный залог в страдательный:

1. Mr. Priestley teaches the students.
2. A taxi-cab took me to my hotel.
3. In this hotel the manager meets all the new guests.
4. The waiter brings the breakfast.
5. The waiter brought the breakfast.
6. The waiter will bring the breakfast.
7. They feed you well at this hotel.
8. They speak English there, but not Ruritanian.
9. They will feed you well at this hotel.
10. They fed me well at that hotel.

Сочинение

1. Опишите происшествие в отеле с точки зрения официанта.
2. Напишите рассказ, который заканчивался бы словами: "*...but that day I met my Waterloo.*"

LESSON 2

OLAF AND PEDRO DISCUSS THEIR PLANS

Pedro: How much longer are you staying in England, Olaf?

Olaf: Well, I don't quite know, but I shall be here for another year at any rate, probably two years.

Pedro: That's good. I shall be here for at least another year.

Olaf: What are you going to do when you leave Mr. Priestley's?

Pedro: I want to go to Cambridge. I discussed all this with my father before I left home and he said that he wanted me to spend a year in Paris and a year in Germany so that I could get a really good knowledge of French and German. Then he wanted me to spend two or three years with Mr. Priestley and try for an English degree at Cambridge.

Olaf: Have you enjoyed your stay in England?

Pedro: Oh yes, very much. I knew it would be pleasant but I didn't think I should meet such interesting people. But what are you going to do when you leave England?

Olaf: I am going into my father's business, a shipping company.

Pedro: That will be very interesting.

Olaf: Yes, I think so. At first I didn't think it would and I wanted something quite different. I thought life in an office was very dull.

Pedro: What did you want to do?

Olaf: I wanted to be an artist and paint pictures. I said that nothing would ever make me go into an office. "The only life for me," I said, "is a life of art. In a few years I shall earn fame and fortune by my pictures." Of course I was only fifteen or sixteen and hadn't much sense.

Hob: I painted a picture once. I showed it to an artist, Miguel Macasso, who had sold a picture to Uncle Albert, and do you know what he said about it? He said that my picture would hang in the British Museum long after Rubens and Rembrandt were forgotten.

Olaf: Did he really?

Hob: Yes. But he added, "But not until they are forgotten." Macasso was a funny fellow. I remember one time I was at his house and, as he looked through the window, he saw an old fisherman going by. Macasso thought the old man would make a good subject for a picture so he told me to go out and tell the fisherman that Mr. Macasso wanted to paint him. I went. The

man thought about it for a minute or so and said, "What will he pay me?" I said that he would give him two pounds. The man still hesitated, so I said, "It's an easy way to earn two pounds." "Oh! I know that," said the man, "but I am wondering how I shall get the paint off afterwards."

Pedro: To come back to your story, Olaf, what did your father say?

Olaf: Oh, he was very good about it. He said I could go to the best art teacher in Stockholm and have some lessons. Well, after a week or two the teacher told me that it was a waste of time for him to go on teaching me. "You will never be a painter," he said, "not if you live to be a hundred. Don't come for any more lessons. Go back to your office."

Pedro: Well, that was honest enough, but rather hard on you.

Olaf: Oh, I didn't mind. I told him that I knew he was right.

Pedro: So you went to your father's office then?

Olaf: Yes. My father was very pleased and said he wanted me to spend a year there to get a good knowledge of the organization of the business. "At the end of a year," he said, "you can go to my friend, Mr. Priestley, to learn English well." You see, we do a lot of business with England. He added that when I knew English well, he would arrange for me to go into an English firm to learn English business methods.

Pedro: So I suppose that some day you will be managing a shipping business in Stockholm.

Olaf: Well, my father said that in nine or ten years' time he wanted to retire, and he hoped that by that time I should be able to run the business.

Pedro: That sounds fine.

Olaf: Yes, I shall be very proud when I can write to you on paper headed:

*Gustav Petersen & Son,
Shipping Agents,
Stockholm*

and say, "Come and spend a holiday with me in Sweden."

Hob: I must tell you another story about Miguel Macasso. One day a very wealthy American, Hiram Boost, came to Macasso — you may have heard of Boost, he's in films — and he said he had bought, secretly, a valuable 16th century "old master." He said, "I know that the English Government won't let me take it out of England, but I have a plan to get round that. I want you to paint a picture — it doesn't matter what it is — on top of the

‘old master’.” Hiram then explained that he could quite easily get Macasso’s picture removed from the canvas when he got to New York, without damaging the painting underneath. Well, Macasso painted a picture of a London gas-works on it, and old Boost got the canvas to New York all right and sent it to the firm he knew to have Macasso’s painting removed. About a week later he got a telegram from the firm. It said: “We have removed the picture of London gas-works, also ‘old master’, and are now down to a portrait of Queen Victoria. When do you want us to stop?”

УПРАЖНЕНИЯ

I. Придумайте предложения со следующими словами и словосочетаниями:

- | | | |
|----------------|-----------------|---------------|
| 1. at any rate | 8. office | 15. get round |
| 2. discuss | 9. organization | 16. remove |
| 3. knowledge | 10. method | 17. down to |
| 4. degree | 11. manage | 18. portrait |
| 5. company | 12. firm | 19. arrange |
| 6. artist | 13. plan | 20. fisherman |
| 7. fame | 14. damage | |

II. Составьте вопросы, ответами на которые являются следующие предложения:

1. I shall be here for another year.
2. I’m going to Cambridge.
3. Yes, I spent a year in Paris and a year in Germany.
4. So that I could get a good knowledge of the language and the people.
5. Oh, yes, I enjoyed it very much.
6. He has a shipping office.
7. Because I thought it would be a terribly dull business.
8. He asked the servant what the artist would pay him.
9. Because he was wondering how he would get the paint off afterwards.
10. Oh, they were very nice about it, and let me take lessons.
11. He thought I should never be a painter.
12. Because we do a lot of trade with England.
13. He says in nine or ten years.
14. Because he knew the Government wouldn’t let him take it out of England.
15. It doesn’t matter what the picture is.

III. Расставьте слова в правильном порядке:

1. You in England are staying how much longer?
2. I here for another year shall be at any rate.
3. When you leave here to do what are you going?
4. Your stay here you have enjoyed?
5. With my father all this before I left home I discussed.
6. Pleasant it would be I knew, but such interesting people I should meet I didn't think.
7. How the paint I shall get off afterwards am I wondering.
8. A picture on top of the "old master" you to paint I want what is it it doesn't matter.
9. A telegram about a week later from the firm he got.
10. That my picture in the British Museum would hang he said after long were forgotten Rubens and Rembrandt.

IV. Замените одним словом следующие словосочетания. Все необходимые слова есть в уроке. В скобках дана первая буква слова и количество букв.

1. trade and the getting of money (b — — — — —).
2. not interesting (d — — —).
3. a lot of money: wealth (f — — — — —).
4. to make up one's mind (d — — — — —).
5. to be unable to make up one's mind (h — — — — —).
6. house or room used as a place of business (o — — — — —).
7. to give up one's work when one is old (r — — — — —).
8. to get pleasure from (e — — — — —).
9. to have in mind, not to forget (r — — — — —).
10. arrangement so that all parts work together well (o — — — — —).

Сочинение

1. Расскажите (*письменно или устно*):
 - а) о рыбаке, который не хотел позировать,
 - б) о картине Хайрама Буста.
2. Перескажите, как Олаф описывает свою жизнь.

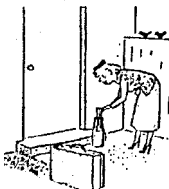
THE BIRDS THAT LIKED MILK

Ответьте на вопросы к картинкам, используя следующие слова: *bag, bottle, fence, full, empty, beak, milkman.*

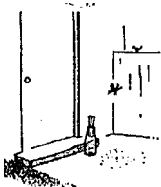
Picture 1. What is the woman carrying in her right hand? Where do you think she is going? Do you think she will be away from home for an hour or two or a day or two? What makes you think that? What is she holding in her left hand? What can you see near the door-step? Is that milk bottle full or empty?



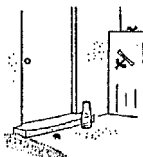
Picture 2. Who are watching her? Where are the birds? Where is she putting the note? What do you think she has written on it? What has she done with her bag?



Picture 3. What is one of the birds doing? What is the other one doing?



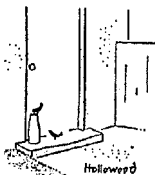
Picture 4. What is the bird doing now? What is it carrying in its beak? How do you know that the bottle is empty? Has the artist made it clear to you?



Picture 5. What is this man? What is he carrying? How many bottles of milk has he left on the door-step? Is it a full bottle or an empty one? What has he done with the empty bottle? Where are the birds? What are they doing?



Picture 6. Where are the birds now? What are they doing? Why did they take away the note?



А теперь составьте (устно или письменно) рассказ с названием "THE BIRDS THAT LIKED MILK".

LESSON 3

DIRECT AND INDIRECT SPEECH (I)

Мы можем передать чье-либо высказывание двумя способами. Мы можем привести слова говорящего от первого лица. Например: Pedro said, "I want to go to Cambridge."

Это прямая речь (**Direct Speech**). С другой стороны, вместо того, чтобы приводить высказывание Педро, мы можем передать его от 3-го лица следующим образом:

Pedro said that he wanted to go to Cambridge.

Это непрямая, или косвенная, речь (**Indirect or Reported Speech**). В уроке 2 нам встретились оба способа передачи высказывания. Вот эти примеры:

Direct

1. "The only life for me is a life of art."
2. "It's an easy way to earn two pounds."
3. "I know that, but I am wondering how I shall get the paint off afterwards."
4. Pedro's father said, "I want you to spend a year in Paris and a year in Germany so that you can get a really good knowledge of French and German."
5. He said, "Your picture will hang in the British Museum long after Rubens and Rembrandt are forgotten."
6. He said, "In nine or ten years' time I want to retire, and by that time you will be able to run the business."

Indirect

1. Olaf said that the only life for him was a life of art.
2. Hob said that it was an easy way to earn two pounds.
3. The man said that he knew that, but he was wondering how he would get the paint off afterwards.
4. He said that he wanted me to spend a year in Paris and a year in Germany so that I could get a really good knowledge of French and German.
5. He said that my picture would hang in the British Museum long after Rubens and Rembrandt were forgotten.
6. He said that in nine or ten years' time he wanted to retire, and by that time I should be able to run the business.

Вы, наверное, обратили внимание, что все глаголы, которые в прямой речи использовались в настоящем времени, в косвенной речи употребляются в прошедшем.

The only life <i>is</i> a life of art	—————>	The only life <i>was</i> a life of art
You <i>can</i> get a good knowledge of English	—————>	I <i>could</i> get a good knowledge of English
Your picture <i>will</i> hang	—————>	My picture <i>would</i> hang
I <i>want</i> to retire	—————>	He <i>wanted</i> to retire

И это не удивительно, поскольку мы сообщаем о том, о чем говорилось в прошлом.

Глаголы *will* и *shall* имеют следующие формы прошедшего времени: *would* и *should* соответственно. На первый взгляд кажется абсурдным образовывать форму прошедшего времени глаголов, участвующих в образовании будущего времени. Действительно, когда Олаф говорит: “*I know it will be pleasant in England,*” — он подразумевает будущее время и пользуется глаголом *will*. Но когда он говорит Педро: “*I knew it would be pleasant in England,*” — он мысленно возвращается в прошлое и говорит о том, что было, вкладывая в свои слова понятие будущности. Такое использование глаголов *should* и *would* называется «будущее в прошедшем» (**Future in the Past**).

Мы уже говорили, что прошедшее время (т. е. «будущее в прошедшем») от *will* — *would*, а от *shall* — *should*. Следующие примеры, на первый взгляд, противоречат этому:

Direct

“I am wondering how *I shall* get the paint off.”

“You *will* be able to run the business.”

Indirect

He was wondering how he *would* get the paint off.

He said that I *should* be able to run the business.

Но *should* и *would* используются точно в таком же смысле, как *shall* и *will*.

Вы помните формы глаголов *shall* и *will*:

I shall

We shall

You will

They will

He, she, it will

А вот формы *should* и *would*:

I should

We should

You would

You would

He, she, it would

They would

Поэтому в приведенных примерах *I shall* (1-е л.) становится *he would* (3-е л.); *you will* (2-е л.) становится *I should* (1-е л.).