



ქრონიკული
ბიბლიოთეკა

ENGLISH

11 year

განათლება

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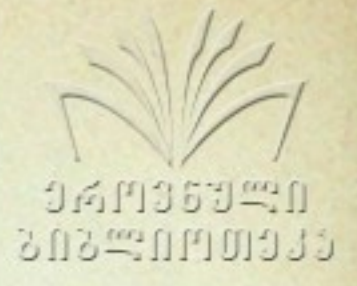
ENGLISH

ინგლისური ენის სახელმძღვანელო

საქართველოს სსრ უმაღლესი და საშუალო სპეციალური
განათლების სამინისტროს მიერ დამტკიცებულია სახელმძღვა-
ნელოდ უმაღლესი სკოლის სპეციალური ფაკულტეტების
მეორე კურსის სტუდენტთათვის

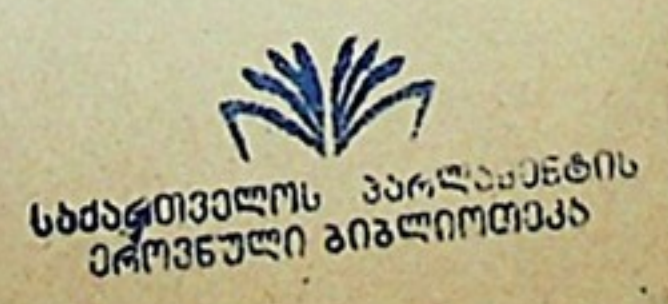
გამომცემლობა „განათლება“
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წინასიტყვაობა

საქართველოს სსრ პედაგოგიური ინსტიტუტების ენობრივი ფაკულტეტების II კურსის ინგლისური ენის სახელმძღვანელო I კურსის იმ სახელმძღვანელოს გაგრძელებას წარმოადგენს, რომელიც თბილისის უცხო ენათა პედაგოგიური ინსტიტუტის ინგლისური ენის კათედრის ავტორთა კოლექტივმა გამოსცა (გამომც. „ცოდნა“, თბილისი, 1964 წ.).

სახელმძღვანელო შედგენილია თანამედროვე ინგლისური ენის პრაქტიკული კურსის იმ პროგრამის საფუძველზე, რომელიც რეკომენდებულია სსრკ უმაღლესი და საშუალო სპეციალური განათლების სამინისტროსა და რსფსრ განათლების სამინისტროს მიერ (გამომც. „პროსვეშჩენიე“, მოსკოვი, 1964 წ.). ამასთან, მასში გათვალისწინებულია ქართულ ენაზე მოლაპარაკე სტუდენტებისათვის ინგლისური ენის სწავლების სპეციფიკური პირობებიც.

II კურსზე, ერთი მხრივ, გრძელდება მუშაობა ზეპირი და წერიტი მეტყველების იმ ჩვევების განსამტკიცებლად, რომლებიც I კურსზე სტუდენტებმა უკვე მიიღეს, ხოლო, მეორე მხრივ, ხდება მთელი რიგი ახალი ენობრივი ნიმუშების ხმარების ჩვევების გამომუშავება. ამასთან, ამ ნიმუშების მიწოდება და მათ ასათვისებლად მუშაობა ტარდება ისე, რომ ამის შედეგად სტუდენტმა შეძლოს თავისუფლად ისაუბროს მთელ რიგ თემებზე. გრძელდება მუშაობა იმ მხრივაც, რომ სტუდენტებს განუმტკიცდეთ წარმოთქმის და ინტონაციის ჩვევები.

სახელმძღვანელო თემატური პრინციპით არის შედგენილი და შემდეგ თემებს მოიცავს:

1. სპორტი; სპორტის ძირითადი სახეობანი; სპორტული თამაშობანი; ინსტიტუტის სპორტული ცხოვრება.
2. სავაჭროდ წასვლა.
3. ოჯახი.
4. გასართობები: კინო, თეატრი, მხატვრული თვითმოქმედება.
5. ჯანმრთელობა და მისი დაცვა.
6. მოგზაურობა, სანატორიუმში დასვენება.
7. ქალაქები და მათი ღირსშესანიშნაობანი. მოსკოვი, ლონდონი, თბილისი. ამ დედაქალაქების ისტორიის მიმოხილვა.

ყოველი თემა შეიცავს 1—3 ტექსტს, დიალოგებს, დამატებით სა-
კითხავ მასალას, ანდაზებს; ლექსიკურ, გრამატიკულ და ფონეტიკურ
კომენტარებს, ლექსიკური, გრამატიკული და ფონეტიკური ხასიათის სა-
ვარჯიშოებს.

გარდა ორიგინალური ტექსტებისა და დიალოგებისა, წიგნში შეტა-
ნილია ნაწყვეტები მხატვრული ნაწარმოებებიდან, ანექდოტები, იგავ-
არაკები, ნაწყვეტები ეკერსლისა და სხვა ავტორების სახელმძღვანელო-
ებიდან. ეს ნაწყვეტები ზოგჯერ სავარჯიშოების სახით არის მოცემული
ამა თუ იმ გრამატიკული ან ლექსიკური მოვლენის განსამტკიცებლად.

სახელმძღვანელოს შედგენისას ავტორები ეყრდნობოდნენ I კურ-
სის სახელმძღვანელოში გათვალისწინებულ პრინციპებს. ესენია:

1. დედუქცია.
2. სწავლების აქტივობა.
3. სისტემატურობა: ლექსიკური და გრამატიკული მასალის
თანდათანობით გართულება.

4. ყოველ შემდგომ თემაში უკვე განვლილი ლექსიკური მასა-
ლისა და გრამატიკული მოდელების განმეორება.

5. თვალსაჩინოება (სმენით-მხედველობითი ხასიათის), სხვადასხვა
ტექნიკურ საშუალებათა გამოყენების შესაძლებლობა.

6. ინგლისური და ქართული ენების განსხვავებული წყობიდან
გამომდინარე სიძნელეების გათვალისწინება ზოგიერთი ტიპური
და ძნელად აღმოსაფხვრელი შეცდომის თავიდან ასაცილებლად.

ავტორები სიამოვნებით მიიღებენ და გაითვალისწინებენ ამ სახელმ-
ძღვანელოსთან დაკავშირებულ ყველა კრიტიკულ შენიშვნას.

ავტორები

Topic I

SPORTS AND GAMES

INTRODUCTORY TEXT 1

One of the aims of education in the Soviet Union is to bring up a physically fit and healthy younger generation¹. Even the little ones in nursery schools do² morning exercises suitable³ to their age. Most of the secondary schools have well-equipped gyms and playgrounds where they can train in gymnastics and play outdoor ball-games,⁴ such as volley-ball, basket-ball and football.

But it is track and field events and gymnastics that play the greatest part in schoolchildren's physical training. Swimming and diving, skating and skiing are other sports that our schoolchildren go in for. Figure-skating is fast gaining popularity⁴, and even in our southern city a group of young figure-skaters has been selected and are being trained in this graceful sport⁵.

Teenagers⁶ particularly interested and fit for sports can go to sports schools where they get their secondary education and are specially coached in ball-games⁷, (soccer in particular) and gymnastics.

As for colleges and universities, physical training is an obligatory and essential part of the curriculum. All students have a course of general physical training, besides which they are given the option of this or that kind of sport in which they desire to improve their techniques and achieve good results. Depending on available facilities, students can go in for swimming and diving, tennis, water-polo, ice-hockey, marksmanship, etc.

It goes without saying, that track and field events, gymnastics, callisthenics are frequently chosen by students.

If a visitor comes to our Institute after two, he will most likely see quite a few⁸ students playing basket-ball or handball in the grounds. In the gym he will probably find a group of girls doing exercises on the wall-bars, the swinging-rings, the parallel bars, the vaulting-horse or other appliances. If boys were more

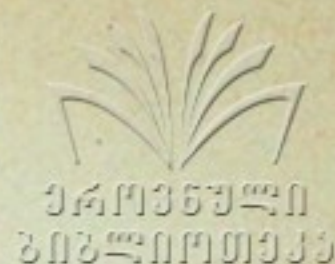
numerous at our Institute, we could have groups of boxers and weightlifters. Still, our sportsmen and sportswomen make quite a decent showing at the city and republican collegiate games. You can well imagine what a great number of experienced teachers of physical training the country requires! In all the major cities there are special colleges that train teachers and coaches to work in schools, universities, colleges and sports clubs. In 1939 the Physical Training Department of Tbilisi University was transformed into a special College. A fine building was erected to house it⁹, the grounds were arranged for all kinds of outdoor games. A stadium was built just across the roadway, at the end of the lovely Vake park and finally the city built an indoor swimming-pool. Thus the new college received all the necessary facilities and many of its graduates have made a name for themselves in many kinds of sports. The overwhelming majority¹⁰, however, have made it their vocation to help young people to grow up strong and healthy.

WORD LIST

aim n.	graceful adj.	frequently adv.
education n.	teenager n.	handball n.
physically adv.	particularly adv.	grounds n.
generation n.	specially adv.	wall-bars n.
nursery n.	coach v. n.	swinging-rings n.
suitable adj.	soccer n.	parallel bars n.
secondary adj.	college n.	vaulting-horse n.
well-equipped p. p.	obligatory adj.	numerous adj.
gym n.	essential adj.	boxer n.
playground n.	curriculum n.	weightlifter n.
train v.	option n.	decent adj.
gymnastics n.	desire v.	collegiate adj.
outdoor adj.	technique n.	imagine v.
ball-game n.	achieve v.	experienced p. p.
track n.	result n.	require v.
event n.	depend v.	major adj.
diving g.	available adj.	transform v.
figure-skating n.	facility n.	erect v.
fast adv.	tennis n.	house v.
gain v.	water-polo n.	arrange v.
popularity n.	ice-hockey n.	overwhelming adj.
select v.	marksmanship n.	vocation n.
	callisthenics n.	

WORD COMBINATIONS

- to gain popularity
- to make a decent showing
- to make a name for oneself



NOTES

1. to bring up a physically fit and healthy younger generation—ფიზიკურად ძლიერი და ჯანსაღი ახალგაზრდა თაობის აღზრდა.
- to bring v. 1. come with smth., carry — მოტანა, მიტანა; e. g. to bring a book;
2. lead, drive to or towards the speaker — მოყვანა, მიყვანა, ჩამოყვანა;
e. g. to bring the child from the country; to bring the child from school;
3. make, cause to do smth.—დაითანხმებს რაიმეს გაკეთებაზე, აიძულებს გააკეთოს რაიმე; e. g. Can you bring him to change his paper?
- to bring smth. about — cause to happen; cause — გამოწვევა; e. g. It was you who brought this trouble about. This question will bring about a lively discussion.
- to bring (back) to mind — cause to remember, recall — გახსენება; e. g. His story brought back to mind our happy childhood.
- to bring up — look after during childhood, train, educate — გაზრდა, აღზრდა.
- fit adj. 1. suitable, right (for); good enough (for smth.) — შესაფერი, გამოსადეგი; e. g. Is he fit for this kind of work? 2. in good health or condition — ჯანმრთელი; e. g. I feel quite fit after my rest in the mountains; v. 1. be the right size and shape — მორგება; e. g. This pair of shoes fits me well; 2. put on (esp. clothing) to see that it is the right size, shape, etc. — მოზომება; e. g. I shall fit this new coat (on); 3. put into place — e. g. When are you going to fit that door? to fit in with—be in harmony with—შეგუება; e. g. This man can fit in with anybody; to fit out—equip — გამზადება; e. g. Have you fitted out your boy for school? n. the way smth. fits; the result of fitting; e. g. This dress is a good fit.
2. to do v. — the general meaning is to act. e. g. What are you doing? What shall I do next? to do one's lessons; to do morning exercises; to do the rooms; to do some sewing; to do a picture — to go to the pictures.
- syn. to make — produce, construct smth.; e. g. to make hats; to make tea (prepare it by pouring boiling water on the leaves); to make a fire; to make money; to make an operation; to make a mistake; to make friends; to make enemies; to make a good doctor, teacher, etc. — to become a good doctor, teacher, etc., to make up for lost time — დაკარგული დროის ანაზღაურება; to make smb. do smth. — cause smb. to do smth.; e. g. I can't make him work; to make a (good, bad) showing — გამოსვლა (სცენაზე, სპორტულ ასპარეზზე); to make a name for oneself — to become well-known, to gain popularity—სახელის მოხვეჭა; to make progress — წარმატების მიღწევა; to make fun of — to laugh at.
3. suitable adj. correct for the occasion; well fitted for the purpose; appropriate — შესაფერისი, გამოსადეგი, ვარგისი; e. g. suitable clothes for cold

weather — ცივი ამინდის შესაფერისი ტანსაცმელი; morning exercises
suitable to their age — მათი ასაკის შესაფერი დილის ვარჯიში.

4. is fast gaining popularity — სწრაფად იხვეჭს სახელს; სწრაფად ხდება პოპულარული.

to gain popularity — to become famous, to become popular.

5. are being trained in this graceful sport — ავარჯიშებენ (წვრთნიან) სპორტის ამ მოხდენილ სახეობაში.

6. Teenagers — young people of 13 to 19 years of age.

7. are specially coached in ball-games — სპეციალურად წვრთნიან ბურთის თამაშში.
ball-games — games played with a ball, such as football, basket-ball, hand-ball, etc.

coach v. — teach, train.

coach n. — teacher, esp. one who gives private lessons to prepare students for public examinations; person who trains athletes for games.

8. quite a few — a good number of, quite a lot — საკმაოდ ბევრი.

9. to house — 1. provide houses for — დაბინავება, მოთავსება (სახლებში); 2. give shelter or lodging to — თავშესაფრის მიცემა.

10. The overwhelming majority — დიდი უმრავლესობა.

LEXICAL EXERCISES

Ex. 1. Give words of the same root:

education; healthy; suitable; event; popularity; select; graceful; particularly; specially; obligatory; essential; desire; improve; achieve; frequently; choose; decent; imagine; major; transform; erect; arrange; finally; receive.

Ex. 2. Give synonyms to the following words:

fit; suitable; event; fast; select; desire; frequently; imagine; require; erect; lovely; receive; finally.

Ex. 3. Give antonyms to the following words:

healthy; fast; gain; graceful; available; frequently; decent.

Ex. 4. Give your own definitions of the following words and word combinations and use them in sentences:

fit; nursery school; event; to gain popularity; teenager; to improve; available; facility; to make a decent showing; major cities; to make a name for oneself.

Ex. 5. Fill in the blanks with prepositions and adverbs wherever necessary:

1. I took my exams ... the 17th of June and succeeded ... getting an excellent mark. 2. I thought you were not very keen ... football. — Why, I always follow the games ... interest, though I don't go ... football myself. 3. A friend of mine is coming to stay ... us ... a few days ... her way ... Moscow ... the seaside. 4. If you're making ... a list of students to take part ... the competition, don't leave ... our new fellow-student: I hear she's good ... tennis. 5. Tourism is the hobby ... thousands ... people ... our country: some go ... motor-ing, others are keen ... hiking, particularly ... the mountains. 6. We followed the wrestling-match ... keen interest. 7. I'll be ... the gym ... five ... half past six. — All right, I'll be ... the library ... six, and then I'll call ... you ... my way ... home. We'll walk ... the University, and go ... bus the rest ... the way. 8. Just imagine, I was quite sure I'd win the one hundred metres sprint, but a sprinter ... the Polytechnical Institute beat me ... half a second. 9. Who does

the world record ... weightlifting belong ...? Don't you know? It belongs ... Yuri Vlasov, the Soviet champion. 10. ... Tokyo the Soviet free-style wrestlers won 6 medals ... the world championship. This is one more than they managed... the Olympic Games ... Rome. 11. ... April ... the 2nd time, the US basket-ball team, visited the USSR. The US national team was first seen ... the Soviet Union ... the spring 1958. 12. The spectators were following ... animation the struggle going on between the two leaders ... the football league. 13. the Trade-Union Spartakiad the Georgian team won medals ... many events. 14. He is not a football fan. He never goes ... the stadium when a big match is going 15. Peter goes basket-ball. He is a leading member ... our club. 16. ... the 27th ... September our football team meets ... Kiev Dynamo. 17. Children must do morning exercises suitable ... their age. 18. Most ... the secondary schools have well-equipped gyms and playgrounds. 19. Do you go gymnastics? 20. One ... the aims ... education ... the Soviet Union is to bring ... a physically fit and healthy younger generation. 21. All students are given the option ... this or that kind ... sport ... which they desire to improve their techniques and achieve good results. 22. Your cousin goes swimming, doesn't he? 23. It goes ... saying that track and field events, gymnastics, callisthenics, are frequently chosen ... students. 24. ... 1939 the Physical Training Department ... Tbilisi University was transformed ... a special College. 25. Our country requires a great number ... experienced teachers ... physical training, doesn't it? 26. Was there a stadium built ... the roadway or ... the end of the park? 27. Physical training is an obligatory and essential part ... the curriculum. 28. Many of our graduates have made a name ... themselves ... many kinds ... sports. 29. Are you fit ... work today? 30. He is very fond ... doing exercises ... the wall-bars. 31. Her niece is specially coached ... callisthenics.

Ex. 6. Insert suitable words and word combinations:

1. Do many students of your Institute ... for sports? Almost all. And what about you? I go in for Now I am getting ready for ... which will soon take place at our Institute and I'll ... to help my team to ... the cup.
2. You should do morning exercises ... to your age every day.
3. It goes ... that Nelly will make a name for herself in sport. She is working so hard.
4. It's very hard to ... children.
5. The ... majority was in favour of that proposal.
6. Callisthenics is ... chosen by students as it's one of the most ... kinds of sport.
7. When I was in Bakuriani I ... to get up early in the morning and go skating and skiing. I was getting ready for ... in which I wanted to take part.
8. They have built a new open-air ..., so we shall be able to swim all the year round.
9. The Institute of Foreign Languages has well ... gyms and playgrounds. The grounds were ... for all kinds of outdoor games.
10. I am looking forward to ... good results in gymnastics.
11. In Georgia, figure skating is fast ... popularity.
12. One of our fellow-students is ... behind in swimming but the coach is helping her, and we think she will soon ... with the group.
13. Are you still going ... boxing? Oh, no, I've ... interest in boxing and I'm going in for

14. Where is Bob? He is doing exercises on the ... horse.

15. Nick is very ... at marksmanship.

16. I was sure you were ... on weightlifting. You're just fit for it.

17. Attendance is ... at our Institute.



Ex. 7. Put fifteen questions to the text.

Ex. 8. Translate the following words and word combinations into English and make up sentences using them:

აღზრდა; საშუალო სკოლა; კარგად მოწყობილი; ყვინთვა; სახელის მოხვეჭა; საშუალო განათლება; არსებითი ნაწილი; სპორტის სახეობა; ხელმისაწვდომი საშუალებები; გარდაქმნა; დიდი უმრავლესობა; სახელის მოპოვება.

Ex. 9. Translate into English:

1. შეჯიბრში მონაწილეობის მიღებამდე ორი კვირის განმავლობაში ვვარჯიშობდი ცურვაში. 2. სპორტის რომელ სახეობას მისდევ? ფრენბურთს ვთამაშობ, გარდა ამისა თხილამურებით დავდივარ. 3. ჩვენს ინსტიტუტში ბევრი სტუდენტი მისდევს სპორტს. მათ ხშირად ნახავთ ინსტიტუტის სპორტდარბაზში და სასპორტო მოედნებზე ორი საათის შემდეგ. 4. ლექციების დამთავრების შემდეგ სპორტ-დარბაზში ჩავიდეთ. მინდა, რგოლებზე ივარჯიშო. 5. — სპორტის რომელი სახეობით ხარ დაინტერესებული განსაკუთრებით? — ძალიან მიყვარს ზამთრის სპორტი — ციგურაობა და თხილამურებით სიარული. 6. მწვრთნელთან მოგიხდება მისვლა. ის გეტყვის სპორტის რომელი სახეობა შეარჩიო. 7. შეხედეთ ამ ბავშვს. მას ძალიან ჯანსაღი შეხედულება აქვს. 8. ჩემი დროის უმეტეს ნაწილს ფიზკულტურის ინსტიტუტის საცურაო აუზზე ვატარებ. მინდა ცურვა და ყვინთვა ვისწავლო. 9. იმედი მაქვს, რომ ჩვენი ინსტიტუტის ფრენბურთის გუნდი სახელს მოიხვეჭს სხვა ინსტიტუტების გუნდებს შორის. 10. ჩვენ კარგად მოწყობილი სპორტ-დარბაზი გვქირდება, მაშინ შევძლებთ კარგი შედეგების მიღწევას სხვადასხვა შეჯიბრში. 11. ვშიშობ, დღეს ციგურაობას ვერ შევძლებ, ციგურები დაკარგე. 12. ჩვენი სტუდენტების უმრავლესობა ფეხბურთს თამაშობს.

Ex. 10. Insert the proper form of the verbs *to do* or *to make*:

1. When I come home from the Institute I'll have ... my homework, as in the evening I've got to go to the gym to train. 2. — Are you ... anything special tonight? I'd like you to go to the theatre with me. — I intended ... some darning. 3. Look, what a nice hat Meg has I didn't know she was good at ... them. 4. — Are you sure you will be able ... this dress? Have you ever ... one? — You needn't worry. I'm used to ... such things. 5. Whose turn is it ... the rooms today? 6. I'd like you ... a hat for me. 7. Have you ... the tea? It's already five o'clock. 8. — What are you going ... next? — I think I'll ... some sewing. 9. In the morning I always ... my morning exercises. 10. John will ... a good doctor. 11. Last year I had a rest at a sanatorium and ... friends with quite a few boys and girls. 12. I wonder what Nick is ... now. 13. You will have ... up for lost time. You've been very lazy this year. 14. What has he ... to you that you hate him so? 15. I'm sure Nelly will ... a name for herself, she sings so nicely. 16. You will ... quite a decent showing if you train hard. 17. Let's ... a picture tonight. 18. Have you ... progress in your English? 19. Don't ... fun of people. It's a nasty habit. 20. You are sure ... enemies if you go on like this.

Ex. 11. Translate the following sentences into Georgian:

1. He is such a lazy boy. I can't bring him to work. 2. Have you brought your little girl to school? 3. Bring me my notes tomorrow, please. I need them badly. 4 His words brought back the days which we had spent at the seaside. 5. This boy is badly brought up. 6. The other day we had a meeting at the Institute. Nick made a suggestion which brought about a lively discussion.

PHONETIC NOTES

ASSIMILATION

Phonemes within a word or at the junction of words may influence each other's articulation, making the neighbouring phonemes in some way similar to themselves. This phenomenon is called assimilation.

a) There are two main kinds of assimilation in Modern English: assimilation of voice and assimilation of place of production.

1. In assimilation of voice either the voiced quality of a phoneme, or its unvoiced quality is extended to the neighbouring phoneme.

e. g. 1) free [fri:], sprint [sprɪnt], tree [tri:], three [θri:], etc.

In this case the voiced consonant [r] becomes voiceless under the influence of voiceless sounds [f], [t], [p] and [θ].

2) Under the influence of a preceding voiceless consonant the grammatical suffix **ed** is read [t].

e. g. jumped [dʒʌmpt]; knocked [nɒkt].

3) In the contracted forms of *what is*, *what has*, *it is*, *it has*—s is read [s] under the influence of voiceless [t]: what's [wɒts], it's [ɪts].

2. In assimilation of place of production the phoneme changes its place of production when influenced by a neighbouring phoneme.

1) The alveolar phonemes [t], [d], [n], [l] become dental when they are followed by interdental [θ] and [ð].

e. g. tenth [tenθ], in them [ɪn ðəm], read this ['ri:d 'ðɪs],
at this [ət 'ðɪs], all that ['ɔ:l 'ðæt], wealth [welθ].

2) Alveolar [t] [d] become post-alveolar under the influence of post-alveolar [r].

e. g. tree [tri:], contrast ['kɒntrəst], dream [dri:m], etc.

PHONETICAL EXERCISES



Ex. 1. Read the following words and combinations of words, observing the assimilation of the phonemes [t], [d], [n], [l] to [θ] and [ð]:

a) although, health, healthy, wealthy, breadth, bloodthirsty, seventh, tenth, month.

b) at the end, not that, at the proper season, get their education, aren't they, put things in order, lead the way, inscribed them, inquired the fat boy, good thoughts, bad things, tell the coach, sell them, spell this, all this time, upon the ice, in the gym, in the grounds.

c) Good health is above wealth.

Wealth is nothing without health.

Early to bed and early to rise

Makes a man healthy, wealthy and wise.

Ex. 2. Read and transcribe the following:

1. Teenagers particularly interested and fit for sports can go to sports schools.

2. All students have a course of general physical training.

3. It goes without saying that track and field events, gymnastics, callisthenics are frequently chosen by students.

Ex. 3. Find cases of assimilation in the following sentences and comment upon them:

1. He will see quite a few students playing games in the grounds.

2. A stadium was built just across the roadway, at the end of the lovely Vake park.

3. Thus the new college received all the necessary facilities for training.

4. The overwhelming majority have made it their vocation to help young people to grow up strong and healthy.

5. But it is track and field events that play the greatest part in schoolchildren's physical training.

Ex. 4. Read the following:

'træfik	trembl	'trɑ:nsitiv	draiv	'dragstɔ:
trein	tru:	træk	driŋk	draun
træm	treid	trʌst	drʌm	dril
trik	'trædʒik	traib	drɒp	dri:m

Ex. 5. Transcribe the following sentences. Read them, paying special attention to the pronunciation of the clusters [tr], [dr]:

My dream came true.

He was well trained in track and field athletics.

Try this dress on.

Try this drug for your headache.

Drink these drops.

Don't trouble trouble until trouble troubles you.

Ex. 6. Discuss all cases of assimilation in the sentences, given in ex. 5., and state which features of the pronunciation of a sound are affected by assimilation.

SPORTS AND GAMES

INTRODUCTORY TEXT 2



The two great games in England for boys and men are cricket in summer and football in winter. As I suppose most people know there are two kinds of football: Association, played by teams of *eleven* men with a round ball, and Rugby, played by *fifteens* with an oval ball. Most people know these games respectively as "Soccer" and "Rugger".

Tennis and golf are also very popular in England and so indeed are the various forms of athletics such as running, jumping and rowing.

Boxing is a very popular sport. Horse-racing in one form or another goes on all the year round and those who can afford it go in for hunting, and shooting, and fishing at the proper season. Of course, they have also got "mechanical" sports, motor-racing, aviation and so on. Sometimes when they get a really hard winter, winter sports flourish for a little while, and they skate, ski and toboggan.

Indeed, sport in some form or another is an essential part of the Englishman's daily life, and an athletic training is an essential feature in the English system of education.

L. James. "Linguaphone Konversations Kursus". Berlin, 1930.

WORD LIST

cricket n.	rowing g.	motor-racing g.
suppose v.	horse-racing g.	aviation n.
association n.	hunting g.	flourish v.
rugby n.	shooting g.	toboggan v.
respectively adv.	fishing g.	feature n.
golf n.	proper adj.	system n.
	mechanical adj.	

LEXICAL EXERCISES

Ex. 1. Give words of the same root:

suppose; association; respectively; popular; proper.

Ex. 2. Give synonyms to the following words:

football; suppose; hard; flourish.

Ex. 3. Give your own definitions of the following words and use them in sentences of your own:

popular; various; afford; flourish; essential; feature.



Ex. 4. Translate into English:

1. გუშინ თბილისში ფეხბურთის მატჩი ტარდებოდა. მთელი კვირა დავდივოდით, რომ ბილეთი მეშოვა. 2. რატომ არ მოხვედი სპორტ-დარბაზში გუშინ? მწვანე ლამაზ ბევრი გვავარჯიშა ბოქსში. 3. სპორტი ჩემი ცხოვრების არსებით ნაწილს წარმოადგენს. ვცურაობ, ვციგურაობ, თხილამურებით დავდივარ. გარდა ამისა, ახლა სროლაში ვვარჯიშობ. 4. ნიკომ მითხრა, მომავალ წელს ინსტიტუტში ფეხბურთის გუნდი გვეყოლება. 5. სტადიონზე წასვლას გთავაზობთ. სირბილში ვარჯიშს შევძლებთ. 6. მითხრეს, რომ სპორტის ოსტატი ხარ. 7. დიდი ძალიან პოპულარულია საქართველოში. ბევრი მისდევს სპორტის ამ სახეობას ჩვენს რესპუბლიკაში. 8. მოდი, ხვალ სანადიროდ წავიდეთ. ახლა ნადირობის სეზონია და ბევრი ფრინველის მოკვლას შევძლებთ.

Ex. 5. Insert prepositions or adverbs wherever necessary:

a) 1. What would you say were the most popular games... England today? 2. Tennis is played all the year hard courts or grass courts ... summer, and ... hard or covered courts ... winter. 3. Horse-racing is one ... the most popular sports ... Great Britain. 4. English winter isn't very severe, as a rule, and we don't often have the chance ... skiing, skating or tobogganing, but winter is the great time ... hunting, provided the ground is not too hard. 5. There are dozens ... good golf links ... an hour or so ... London. You ought to join ... a golf club if you are keen ... the game.

(After the English Linguaphone Course).

b) 1. The two great games ... England ... boys and men are cricket and football. 2. Football is played ... teams ... eleven men ... a round ball, and rugby is played ... "fifteens" ... an oval ball. 3. Horse-racing ... one form or another goes ... all the year round. 4. Sport is an essential part ... the Englishman's daily life. 5. Athletic training is an essential feature ... the English system ... education. 6. My uncle goes hunting, shooting and fishing ... the proper season. 7. When we get a really severe winter in Tbilisi, winter sports flourish ... a little while. People can ski and toboggan ... the park ... Mtatsminda. 8. I am a member ... the sports club ... our Institute. I go track and field athletics. 9. We have fine teams and a number ... champions. 10. ... all outdoor games I prefer tennis. 11. My nephew takes a great interest ... chess. 12. I follow all the chess tournaments closely and especially that ... world championship. 13. He feels perfectly fit ... training. 14. Do you belong... any sport society?

PHONETIC NOTES

ASSIMILATION

(continued)

b) According to its direction, assimilation may be progressive, regressive and reciprocal or double.

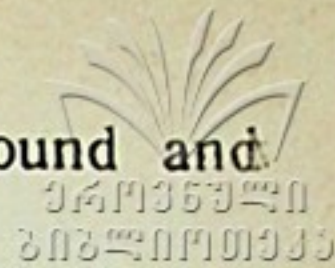
In progressive assimilation the sound is under the influence of the preceding phoneme.

e. g. It's all [Its 'a:l].

In regressive assimilation the sound is under the influence of the following phoneme.

e. g. All the boys [ʼa:l ðə 'bɔɪz].

In reciprocal or double assimilation the preceding sound and the following one influence each other.



e. g. tree [tri:].

In this case the voiceless consonant [t] assimilates the following voiced consonant [r] to itself and makes it voiceless, and the postalveolar consonant [r] turns the preceding alveolar consonant [t] into a postalveolar sound.

As far as the direction of assimilation of voice is concerned, in English it is usually progressive (there are only several cases of regressive assimilation of this kind in English) while in Georgian it is regressive.

c) According to its degree, assimilation may be complete, partial and intermediate.

It is complete when the assimilated phoneme becomes absolutely similar to the assimilating one.

e. g. horseshoe [ˈhɔːʃu:].

Assimilation is partial when the assimilated sound changes only some of its qualities.

e. g. free [fri:], all the [ˈɔːl ðə].

It is intermediate when the assimilated phoneme changes into a different one under the influence of the assimilating sound.

e. g. newspaper [ˈnjuːspeɪpə].

Here the voiced phoneme [z] changed into voiceless phoneme [s], influenced by the following voiceless [p].

PHONETICAL EXERCISES

Ex. 1. Comment on the cases of assimilation in the following sentences:

1. Horse-racing in one form or another goes on all the year round.
2. Those who can afford it go in for hunting and shooting, and fishing, at the proper season.
3. They have also got "mechanical" sports.
4. Sometimes when they get a really hard winter, winter sports flourish for a little while.
5. An athletic training is an essential feature in the English system of education.

Ex. 2. Read and transcribe the following sentences:

1. Rugby is played by fifteens with an oval ball.
2. In winter they skate, ski and toboggan.
3. Which sports do you go in for?
4. Are you good at swimming?
5. Sport is an essential part of our daily life.

DIALOGUE I



- A. — Say, you're not a fresher¹, are you?
B. — No, I'm in my third year². Why?
A. — You see, you look athletic³, and as I'm a fresher, I wanted to ask whether there's a sports club at our Institute.
B. — Are you a sportsman too?
A. — Not a master of sports so far⁴, but as I come from Sukhumi, I've always been keen on swimming⁵. Not much chance of training here⁶, I'm afraid.
B. — Why not? We've got swimming-pools in Tbilisi.
A. — Are there any swimmers at our Institute?
B. — Our sports club has got a group of them, mostly girls and fellows from coastal towns.
A. — I'd like to join that group.
B. — You've only got to tell the coach, he'll be glad to have you⁷.
A. — Can I take some other sport⁸?
B. — Again, why not? What would you like to take up⁹?
A. — I'm not quite sure. What sections has the club got?
B. — Well, there's basket-ball, handball, volley-ball, soccer, tennis...
A. — What about water-polo?
B. — Not that. We've not enough men-swimmers.
A. — And what else?
B. — Track and field athletics, cycling, marksmanship, gymnastics, callisthenics...
A. — We'll leave that to the girls! I mean callisthenics.
B. — I'm in the soccer eleven¹⁰. Won't you join us?
A. — I think I will. We boys made up a team in our street and we used to beat¹¹ teams from other neighbourhoods.
B. — Come along with me, then, and I'll introduce you to the coach.

WORD LIST

master n.	cycle v.
chance n.	neighbourhood n.
coastal adj.	introduce v.
section n.	

WORD COMBINATIONS

to be keen on smth.
to take up

NOTES

1. a fresher — a first year student.
2. I'm in my third year — I am in the third course, I am a third year student.
3. you look athletic — you look as if you go in for sports.

4. **not a master of sports so far** — სპორტის მსტატი არა ვარ ჯერჯერობით.
5. **I've always been keen on swimming** — I've always been very fond of swimming.
6. **Not much chance of training here** — აქ ვარჯიშის დიდი შესაძლებლობა არ არის.
7. **he'll be glad to have you** — he'll take you on with pleasure.
8. **Can I take up some other sport?** — Can I go in for some other kind of sport?
9. **What would you like to take up?** — What do you want to go in for?
10. **I'm in the soccer eleven** — I'm in the football team.
soccer — სასაუბრო — football.
11. **to beat (a team)** — to win a victory (over a team) — გუნდის დამარცხება.

LEXICAL EXERCISES

Ex. 1. Answer the following questions:

1. Are you a fresher? 2. Nick is in his third year, isn't he? 3. Does Peter look athletic? 4. Is there a sports club at our Institute? 5. Your cousin is a sportsman, isn't he? 6. Is your friend a master of sports? 7. His brother is not a master of sports so far, is he? 8. You have always been keen on swimming, haven't you? 9. Are there any swimming-pools in Tbilisi? 10. Are there many good swimmers at our Institute? 11. There is a wonderful swimming-pool at the Institute of Physical Training, isn't there? 12. Would you like to take up water-polo? 13. Will you introduce me to your coach? 14. Most of the girls prefer to go in for callisthenics, don't they? 15. Have you made up a football team in your street? 16. You used to beat teams from other neighbourhoods, didn't you? 17. Does your uncle go in for marksmanship or for gymnastics? 18. What sections has the club got? 19. What coastal towns do you know? 20. What does your nephew want to go in for?

Ex. 2. Make up sentences, using the following words and word combinations:
to look athletic; fresher; coach; training; to be keen on smth; to have a chance; to take up; section; to introduce; to make up; to be fond of; master of sports; neighbourhood; coastal.

Ex. 3. Give synonyms of the following words:
chance; to be keen on; coach; coast; soccer.

Ex. 4. Give words of the same root:
master, to cycle, to introduce, fresher, sure, coastal, to swim, to coach, neighbour, to train, athletic.

Ex. 5. Paraphrase the following:

1. He is a fresher.
2. He looks athletic.
3. I have always been keen on callisthenics.
4. These young fellows are from coastal towns.
5. He was introduced to the coach last year.
6. What kind of sport would you like to take up?
7. He is in his fourth year.

Ex. 6. Fill in the blanks with prepositions and adverbs:

You can play volley-ball, basket-ball and tennis all the year Football is one ... the most popular summer sports. We must shout ... our team. Autumn is the season ... hunting. In winter you can see people swimming ... indoor and

outdoor pools. Let's take a walk ... the stadium ... the game starts. I don't want to miss the track-and-field events held ... the Tbilisi sports club. We boys made ... a team ... our street and we used to beat teams ... other neighbourhoods. Come ... with me and I'll introduce you ... to my coach.

Ex. 7. Use the following words and word combinations to fill in the blanks:

good; sections; go in for; flourish; to be fond of; coastal; fresher; neighbourhood; skating-rink; toboggan; fan; mind.

1. Nowadays almost all people, both young and old, go ... some sport, not only because they understand that one must take physical exercise to keep ... but also because they ... it.

2. Most people are ... of football. If they don't play themselves, they are football...

3. To my ... the Moscow Dynamo team is in ... form now.

4. There are numerous ... in our club.

5. They have a nice cottage in the ...

6. There is a group of children on ... , they are skating.

7. Batumi, Sukhumi, Sochi are ... towns.

8. I see this boy for the first time in the group. Is he ...?

9. There is much snow in the park. So we can ...

10. In our country all kinds of sports...

Ex. 8. Compose situations, using the following words and word combinations: to look athletic; fresher; coach; training; to be keen on smth.; to have a chance; to take up; section; to leave smth. to smb.; to make up; to introduce.

Ex. 9. Topics for oral and written compositions:

1. My favourite kind of sport.

2. Our Institute sports club.

Ex. 10. Translate into English:

1. მინდა ვიცოდე, რა ჰქვია იმ პირველ კურსელ სტუდენტს, რომელიც ჩვენ მწვრთნელს ელაპარაკება. 2. ხომ არ იცით, არის თუ არა რაიმე შესაძლებლობა მონაწილეობა მივიღო ამ შეჯიბრში? 3. ძალიან მიყვარს თხილამურებზე სიარული, ამიტომ ყოველ ზამთარს ბაკურიანში დავდივარ. 4. ძალიან მინდა, რომ საცურაო აუზზე წამოხვიდე. 5. — სპორტის ოსტატი ხარ? — ჯერჯერობით არა. 6. — რატომ არა გყავთ ფეხბურთის გუნდი ინსტიტუტში? — ჩვენს ინსტიტუტში ცოტა ბიჭებია. 7. თუ ჩვენ გუნდს შემოუერთდები, ძალიან გაგვეხარდება. კარგი მოცურავეები გვჭირდება. 8. წელს ინსტიტუტში ფრენბურთის ორი გუნდი შევადგინეთ. 9. რატომ მწვრთნელთან არ მიხვედი გუშინ? შენი ნახვა უნდოდა. 10. — საიდან ხარ წარმოშობით? — ბათუმიდან.

DIALOGUE 2

What's What

ANN — How do you do, Robert! I'm so glad to meet you again!
Where have you been all this time?

ROBERT — How d'you do, Ann! You know that I'm a sportsman, and sportsmen have no time to loaf¹. Now I am training for the coming all-Union championship in gymnastics.

ANN — Well, I know that you are good at gymnastics, but do you go in for other kinds of sports as well?

ROBERT — Yes, certainly. I like to play games, such as: basket-ball, football, handball. Why don't you go in for sports yourself? I advise you to join our gymnastics club. We have a very fine coach. He is a master of sport and an ex-champion of Georgia.

ANN — Well, that's just what I intend to do. But first, if you are not in a hurry, I want to ask you some questions about sports and games. I never know what's what.

ROBERT — What's the difficulty, Ann?

ANN — Well, football and volley-ball are games, aren't they? Swimming and rowing aren't games, are they? And then running and jumping, skiing and skating — where do they all come in?²

ROBERT — Generally speaking³, they are all sports. You see, sports is a more general word and you may say that a game is a kind of sport in which there are two sides or teams, and then most outdoor games are played with a ball.

ANN — But what about running and jumping? I've heard that they are called athletic events. Is this correct?

ROBERT — Yes, you are quite right. The high jump, the long jump, the hop, step and jump are called field events. So are events in which the athlete throws something—a heavy weight, a discus, or a javelin. Running races are called track events, but the Marathon race is run across country, so it's not a track event.

ANN — Oh, everything you tell me is so useful! But I'd like to ask you another question, if I don't get on your nerves⁴ with my silly questions.

ROBERT — That's all right. They say, questions are never silly and then to talk sports⁵ is my hobby.

ANN — What can you tell me about indoor and outdoor games? I can't distinguish that well enough.

ROBERT — Well, indoor sports and games are those played inside buildings, or special Palaces of Sports, or gyms. Chess, gymnastics, boxing, wrestling, weightlifting are indoor sports, while football and rugby are outdoor games. Some games — basket-ball, volley-ball, handball, tennis—

are played out of doors in summer and indoors in winter. In winter we also have indoor track and field championships and competitions.

ANN — Thank you very much.

(after Hornby)

WORD LIST

loaf v.	hop n.	javelin n.
all-Union adj.	step n.	race n.
ex-champion n.	heavy adj.	Marathon n.
intend v.	weight n.	hobby n.
high jump n.	discus n.	distinguish v.
long jump n.		

WORD COMBINATIONS

where do they all come in
generally speaking
to get on somebody's nerves
to talk sports

NOTES

1. **sportsmen have no time to loaf** — sportsmen have no time to waste.
to loaf v. i. t. — to waste time; to wait about idly.
2. **where do they all come in?**—where do they all belong? — რას მიეკუთვნებიან ისინი?
3. **Generally speaking** — ზოგადად რომ ვილაპარაკოთ.
4. **if I don't get on your nerves** — If I don't irritate you — თუ ნერვებს არ გიშლი.
5. **to talk sports** — to discuss sports.

LEXICAL EXERCISES

- Ex. 1. Give words of the same root:**
to loaf; coach; champion; to intend; to skate; to ski; event; gymnast; to race; weight.
- Ex. 2. Translate the following words and word combinations into English and use them in sentences:**
მისდევს სპორტს; უსაქმურობა; საუბარი სპორტზე; ზოგადად რომ ვილაპარაკოთ.
- Ex. 3. Retell the dialogue in indirect speech, using the following words and word combinations:**
to add, to want, to know, to remark, to go on to say.
- Ex. 4. Insert one of the words given below:**
(event, sport, game)
1. Skating and skiing are winter
 2. Ice-hockey is the only ... played not with a ball, but with a puck.
 3. I like to watch 100 metre sprint races. They are extremely thrilling track
 4. Boxing is my favourite
 5. Will you tell me if discus-throwing is a track or field.... .

Ex. 5. Compose dialogues and situations of your own.

Suggested topics:

1. At the stadium.
2. In the gym.
3. While watching a football match.
4. Winter sports (in Bakuriani).
5. At the Palace of Sports.

Ex. 6. Fill in the blanks with prepositions and adverbs:

1. Nick is training now ... the coming all-Union championship ... weight-lifting. 2. Is your brother good ... tennis? 3. Why don't you go sports? I advise you to join ... our gymnastics club. 4. Tennis is played doors ... summer and indoors ... winter. 5. This little girl gets ... my nerves ... her silly questions. 6. My son goes swimming and I am glad he has no time ... loafing. 7. Our coach is a master ... sport and ex-champion ... Georgia. 8. I am fond ... all kinds ... sports, but I am particularly keen ... skating and skiing. 9. A game is a kind .. sport ... which there are two sides or teams. 10. I wonder what's the score ... the latest chess match ... Petrosyan and Spassky?

MR. WINKLE ON THE ICE¹

(Additional Material)

"Now", said Mr. Wardle after a substantial lunch with the agreeable items of strong beer and cherry-brandy, "what say you² to an hour on the ice? We shall have plenty of time".

"Capital!" said Mr. Benjamin Allen.

"Prime!" exclaimed Mr. Bob Sawyer.

"You skate, of course, Winkle?" said Wardle.

"Ye-yes; oh, yes," replied Mr. Winkle, "I—I am rather out of practice and I have no skates."

This objection was at once rejected. The fat boy announced that there were half-a-dozen of them downstairs and Mr. Winkle looked rather uncomfortable.

Old Wardle led the way to a pretty large sheet of ice. The fat boy and Mr. Weller swept away the snow which had fallen on it during the night, and Mr. Bob Sawyer adjusted his skates and began to describe circles with his left leg, and cut figures of eight, and inscribe them on the ice. Soon he was joined by old Wardle and Benjamin Allen.

All this time, Mr. Winkle, with his face and hands blue with cold, had been forcing the skates on but, with the assistance of Mr. Weller, the unfortunate skates were firmly screwed on, and Mr. Winkle was raised to his feet. "Now, then, sir," said Sam, in an

encouraging tone, "off with you, and show 'em how to do it". "Stop, Sam, stop!" said Mr. Winkle, trembling violently and clutching hold of Sam's arm with the grasp of a drowning man. "How slippery it is, Sam!"

"Not an uncommon thing upon the ice, sir", replied Mr. Weller. "Hold up, sir!"

"These-these are very awkward³ skates, ain't they, Sam?" inquired Mr. Winkle, staggering.

"I'm afraid there's an awkward gen'l'm'n in'em, sir⁴," replied Sam.

"Now, Winkle", cried Mr. Pickwick, quite unconscious that there was anything the matter. "Come, the ladies are all anxiety".

"Yes, yes," replied Mr. Winkle, with a forced smile, "I'm coming".

"Now, sir, start off!" said Sam, endeavouring to free himself.

"Stop an instant, Sam," gasped Mr. Winkle, clinging most affectionately to Mr. Weller, "I find I've got a couple of coats at home that I don't want, Sam. You may have them, Sam, and then I meant to have given you five shillings this morning, I'll give it to you this afternoon, Sam."

"Thank'ee, sir. You are very good, sir." replied Mr. Weller.

"Just hold me at first, Sam, will you?" said Mr. Winkle. "There, that's right. But not too fast."

Mr. Winkle, stooping forward in a very un-swan-like manner, was being assisted over the ice by Mr. Weller, when Mr. Pickwick shouted from the opposite bank:

"Sam!"

"Sir?"

"Here, I want you."

"Let go, sir" said Sam. "Don't you hear the governor is calling. Let go, sir."

With a violent effort, Mr. Weller freed himself from the grasp of the agonised Pickwickian, and, in so doing, pushed considerably the unhappy Mr. Winkle, and that unfortunate gentleman rushed swiftly down into the centre of the ice at the very moment when Mr. Bob Sawyer was performing a flourish of unparalleled beauty. Mr. Winkle struck wildly against him, and with a loud crash they both fell heavily down.

WORD LIST

substantial adj.	endeavour v.	uncommon adj.
agreeable adj.	cling v.	awkward adj.
item n.	stoop v.	inquire v.
capital adj.	agonised p. p.	stagger v.
objection n.	flourish n.	unconscious adj.
reject v.	crash n.	anxiety n.
adjust v.	violently adv.	gasp v.
inscribe v.	clutch v.	affectionately adv.
force v.	grasp n.	effort n.
screw v.	drowning pr. p.	perform v.
encouraging adj.	slippery adj.	unparalleled p. p.
unconscious adj.		



WORD COMBINATIONS

to be out of practice	to clutch hold of smb. or smth.
to lead the way	to hold up
at length	to be all anxiety
off with you	and in so doing
in an encouraging tone	with a violent effort

NOTES

1. This episode is chosen from "The Pickwick Papers" which is the first novel written by Charles Dickens (1812—1870), the great English novelist of the 19th century. "The Pickwick Papers", the full name of which is "The Posthumous Papers of the Pickwick Club", appeared in a monthly magazine during 1837—39 and took the country by storm. Since then it has been translated into many languages and is read with great interest all over the world. Everybody enjoys the amusing adventures of Mr. Pickwick, his servant Sam Weller and his friends Mr. Tupman, Mr. Snodgrass and Mr. Winkle — the members of the famous Pickwick Club.

2. *What say you*—colloquial, instead of *what do you say* or *what would you say*.

3. *awkward*—in Georgian means: მოუხერხებელი, უხერხული, მოუქნელი. Its synonyms are: clumsy, ungraceful.

Awkward and *clumsy* are very close synonyms, but they are not interchangeable in all cases. For example, if we say *He looks clumsy*—it means that he is awkward in movement, that he pushes everybody, or overturns glasses, etc., but when we say, *He feels awkward*—it means that he is shy, timid, or feels not quite at ease.

Awkward can be used with such nouns as: situation (an awkward situation), skates (as in the text), shoes, coat, etc.

4. In his novels Dickens tries to preserve peculiarities of the language of all his personages. In this respect Sam's language is most characteristic and vivid.

e. g. I'm afraid there's an awkward gen'l'm'n in'em, sir.—(I am afraid there is an awkward gentleman in them, sir.)

thank'ee—thank you.

Let go, sir. Don't you hear the governor is a callin'?—Let me go, sir.
Don't you hear the governor is calling?

LEXICAL EXERCISES

Ex. 1. Give words of the same root:

agreeable, capital, objection, to reject, to adjust, to increase, to inscribe, to encourage, violent, to grasp, slippery, uncommon, awkward, unconscious, affection, to perform, crash(n), to force.

Ex. 2. Give synonyms to the following words:

uncommon, awkward, violent, to cling, to stoop, affectionately, to endeavour.

Ex. 3. Give antonyms to the following words:

paralleled, to agree, common, conscious, violent, to reject.

Ex. 4. Put 25 questions to the text:

Ex. 5. Insert suitable words and word combinations from the text:

1. She looked at the child;... . It was so small and helpless. 2. Peter's proposal was at once Nobody wanted to support him. 3. The old woman ... down and picked up a coin from the floor. 4. The spectators were ..., they were waiting for the match to begin. 5. My younger brother always feels... in his new suit. 6. Sam satisfied himself with a ... dinner and went to visit his parents. 7. I have not spoken French for such a long time that I'm quite ... now. 8. His arguments were so ... that we could not ... to what he had used. 9. Hans ... his skates and began ... circles on the ice. 10. "Well, boy, you are well trained. Start and don't be afraid", said the coach ... to the young boxer. 11. The wrestlers fell on the carpet with a 12. Gogi's opponent made a violent ... to stand up again, but it was too late. 13. I think that it is freezing. It is very ... in the street.

Ex. 6. Translate the following words and word combinations into English and use them in sentences:

შესანიშნავია! გამამხნევებელი ტონით; ბოლოს და ბოლოს; რაიმეზე ხელის ჩაღება; რაიმეს ძლიერი სურვილი; გამოკითხვა; უმაგალითო სილამაზის; ძალღონის საშინელი დაძაბვით; ვინმესთან შეჯახება; სიყვარულით; გაძლოლა.

Ex. 7. Fill in the blanks with prepositions or adverbs where necessary:

1. The poor man was standing ... the street ... his face and hands blue ... cold, not knowing where to hide and warm them. 2. I can't box well, I am rather ... practice. 3. We started ... our cycling tour and soon we were joined... the students ... the University. 4. Soon Bob screwed ... his skates, and began to describe circles ... his left leg, and cut figures ... eight and inscribe them ... the ice. 5. ... length, the snow which had fallen ... the ice was swept ... and we began to skate. 6. "... ... you", cried Peter's friend ... an encouraging tone. 7. "Hold ..., sir, or you may fall ..." cried Sam when he saw Mr. Winkle, stooping ... a very un-swan-like manner. 8. ... a violent effort he tried to free himself ... his grasp, the grasp ... a drowning man.

HUMOUR

A doctor advised a fat patient to take up golf. After a few weeks the patient returned and said that the doctor would have to advise another game. "But there is nothing to beat golf¹", said the doctor. "Quite so," agreed the fat fellow, with a touch of impatience, "but it is no good to me². If I place the ball so that I can see it, I can't hit it, and when I put it where I can hit it, I can't see it".

NOTES

1. there is nothing to beat golf — here გოლფზე უკეთესს ვერაფერს მოიფიქრებ.
2. it's no good to me — მე არ გამომაღგება.

GRAMMAR NOTES

Active Constructions with Two Objects

Some transitive verbs which take two objects — direct and indirect, may form two passive constructions.

Active: He showed me the way to the shop.

The way was shown (to) me.

Passive:

I was shown the way.

The choice of the construction depends on the logical stress: in *I was shown the way*, *I was given a book* — the thing is emphasized; this construction occurs oftener; but in *The way was shown to me*, *A book was given to me* — the person is emphasized.

This use of the passive voice seems very peculiar to Georgian students because we find no analogous Georgian constructions. In Georgian such passive constructions are usually rendered by means of active constructions in which the subject (the doer) is not expressed, it is indefinite and the object is placed at the head of the sentence:

The boy was promised a new ball. (ბიჭუნას ახალ ბურთს
A new ball was promised to the boy. (დაპირდნენ.

Verbs with prepositional objects form passive constructions in a similar way:

This article is often *referred to*.

ამ სტატიას ხშირად მოიხსენიებენ ხოლმე.

Our coach was *sent for*.

კაცი გაგზავნეს მწვრთნელის მოსაყვანად.

The competition *was talked about* for a long time.

შეჯიბრებაზე დიდხანს ლაპარაკობდნენ.

This footballer *is highly spoken of*.

ამ ფეხბურთელზე ბევრ კარგს ამბობენ.

The following phraseological units can also be used in the Passive Voice — to take care of, to find fault with, to lose sight of, to make fun of, etc.

The children were taken good care of at the nursery school.

საბავშვო ბაღში ბავშვებზე კარგად ზრუნავდნენ.

As we see, such passive constructions are rendered in Georgian by indefinite personal sentences.

The Gerund as Object

The gerund can be used as direct object to such verbs as — to avoid, to put off, to postpone, to prefer, to mind (negative and interrogative forms), to miss, to burst out, to need, can't help; also to such adjectives as — like, busy, worth; e. g.

He tries to avoid *coming* to the gym; I'll have to make him come regularly — ის ერიდება სპორტ-დარბაზში მოსვლას, მომიხდება ვაიძულო სისტემატურად იაროს.

Do you mind *taking* my tennis-racket home? I've got to go to the library now — ჩემ ჩოგს სახლში ხომ არ წაიღებ? ახლა ბიბლიოთეკაში უნდა წავიდე.

The game will be worth *seeing* — ამ თამაშის ნახვა ღირს.

He couldn't see me when I entered because he was busy *coaching* his student — როდესაც შევედი, ვერ დამინახა, რადგან სტუდენტის წვრთნით იყო გართული.

Such a pity I missed *seeing* "Room at the Top" — როგორ მწყინს, რომ "გზა მაღალი საზოგადოებისაკენ" ვერ ვნახე.

When I saw Bob in the ring I burst out *laughing* — როცა ბობი რინგზე დავინახე, სიცილი წამსკდა.

I hate *skating*. I much prefer *skiing* — ციგურაობა მძულს, გაცილებით მირჩევნია თხილამურებით სიარული.

The gerund may be used as prepositional object as well to the following verbs: to think (of), to object (to), to thank (for), to prevent (from), to insist (on), to succeed (in), to approve (of), to look forward (to); e. g.

He succeeded in *getting* tickets for tomorrow's match — მან ხვალინდელ მატჩზე ბილეთების შოვნა მოახერხა.

I am looking forward to *teaching* — მოუთმენლად ველი იმ დროს, როცა მასწავლებელი ვიქნები.

We insisted on *having* new equipment in our gym — ნებით მოვითხოვეთ, რომ ჩვენი სპორტდარბაზისათვის ახალი იარაღები მოეცათ.

Sometimes the gerund is preceded by a possessive pronoun or a noun in the possessive case; e. g.

He didn't approve of my *coming* so late.

მას არ მოეწონა ჩემი დაგვიანებით მოსვლა.

She objected to Tom's *taking part* in the game, as he had been ill for a long time — იგი წინააღმდეგი იყო, რომ ტომს თამაშში მონაწილეობა მიეღო, რადგან იგი (ტომი) დიდხანს იყო ავად.

In these constructions the relation between the noun (or pronoun) and the gerund is that of a secondary subject and secondary predicate. These combinations have the function of a complex object. In Georgian their equivalents are complex sentences with subordinate object clauses; e. g.

Bob insists on *your training* in our gym — ბობი მოითხოვს, რომ ჩვენს სპორტ-დარბაზში ივარჯიშოთ.

“Have to” and “Have got to”

In colloquial English the meaning of obligation and necessity is also rendered by *have* [has] *got*. Like the verb “have” it is found in all kinds of sentences and is combined with the Indefinite Infinitive. However, unlike “to have”, it is used only in the present tense and its negative and interrogative forms are formed without any auxiliary.

Have you got to do all this work yourself? — No, I have not got to work so much.

Probability

In English we find a peculiar group of words such as: likely, maybe, perhaps, probably, possibly, surely, of course, etc. which remind us of adverbs, but greatly differ from them. These words are called modal words; they denote the attitude of the speaker to the action expressed by the predicate-verb in the sentence, they usually express various concepts — probability, likelihood, possibility, supposition, etc.; e. g.

Perhaps he is ill.

Possibly he has not heard the news yet.

As to the syntactical functions of the modal words in the sentence, they are independent elements (parenthetical words).

Modal words are rarely combined with other parts of speech, they are only modified by an adverb of degree (most [very] probably, most [very] likely).

Probability may be expressed by the following modal words: probably, likely, evidently, etc.; e. g.

If a visitor comes to our Institute after two, he will *most likely* see quite a few students playing basket-ball or handball in the grounds.

In the gym he will *probably* find a group of girls doing exercises.

Probability may also be expressed in some other ways:

1. by means of the modal verbs — must, ought to, should; e.g.

The boy *must* be forty now (Galsworthy) — ბიჭი ახლა ორმოცი წლისა იქნება (უნდა იყოს).

The hotels *must be* doing a tremendous business (Galsworthy) — ალბათ, ოტელები დიდ საქმეებს აგვარებენ.

She *ought to* be very happy (Galsworthy) — ის ძალიან ბედნიერი უნდა იყოს.

It *should* be 5 o'clock now — ახლა 5 საათი იქნება.

2. by means of the future tense form:

This *will be* the house you are looking for — ეს იქნება ის სახლი, რომელსაც შენ ეძებ.

3. by means of the Nominative with the Infinitive Construction (after certain phrases); e. g.

He is likely to come in time — ის ალბათ დროზე მოვა.

Thus we can say:

This is probably the house

This is evidently the house

you are looking for.

This is very likely the house

This will be the house

ეს იქნება (უნდა იყოს) ის სახლი, რომელსაც შენ ეძებ.

GRAMMAR EXERCISES

Ex. 1. Give the four forms of the following verbs:

to burn; to break; to score; to win; to leave; to swim; to lose; to drop; to lay; to rise; to play; to lie; to hurry; to beat; to reply; to say; to lead; to sweep; to reject; to force; to fall; to begin; to raise; to feel; to try; to give; to strike; to set.

Ex. 2. Fill in the blanks with articles wherever necessary:

a) In ... small American town of Princeton, ... kind of competition was held to find out who could eat... most in ... shortest time. One man made very good showing and set ... new town record. In ... time allowed, he ate ... chicken, ... pound of ... cheese, nine eggs with ... bread and ... butter, and ... very large piece of ... apple-pudding.

Just as ... champion was going to leave ... hall, he turned round and said, "I say, friends, don't let my wife know, or I shan't get dinner."

b) When my cousin went on her holidays she asked me to look after her son. He was staying at ... Young Pioneers' summer camp and my duty was to visit him on Sundays... . place where ... summer camp has been set up is famous for its beautiful pine woods. Here ... Moskva River flows. It is very fast in these places, but is not deep. ... sun warms ... water right down to ... sandy river bed, and fish dart to and fro in ... clear water. It is not more than ... hundred paces from ... river to ... camp buildings. ... bigger cottages are for ... older children, and there is ... special one with ... shallow stairs and ... small furniture for ... younger children.

During ... day ... camp is deserted. ... wind blows ... curtains, ruffles up ... table-cloths, and makes ... white lampshades swing. ... beds stand in ... rows along ... walls, all of them neatly made. ... children only come here at ... bedtime. ... paths leading away from cottages, ... club house, ... orchard, ... football field and ... sports ground all come together near ... canteen. Here children have their breakfast, ... dinner, ... afternoon tea and ... supper.

... rosy cheeks and ... healthy tan make all ... children look alike. But in fact they are all different ... fair, dark and red-headed, with curly hair and long plaits and they all make up ... close-knit family.

c) ... new sport is fast becoming popular in ... Soviet Union, badminton. ... Badminton Federation has been set up, and we are told that ... first USSR championship will be held in 1963. This sport is sure to gain ... popularity, because there seems to be no age limit. ... Leningrad players are headed by ... 65-year-old engineer.

d) Two years ago rugby began to gain ... popularity here as ... collegiate game. This year ... Moscow Institute of ... Technology sent ... team to ... Poland. It has been announced that ... USSR championships are soon to be held in ... rugby. It has been taken up by many sports clubs.

Ex. 3. Write 10 sentences, using Perfect Continuous Tenses.

Ex. 4. Use the proper tense of the verb given in brackets:

1. They (to be) busy now. They (to play) chess. They (to play) chess since 5 o'clock. 2. Look! Somebody (to come) to our house. 3. Where is Jack? He (to have) dinner. I think that he always (to have) dinner at this time. 4. When he (to be) in Gori he (to visit) the places where he used to play as a boy. 5. It (to rain) hard when we (to leave) the Institute. 6. He (to thank) me greatly for what I (to do) for him. 7. We (to walk) for about two hours when at last we (to see) the lake. 8. When (to arrive) the British sport delegation? It (to arrive) already. 9. When you (to manage) to see this film? You (to be) so busy last week. 10. I (to have) no news from him since he (to leave) Tbilisi. 11. She always (to come) that way. She (to come) that way for a week. 12. I not (to work) at eight o'clock tomorrow. I (to finish) my home work by that time. 13. When

we (to reach) the forest we (to see) that a party of strangers (to occupy) the spot which we (to choose) for our picnic. 14. What you (to do) all this time? I (to write) this report about my summer holidays (vacation). 15. I (to go) home after we (to finish) this work. 16. By the first of September I (to work) at the Institute for 5 years.

Ex. 5. Change the following into indirect speech:

a) 1. He said to her: "I met him last year". 2. She said, "I will do it at once". 3. Peter said to me, "I have been waiting for you since two o'clock." 4. I know that she will say, "I cannot live here any longer". 5. John asked him, "Why didn't you go to the football-match yesterday?". 6. Jane said to them, "I'll come as soon as I can". 7. My mother asked me, "Where are you going?" 8. Turning to me he asked, "Will you join us?" 9. He said to the students, "Copy out this exercise". 10. She said, "I've been very ill, but I am feeling much better". 11. She said to him, "Please, don't be angry for my being late".

b) 1. He said to my wife, "My wife is a sportswoman. She goes in for track and field athletics". 2. After losing the game, the unlucky tennis player said to his partner, "I've never played so badly before". His partner said, "Have you ever played before?". 3. Robert said to his friend, "The last football match was the greatest sensation of the season — our team won with a score of 4 : 1". 4. "Do you go in for swimming?" — Jack said to Lily. "I don't" she replied, "but I'm keen on basket-ball". 5. "I wonder how many Georgian sportsmen will be sent to take part in the Olympic Games?" said Jemal. 6. The Dutch skater said to me, "I have not much hope that our national team will win the competition, as the superiority of Soviet skaters has become traditional". 7. "Will you join our sports club?" our monitor said to us. 8. I said to my sister, "Please, get my skating outfit from the wardrobe, while I see that our skis are in order". 9. "Where have you put my skates?" Rose said to Julia. "I can't find them anywhere". 10. Leyla said, "I'm going to buy a new swim suit, my old one looks awful". 11. "Don't go to the swimming-pool today", said my brother, "I want you to help me in the garden."

Ex. 6. Form all kinds of questions:

1. Football, cricket and hockey are most popular in England.
2. At the next track and field competition V. Brumel will try to set a new world record of 230 cm.
3. The Georgian team could have done much better in free-style wrestling at the national championship in June.
4. A rugby football team consists of 15 men.
5. A boxer always wants to knock his opponent down.
6. The Tbilisi Dynamo team scored three goals in the first ten minutes.
7. He bought his little boy a good leather ball.
8. The man showed the stranger the way to the stadium.
9. They spoke about the Olympic games with great interest.
10. The football teams fought a real battle.

Ex. 7. Change into the interrogative and negative:

1. He goes in for boxing.
2. Jack told her the rules of the game.
3. I have been waiting for them all day.

4. There will be a very interesting competition at the Palace of Sports today.

5. He has already finished his work.

6. She gave me some magazines to read.

7. There were many spectators present at that match.

8. He has some important things to tell you.

9. There are some armchairs in the room.

10. Jane has a very nice evening dress.

11. There is some butter on the table.

Ex. 8. Change into the passive voice where possible:

1. Students read many English books in the original. 2. We met the delegation at the station. 3. They are building a big stadium for their Institute. 4. The tourists made camp on the bank of the river at sunset. 5. I always listen to the radio in the evening. 6. We shall discuss this in detail tomorrow. 7. Who has told you not to go there? 8. The policeman stopped the car at once. 9. Everybody was looking for the lost toy. 10. Our local council is building many new sports-grounds in our district. 11. We looked at him in surprise. 12. I'm sure that Pete will break this record soon.

Ex. 9. Find 10 sentences with the passive voice in the English books you are reading.

Ex. 10. Write 15 sentences of your own, using the Indefinite, Continuous and Perfect tenses in the Passive.

Ex. 11. Translate the following sentences into English:

1. იპოვეთ წიგნი, გუშინ ასე დიდხანს რომ ეძებდით? 2. დილიდან წვიმს და ვშიშობ, რომ არ გადაიღებს; ჩვენს ფეხბურთის მოედანზე თამაში შეუძლებელი იქნება. 3. რას აკეთებ? — უკვე სამი საათია, რაც ამ სტატიას ვთარგმნი. 4. ის ყოველ დილას ვარჯიშობს; გარდა ამისა, კვირაში სამჯერ სტადიონზე დადის სავარჯიშოდ. 5. მან იცოდა, რომ მშობლები შეწუხდებოდნენ თუ შინ დაიგვიანებდა, ამიტომ არ წამოვიდა ჩვენთან ერთად სპორტის სასახლეში. 6. ის მაისიდან ემზადება ევროპის პირველობისათვის ცურვაში. 7. როცა ოთახში შევედი, ისინი მაგიდასთან ისხდნენ და რაღაცას დიდი ინტერესით კითხულობდნენ. 8. ინსტიტუტში შესვლამდე ის სამ წელს მუშაობდა ფაბრიკაში. 9. ამ ტექსტს სალამოს 7 საათისათვის გადავწერ. 10. გინახავს რაიმე ამის მსგავსი? 11. ხვალ ამ დროს ბაღში ვისეირნებთ. შეგიძლიათ მოხვიდეთ და შემოგვიერთდეთ. 12. როცა მივედი, ბავშვებს უკვე დაემთავრებინათ ფეხბურთის თამაში, მაგრამ ისინი სამი საათის განმავლობაში თამაშობდნენ. განა მეტისმეტი არ არის? 13. დაგპატიყეს დღეს დაბადების დღეზე? 14. საბჭოთა კავშირის რეკორდი ცურვაში ჩვენი ინსტიტუტის სტუდენტმა დაამყარა. 15. მას ათხოვეს ლექსიკონი, მაგრამ სადღაც დაეკარგა. 16. ამ სახლს უნივერსიტეტის მასწავლებელთათვის აშენებენ. 17. წერილს, ჩვენს ძველ მეგობარს, მხოლოდ ხვალ გავუგზავნით. 18. სწორედ ზაფხულის გეგმებზე მსჯელობდნენ, როცა კრებაზე მივედი. 20. ბურთი მატჩის მეხუთე წუთზე შეაგდეს.

Ex. 12. change the following sentences according to the model (make up ten sentences of this kind):

You have to do it — You've got to do it.

He has to do it — He's got to do it.

1. I have to speak to her. 2. We have to train more regularly. 3. I have to go to the gym. 4. You have to get a new swimsuit. 5. She has to have a new pair of skis for the competition. 6. He has to do it at once. 7. I have to see

him immediately. 8. We have to do these exercises by ourselves. 9. I have to read some articles about sports before going home. 10. I have to go and see a sick friend.

Ex. 13. Ask your classmates questions about things they have to do, using the models:

Do you have to ...?

Have you got to ...?

Ex. 14. Insert articles wherever necessary:

a) When Joseph Joachim, ... famous violinist, was at ... Hanover, he took advantage of ... severe winter to skate there. His teacher was one of ... ice-sweepers. When ... skates were screwed on to ... violinist's boots, ... helper said, "Now, Mr. Joachim, stand straight and begin to skate." He tried to do as he was told with ... result that within ... fraction of ... second he was on his back on ... ice. ... ice-sweeper helped him up and, in so doing, remarked, "So, so, skating is not so easy as playing ... fiddle". And Joachim, rubbing himself and laughing at ... same time, quite agreed.

b) **Our Village** (prepare to describe this village, and also one you know).

Our village is ... small and has only one street. Because it is not on ... main road, it is ... quite peaceful. Except at week-ends during ... summer months there is not much traffic. There are only three shops, ... butcher's, ... baker's and ... General stores.

... General stores tries to show as much as possible in its windows. There are ... bars of ... soap and ... packets of ... soap-powder. There are ... cotton and ... woollen socks for ... children of the village, and ... silk and nylon stockings for ... older girls and .. women. There are ... mousetraps, ... rubber boots for ... farm workers, ... pocket-knives with ... sharp and shining blades, ... packets of flower and ... vegetable seeds, ... teapots, ... tea-cups and ... plates, ... pots, ... pans and ... kettles.

When you go inside there is ... even greater variety of goods. ... shelves are full of ... tinned goods of every kind. There are ... packets of ... pipe tobacco and ... cigarettes, ... paint-brushes and ... tins of paint. There are ... shelves of ... groceries: ... cheese, ... butter and ... margarine, ... bacon and ... ham, ... tea, ... coffee and ... sugar. There are even some ready-made clothes, though most of ... villagers prefer to go to ... town when they want ... clothes. There is ... tray filled with ... picture-postcard views of ... village street and ... church, and of ... ruined castle on ... hilltop not far away.

Opposite ... General Stores is ... village pub. ... large signboard shows that it is called ... *Red Lion*. Here, in ... evening, many of ... men come for ... glass of ... beer and ... game of darts. ... pub is ... working man's club. There is talk about ... weather and ... crops, about what has been happening in ... village, there is talk about ... football in ... winter and ... cricket in ... summer. After ... nine o'clock news from the B. B. C., there may be ... discussion on ... national and ... international affairs.

(Hornby, p. II.)

x. 15. Put the following into indirect speech (Mind the personal pronouns):
a) 1. Jim said to Nelly: "I'm looking forward to meeting you again".
2. Ken said to Margaret: "I'm sure you will enjoy meeting them". 3. Pauline said to Paul: "It's so funny you having the same name as me". 4. Nan said to Lily: "Jack has promised to wait for you". 5. Ernest said to Tom: "I have asked Molly to go to the skating-rink with me; I hope she will keep her promise". 6. Jane said to Sam: "I have just met Polly". 7. Robert said to Nora: "I am going to join our soccer eleven". 8. Ann said to Bob: "I know you are good at gymnastics". 9. Mary said to Sue: "I intend to take up callisthenics". 10. Oliver said to Amy: "At last I have succeeded in learning to play chess. 11. David said to Edward: "I won three games of billiards yesterday".

b) He said, "I played two games of tennis yesterday".

"I have just played two games of tennis with Nick."

She said, "I took up wrestling last year".

"I wrote her a letter last week".

"I have already written to her".

He said, "William set a record in the long jump last week".

"William has set a record in the high jump too".

She said, "Mary joined our sports club at the beginning of this term".

"Mary has just joined our sports club".

He said, "I bought this tennis-racket yesterday".

"I have just bought a new tennis-racket".

Ex. 16. Change the following into direct speech; make up a conversation and memorize it:

In the present instance, we all talked as if we were going to have a long swim every morning. George said it was so pleasant to wake up in the boat in the fresh morning, and plunge into the river. Harris said there was nothing like a swim before breakfast, to give you an appetite. He said that if it was going to make Harris eat more than he ordinarily ate, then he should protest against Harris having a bath at all. He said it would be difficult to carry so much food for Harris.

Finally I said that we should take three bath towels, so as not to keep each other waiting.

For clothes, George said, two suits of flannel would be sufficient, as we could wash them ourselves in the river when they got dirty. We asked him if he had tried washing flannels in the river, and he replied that he had not.

(From "Three Men in a Boat", by Jerome K. Jerome, p. 35)

Ex. 17. Write out from the text "Mr. Winkle on the Ice" all the sentences where the passive voice is used.

Ex. 18. Answer these questions, using passive constructions:

Models: Who set this record? — This record was set by X.

When did they build this stadium? — This stadium was built some years ago.

1. Who wrote "The Pickwick Papers"? 2. Who founded Tbilisi? 3. Which team won the last football match? 4. Who questioned you at the examination? 5. Who trains your basket-ball team? 6. When did they build the Digomi residential district? 7. In what century did they build the Gelati Academy? 8. Who met you at the station? 9. When will they do this work? 10. Where will they send him?

Ex. 19. Use the proper tense of the verbs given in brackets:

a) 1. It (to rain) now. It (not to rain) for such a long time. 2. We cannot wait till you (to make up) your mind to go with us. 3. We already (to settle) this matter with the dean. 4. I (not to see) him since 1946. If I (to meet) him in the street I (not to be able) to recognize him. 5. How long you (to be) in Tbilisi? I (to come) here a month ago. 6. When I (to approach) home, lightning (to strike) an old oak tree in front of our house. 7. The sun already (to set) behind the mountain when we (to drive) into the valley. 8. Ten minutes (not to pass) when the man for whom we (to wait) (to appear) at the far end of the street. 9. It (to rain) and everybody (to hurry) home. 10. We (to start) as soon as the sun (to rise). 11. My sister (to read) something when I (to call) her; she (to raise) her head and (to look) at me. 12. I (to lose) my handkerchief. ... anybody (to find) it? 13. Where we (to go) to the museum or to the picture gallery? — No, let's go to the stadium, there (to be) a football match today. 14. Your cousin (to study) at the Conservatoire? — No, her brother (to do), but she (to study) at the University. 15. In what century the Tower of London (to be built)? 16. The streets of new residential districts usually (to be) wide and straight. 16. I (to get used) to walking home after classes, especially in fine weather. 17. Excuse me, can you tell me the way to the nearest bridge? — Come along with me, I (to go) that way myself. 18. We (to take) a double-decker bus and (to ride) as far as the East End. It (to be) a district of dirty, narrow streets with gloomy old houses. 19. I (to look forward) to my stay in London: I never (to be) there and my relatives (to invite) me to spend a week with them. 20. Their house (to be destroyed) during the war, his wife and daughter (to be killed). 21. Komsomolsk on the Amur (to be built) by young people some years ago. Now it (to be) a large industrial centre. 22. I (to know) that a friend of mine (to wait) for me at the station, but I (not to see) her till she (to raise) her hand. 23. When we (to come) to Leningrad, we (to go) around sightseeing. 24. My little brother (to lie) on the floor when I (to enter) the room, and I (to tell) him (to stand up) at once.

b) Finding a Pen-Friend.

A letter with a Dutch stamp on the envelope (to arrive) at 43 Tudor Road, Oxford, the home of Mrs. and Mr. Stuart the other day. It (to be addressed) to Rose Stuart, their 11-year-old daughter. When she (to open) it, she (to have) a surprise.

When Rose (to be) on holiday at Deal in August, she (to write) her name and address on a piece of paper, (to add) the request "Please write to me", (to put) the paper in a bottle and (to throw) it into the sea.

On November 15, the bottle (to be picked up) from the shore near a village in Holland, by a 14-year-old schoolboy. He (to open) it, (to find) Rose's message, and at once (to reply) to it.

He (to tell) Rose in good English that his village had about 2,500 people. "I (to learn) English, but I (not to know) many words yet", he (to write). "I (to begin) my lessons about 18 months ago and I (to be) a pupil of the technical school. I (to want) to be a motor mechanic". He (to say) he (to hope) Rose (to write) to him, and (to tell) her that he (to have) many books, most of them about the sea. With the letter he (to send) picture postcards.

(*Hornby*, p. II.)

Ex. 20. Use the Gerund instead of the Infinitive in brackets.

1. My friends go in for (to skate) and (to ski). 2. Robert goes in for (to wrestle). 3. I am keen on (to swim). 4. Kate is keen on (to run) and (to jump). 5. John is keen on (to box). 6. Are you good at (to swim)? 7. Is your cousin fond of (to walk)? 8. I am fond of (to listen) to good music. 9. Jane succeeded in (to break) the slalom record last winter. 10. Alexey Vakhonin, a Soviet miner, succeeded in (to set) a new record in (to lift a weight). 11. At the collegiate games in Brazil, Soviet students succeeded in (to carry off) 18 gold medals, 12 silver and 3 bronze medals. 12. Jim tries to avoid (to eat) too much. He is afraid of (to get) too fat. 13. Do you mind (to go) to the stadium without me? I can't go with you, as I'm busy. 14. When I entered the gym he was busy (to train) on swinging-rings. 15. I'm sorry I missed (to see) this game. They tell me it was worth (to see). 16. Bob hates (to swim). He is afraid of water. 17. I insist on your (to take part) in this competition. You are the best player in our team. 18. Willie is looking forward to (to go) to Bakuriani, he is so fond of (to ski). 19. I can't approve of your (to do) such things. 20. Our team succeeded in (to beat) the team of the University last year.

Ex. 21. Complete the following sentences orally according to ex. 20.

Bob hates

He is keen on

I insist on your

Avoid

He approved of

Have you succeeded in ?

Tom is busy

I couldn't help

She thanked me for

We are looking forward to

Ex. 22. Make up sentences of this kind, using the Gerund after the verb groups *to go in for, to be keen on, to be fond of, to succeed in.*

Ex. 23. Make up sentences from this table:

- | | |
|-------------------------|-------------------------------|
| a) She apologized for | coming late |
| | keeping us waiting |
| | not returning my book in time |
| | breaking my pencil |
| b) I was surprised at | seeing her there |
| | meeting them so late |
| | hearing that story |
| c) Would you mind | opening the window? |
| | shutting the door? |
| | cleaning the blackboard? |
| | fetching a bit of chalk? |
| | helping me on with my skates? |
| | lending me your fountain-pen? |
| | waiting a little? |
| d) We looked forward to | seeing that picture |
| | reading that book |
| | having a good rest |
| | hearing her play. |

Ex. 24. Ask a classmate the following questions:

What did he (she) apologize for? What was he (she) surprised at? What does he (she) look forward to?

Ex. 25. Ask a classmate to do something for you, using the polite form *Would you mind ...?*

Ex. 26. Make up sentences, using passive constructions and the given words:

Tree, my grandfather, to plant, 50 years ago.

To lead, famous masters of sports, the column of Soviet sportsmen.

Our wrestlers, a number of prizes, to carry off.

In this residential quarter, a new stadium, to build, next year.

This bridge, last year, to build.

The match, to win, I'm sure, our team.

To lose, our soccer eleven, the game, yesterday.

At the collegiate games, last summer, to set, many new records.

My sister, to take, to break, my new tennis racket.

In the winter season, to wear, longer skirts.

To advise, before the competition, I, to take a rest.

A ball, most outdoor games, to play.

Running and jumping, to call, track events.

A few years ago, to play, badminton, (not) to play.

To meet, the, foreign sportsmen, at the station.

Our football eleven, to train, a very experienced coach.

Ex. 27. Study the text and find modal verbs expressing probability or certainty. Write them out.

Ex. 28. Answer the following questions, using modal words given in brackets, expressing probability or certainty:

Model: Where can Nana be? — She's most probably in the tennis court.

Will Bob take part in the competition? — He certainly will. (He's sure to).

Why doesn't Jane go in for swimming? (probably)

Do you think our basket-ball team will win? (certainly)

Don't you think he's a fine sportsman? (surely)

Do you think our coach will be pleased with us? (sure to)

Is rugby popular with Soviet fans? (certainly)

Will the football match be postponed if the weather's bad? (very likely)

Shall you be at the stadium this afternoon? (surely)

Do you suppose the game will begin in time? (certainly)

Ex. 29. Ask a classmate a question or make a remark to which he (she) should answer, using a modal word.

Model: I wonder whether it's going to snow. — Very likely (It's sure to;

I don't suppose so; It's certainly going to; Most probably.)

Do you think my sister-in-law will like the ski-suit I've bought for her? — She's sure to like it. (Certainly she will).

Ex. 30. Open the brackets, using the appropriate tense of the modal equivalent to be expressing pre-arrangement.

I won't need a porter when I arrive, my brother (to be) to meet me. Where can Lucy be? She (to be) to be here at 6, and it's twenty past. Would you like to go to the stadium this afternoon? — With pleasure. — Where I (to be) to pick you up? — At my place, of course, I wonder what's happened to make Nina

go out? She (to be) to wait for me till 3, and it's only a quarter to. We're arranging a party on the seventh of November, and I (to be) to play hostess to all our group.

Ex. 31. Tell a classmate about an arrangement you have made with someone, using exercise 30 as a model.

Ex. 32. Find a sentence in the text in which the Infinitive expresses purpose. Make up sentences of that kind.

Model: I'm going to the swimming-pool *to train* in diving.

Ex. 33. Ask the teacher or a classmate for instructions or a helpful suggestion, using the modal equivalent to be.

Model: How many chapters *are we to read*?

Where *am I to put* my new skis? (You might [could] put them ...)

Ex. 34. Tell a classmate about a difficulty you find yourself in and get him (her) to suggest a way out.

Model: Our house is full of guests from the country. *What am I to do* about my home-task?—*If I were you, I should* go to work in the library.

Ex. 35. Use the modal equivalents "to be" or "to have" speaking of the following situations:

You have a bad toothache.

You and your friends want to see a sports event.

Your swimsuit is old.

You want to know what your home-task is.

Your sister fell ill.

You've forgotten a friend's telephone number.

Your mother has gone to see relatives in the country.

A friend is arriving from the country.

Your books are in disorder.

You are having a new frock made.

The weather has suddenly turned cold.

A friend is inviting you to the pictures.

You didn't do your home-task in the afternoon.

You couldn't find the book you needed in the shops.

You come home after shopping, and you find there's no salt in the house.

Your coach wants you in the gym at 7 o'clock.

Ex. 36. Use as many ways as you can of expressing the probability of a change in the weather to paraphrase the following:

It looks like rain. I think it's going to be windy. It looks as if we were in for a heavy snowfall. The sky seems to be clearing. I think it'll be fine tomorrow. The sky looks threatening, there may be a thunderstorm. I hear we're going to have a cold winter.

Ex. 37. Ask a classmate questions to which the answers could be:

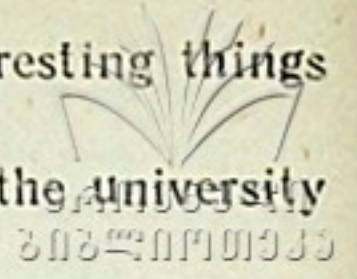
I suppose so. I hope so. I think so. I don't suppose so. I don't think so. It's most probable. It's most unlikely. Very likely. Not very probable.

Ex. 38. Analyse the following sentences:

1. We've been talking sports long enough. I suggest changing the subject.

2. I knew very little about sports, and he told me lots of interesting things about it.

3. Tamara Press broke the world record in discus throwing at the university games in Sofia.



Ex. 39. Translate into English:

ა) 1. მინდა, რომ შენ ფიზიკურად ძლიერი და ჯანსაღი ბავშვები აღზარდო. 2. მას სურს, რომ ცურვა ისწავლოს. 3. დედას უნდოდა, რომ მისი ვაჟი სახელგანთქმული სპორტსმენი გამოსულიყო. 4. მინდოდა, რომ ნიკოს ფიგურული ციგურაობა ესწავლა. 5. ლალის სურს, რომ ზვალ ინსტიტუტის სპორტულ მოედანზე შევიკრიბოთ ჩოგბურთის სათამაშოდ. 6. ბავშვებს უნდოდათ, რომ მამას ისინი ფეხბურთის მატჩზე წაეყვანა. 7. მინდა, რომ სახელი მალე მოიხვეჭო. 8. გინდა, ციგურაობა გასწავლო? მე ძალიან მეხერხება სპორტის ეს სახეობა. 9. ჩვენს მწვრთნელს სურს დღეს სპორტდარბაზში ივარჯიშო, თუ თავისუფალი ხარ. 10. მინდა, რომ იცოდე რამდენი ვარჯიშია საჭირო იმისათვის, რომ კარგი სპორტსმენი გახდე.

ბ) 1. მითხრეს, რომ სპორტის სასახლეში ხელბურთის მატჩები ტარდება. 2 წელიწადში ჩვენს ქალაქში ბევრი სპორტული მოედანი აშენდა. 3.—რა ხდება სპორტდარბაზში?—სტუდენტებს წვრთნიან ტანვარჯიშში. 4.—რას ამზადებენ დღეს სადილად? — არ ვიცი. 5. როდის აშენდა „დინამო“-ს სტადიონი? 6. — როდესაც ინსტიტუტიდან სახლში დავბრუნდი, სუფრას შლიდნენ. 7. — როდის გაგზავნიან ჩვენს გუნდს მოსკოვში შეჯიბრებაში მონაწილეობის მისაღებად? — ვფიქრობ, ოქტომბერში. 8. — როდის მიიღეს ეს დეპეშა? — არ ვიცი, როდესაც მოვედი, ის უკვე აქ იყო. 9. მითხრეს რომ ჩვენს წიგნების კიოსკში ახალი წიგნები მიუღიათ.

გ) 1. — რამდენი ხანია, რაც რგოლებზე ვარჯიშობ? — უკვე ერთი საათი და საკმაოდ დავიღალე. 2. ორი დღეა, რაც ამ მოთხრობას ვთარგმნი და უკვე ნახევარზე მეტი გავაკეთე. 3. როდესაც სოფლიდან ჩამოვედით, სახლი უკვე დალაგებული დაგვხვდა. 4. რატომ არ გინდა ციგურაობა ისწავლო? ეს მოხდენილი და ლამაზი სპორტია. 5. სპორტის რომელ სახეობას მისდევს შენი ძმა? — იგი ხელბურთს თამაშობს, გარდა ამისა თხილამურებით დადის. 6. — სად არის ნიკო? — იგი სპორტდარბაზში ვარჯიშობს. 7. საინტერესოა, როდის დაიწყება მატჩი ბოქსში. 8. მინდა ვიცოდე, რატომ არ მიიღო ნელიმ მონაწილეობა გუშინდელ ფრენბურთის მატჩში. 9. იმ დროისათვის, როცა შენ მოხვალ, ყველა წიგნი უკვე გაყიდული იქნება. 10. რვა საათი იყო, როცა სახლიდან გამოვედი. ქარი ჩამდგარიყო და სალამო მშვიდი და სასიამოვნო იყო. ნახევარი საათის განმავლობაში ვსეირნობდი ქალაქის ქუჩებში, როდესაც ერთი მეგობარი შემხვდა. მან მითხრა მომავალ კვირას მოსკოვში ვაპირებო წასვლას და მკითხა, ხომ არაფერს დამაბარებო (to give a message) შენ ძმასთან, რომელიც მოსკოვში ცხოვრობს.

დ) 1. — ხომ არ წამოხვალ თეატრში ჩემთან ერთად? — სამწუხაროდ, არ შემიძლია. მოხსენება მაქვს დასაწერი და ბევრი მუშაობა მიხდება. 2. — ვინ უნდა ითამაშოს დღეს პეტრეს მაგივრად? — ვანომ, რადგან მხოლოდ ის შეძლებს კარგად თამაშს. 3. შარშან ბევრი ვარჯიში მიხდებოდა ცურვაში, რადგან სპორტის ამ სახეობაში გაწაფული არ ვიყავი. 4. დღეს ჩვენს სპორტდარბაზში წასვლა საჭირო არაა. მწვრთნელი ჯერ არ ჩამოსულა კიევიდან. არავინ არ იცის, როდის ჩამოვა. 5. — რატომ არ მოხვედი სტადიონზე გუშინ? — დედა გახდა ავად და მე მომიხდა ექიმის გამოსაძახებლად წასვლა. 6. — ნელი ვერ შეძლებს ფრენბურთის თამაშს დღეს. ხელი იტკინა. — ვინ უნდა ითამაშოს მის მაგივრად? — ვფიქრობ, ელისოს მოუხდება თამაში. ის საკმაოდ კარგად თამაშობს ფრენბურთს. 7. სპორტდარბაზში მოგიხდება ჩასვლა. მწვრთნელი გელოდება იქ. — არ შემიძლია ახლა წასვლა. საკონტროლო წერა უნდა გვქონდეს და არ მინდა ლექციაზე დაგვიანება. 8. არ არის საჭირო შენი ბაბლი-

ოთეკაში წასვლა. მამა შემპირდა, ამ წიგნს მოგიტანო, ოღონდ ორ დღეში უნდა წაიკითხო. 9. — ვის შეუძლია ჩვენს კონფერენციაში მონაწილეობა მიიღოს? — ანას. მან უკვე მოამზადა მოხსენება არტიკლის ხმარებაზე. 10. ნუ წახვალ ჯერ. შეგიძლება ბობი მოვიდეს, ძალიან უნდა შენი ნახვა.

ე) 1. როცა ოთახში შევედი, ჩემი უმცროსი და დავინახე და სიცილი წამსკდა. მას დედაჩემის კაბა ჩაეცვა და ძალიან სასაცილოდ გამოიყურებოდა. 2. — სპორტის რომელ სახეობას მისდევ? — ნიჩბოსნობას. გარდა ამისა კარგად ვცურავ. 3. — წინააღმდეგი ხომ არ იქნები, თეატრში რომ წავიდე ამ საღამოს? — სრულიადაც არა. 4. არაფერი მაქვს საწინააღმდეგო, თუ ამალამ აქ დარჩებით და გზას ხვალ გაუდგებით. 5. წინააღმდეგი ხომ არ იქნები, ნინოც რომ წამოვიდეს ქალაქგარეთ ჩვენთან ერთად? — არა, შეგიძლია ნოდარიც წამოიყვანო. 6. დედა მოითხოვს, რომ სოფელში ხვალ წავიდეთ. ის ამბობს, წვიმს და შეიძლება გაცივდეთო. 7. ნინო მოითხოვს, რომ ბიბლიოთეკაში ამ საღამოს წავიდეთ, ის ამბობს, დღისით იქ ბევრი ხალხი იქნებაო. 8. არაფერი მაქვს საწინააღმდეგო, თუ რგოლებზე ივარჯიშებ. მე შემიძლია ტაიქზე ვივარჯიშო. 9. ბეტიმ ვერ დამინახა, როცა ოთახში შევედი, რადგან წიგნის კითხვით იყო გართული. 10. — რას აკეთებს მზია? — წერილის წერით არის გართული. 11. წუხელის სახლში გვიან დავბრუნდი. დედას არ მოეწონა ჩემი ასეთ დროს მოსვლა და გამიჯავრდა. 12. — ნუ იცინი. მასწავლებელი დაგინახავს და გაგიჯავრდება, — რა ვქნა, სიცილს ვერ ვიკავებ, როცა ბობს ვუსმენ. ის ძალიან სასაცილოდ ლაპარაკობს.

Topic 2

SHOPPING

INTRODUCTORY TEXT

Part 1

“To go¹ shopping” or “to do shopping” means to visit different shops and buy everything we need. So if we want to buy something we must go to a shop.

We buy bread, buns, cakes and flour at the baker's. If we need some meat for dinner, we go to the butcher's, where we buy: beef, which is the flesh² of the bull or cow; mutton, which is the flesh of the sheep; veal, which is the flesh of the calf; pork, which is the flesh of the pig. Fowl³ can be bought at the butcher's too. Fresh and frozen fish is sold at the fishmonger's.

We buy milk, butter, cheese, cream, eggs, etc. at the dairy. Besides, different kinds of cheese are sold at the cheesemonger's.

At the grocer's we buy tea, coffee, sugar, salt, pepper, cereals, mustard, wine, dried fruit, ham, sausage, tinned meat, tinned fish, bacon, sweets and such things as soap and candles. We find fresh vegetables, fruit and greens at the greengrocer's.

Cakes, pies, tarts, chocolate and other sweet things are sold at the confectioner's.

All these foodstuffs can also be bought at the big grocery shops (groceries) which have different counters⁴; e. g. a bakery counter, confectionery, a dairy counter, and so on. People who sell goods⁵ are called salesmen (saleswomen) or shop-assistants. They usually stand behind a counter. People who receive money and give us checks are called cashiers. They generally sit behind a cash-desk.

We can buy different provisions in the market too.

WORD LIST

mean v.
bun n.
flour n.

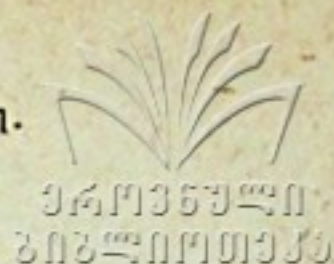
baker's n.
butcher's n.
beef n.

flesh n.
bull n.
mutton n.

veal n.
calf n.
pork n.
pig n.
fowl n.
fish n.
fishmonger's n.
cream n.
dairy n.
cheesemonger's n.
grocer's n.
sugar n.
salt n.
pepper n.

cereals n.
mustard n.
dried p. p.
ham n.
sausage n.
tinned p. p.
bacon n.
sweets n.
soap n.
candle n.
greens n.
greengrocer's n.
pie n.
tart n.

chocolate n.
confectioner's n.
foodstuffs n.
grocery n.
counter n.
goods n.
salesman n.
saleswoman n.
shop-assistant n.
check n.
cashier n.
generally adv.
cash-desk n.
provisions n.



NOTES

1. **To go** — move or pass from place to place.

Shall we go by train?

Has he gone to Moscow?

go also means **leave, move away**.

We'll come at six and go at nine.

I wish this pain would go — stop, leave me.

All hope is gone — there is no hope left.

go far — reach distinction, become famous — წარმატების მიღწევა ცხოვრებაში.

That young man is very clever, he will go far.

go for a walk — take a walk.

go shopping — do shopping — visit shops to buy things.

go in for — have as one's object, hobby;
to go in for chess.

go on — continue.

go out — leave; be extinguished — წასვლა, გასვლა; ჩაქრობა.

He went out of the room.

Let's go out this evening.

The fire went out — ტეცხლი ჩაქრა.

go bad — become unfit to eat or drink — გაფუჭება (საჭმლის, სასმელის).

Fish soon goes bad in hot weather.

go mad — გაგიჟება; გაცოფება.

That dog has gone mad, kill it.

go to sleep — fall asleep.

The little boy went to sleep in his mother's arms.

2. **flesh** — soft substance between skin and bones — ხორცი.

one's own flesh and blood — one's close relatives — საკუთარი სისხლი და ხორცი.

You must take care of your nephew, he is your own flesh and blood.

make one's flesh creep — თმის ყალყზე დადგომა; აბურძგვნა.

Don't tell us such horrors, they make our flesh creep.

3. **Fowl** — hens, chickens — შინაური ფრინველი.

4. **counter** — 1. a long table between the shop-assistant and a buyer — დახლი.
 2. a department — განყოფილება მაღაზიაში.
5. **goods** (never used with numerals, always plural) — things that are sold and bought — საქონელი.

LEXICAL EXERCISES

Ex. 1. Answer the following questions:

1. Where must we go if we want to buy something? 2. Where do we buy bread and cakes? 3. What do we buy at the butcher's? 4. Where do we buy mutton, beef, veal, and pork? 5. Where do we buy fowl? 6. Where is fish sold? 7. What can we buy at a dairy? 8. Is cheese sold at a dairy? 9. What do we buy at the baker's? 10. Where can we buy milk, butter and cream? 11. Where do we buy tinned meat and tinned fish? 12. Where can we buy pepper, mustard and salt? 13. What do we buy at the confectioner's? 14. Where do we buy vegetables and greens? 15. What can we buy at big groceries? 16. What do salesmen and saleswomen do? 17. Where do they stand? 18. What do cashiers do? 19. What can we buy in the market?

Ex. 2. Complete the following sentences:

1. We buy bread, cakes and buns... .
2. We buy beef, veal and pork... .
3. We can buy fowl ... too.
4. Fish is sold
5. Meat is sold
6. Cheese is sold
7. We buy milk, butter, cream, eggs... .
8. We buy tea, coffee, sugar, cereals... .
9. Salt, pepper, mustard and ham are sold
10. Tinned meat and tinned fish are sold
11. Vegetables, fruit and greens
12. We at the confectionery.
13. People who sell goods... .
14. Shop-assistants usually stand
15. People who take our money in the shops and

Ex. 3. Give your definition of the following word combinations and use them in sentences:

to go shopping, to do shopping, to go bad, to go on, to go mad, it goes without saying, one's own flesh and blood, make one's flesh creep.

Ex. 4. Correct the following:

1. We buy cakes and flour at the fishmonger's. 2. We can buy fish at the baker's. 3. We buy beef, veal and pork at the dairy. 4. We buy milk, butter and cream at the butcher's. 5. We can buy vegetables and greens at the grocery. 6. We can buy cakes, tarts, pies, and chocolate at the greengrocer's. 7. We buy cheese at the confectioner's. 8. People who receive money and give us checks are called shop-assistants.

Ex. 5. Put ten special, five general, ten disjunctive and eight alternative questions to the introductory text (oral and written questions).

Ex. 6. Retell the text in detail.

Ex. 7. Compose two dialogues, using the active vocabulary and notes. Use the following tenses: the Present Indefinite, the Present Continuous, the Past Indefinite and the Present Perfect Tense.

Ex. 8. Fill in the blanks with prepositions and adverbs wherever necessary:

a) ... last Sunday Mary had some shopping to do. She made ... her mind to go ... a grocery shop, a big shop ... many counters. She made ... a list ... the provisions she needed and left ... the house ... a bag ... her hand. When she came ... the shop her first stop was ... the meat counter. As she didn't like anything there she went ... the butcher's meat counter and chose some chops ... dinner. Then she stopped to look ... the fowl. She wanted to buy a chicken, but the shop-assistant told her that they were expecting some fresh ones ... an hour or so. As she was expecting guests ... dinner that day, she decided to call ... the fruiterer's and confectioner's. From there she went ... the baker's where she bought two loaves ... white bread and a loaf ... brown bread to eat ... the soup. ... her way home Mary dropped ... the dairy shop ... some butter. ... that she called ... the cheesemonger's to buy some cheese.

b) 1. What can I do ... you? 2. What kind ... sausage do you want? 3. What I want you to do is to go ... the grocery and get a few things ... me there. The grocery is next ... the dairy. Please, buy a kilogram ... sausage, the best kind, half a kg. ... sugar, half a kg. ... butter and a dozen ... eggs. 4. I don't care ... tinned meat, I prefer it fresh. 5. ... our departure we had to do some shopping. 6. He asked the shop-assistant ... a packet ... coffee. 7. "How much is a jar ... mushrooms?"—The shop-assistant told ... her the price and she went ... the cash-desk and paid ... it. 8. ... the butcher's I bought a good piece ... beef and a chicken. 9. Let's hurry ... the greengrocer's as ... twenty minutes they will close ... the dinner hour.

Ex. 9. Translate into English:

ა) წარსულ კვირას ადრე გავიღვიძე. ვიცოდი, რომ ბევრი საქმე მქონდა გასაკეთებელი. სახლის დალაგების შემდეგ სავაჭროდ წავიქვედი. პირველად საფუნთუშეში შევიარე და ორი კილო თეთრი პური ვიყიდე. კვირა დღე იყო და ვინმე აუცილებლად გვესტუმრებოდა. გარდა ამისა, რამდენიმე ფუნთუშა ვიყიდე ბავშვებისათვის. დილით ისინი ყოველთვის შეეჩვევიან ერთ ჭიქა რძეს ფუნთუშით. შემდეგ გამახსენდა, რომ სახლში კარაქი და კვერცხი აღარ იყო, ამიტომ რძის ნაწარმის მაღაზიისაკენ გავეშურე. იქ, გარდა ჩემთვის საჭირო სანოვაგისა, ყველიც ვიყიდე, თუმცა სახლში ჯერ კიდევ გვქონდა ყველი. ვიფიქრე, რომ მეორე დღეს სახლიდან გამოსვლა აღარ დამჭირდებოდა. როდესაც სახლში დავბრუნდი, დავინახე, რომ ხორცის ყიდვა დამვიწყებოდა. რადგან გვიან იყო და ბავშვებისათვის საუზმე უნდა მომემზადებინა, ჩემ ქმარს ვთხოვე ბაზარში წასულიყო და სადილისათვის საქონლის ხორცი, ბოსტნეული, ხილი და მწვანე ნილი ეყიდა. იმ დროისათვის, როცა ის ბაზრიდან დაბრუნდა, ყველაფერი მზად მქონდა საუზმისათვის.

ბ) 1. ვიჩქაროთ, მწვრთნელი უკვე 15 წუთია გველოდება სპორტ-დარბაზში. 2. არ არის საჭირო ციგურების წამოღება. ყინული მაგარი არ არის. 3. — სპორტის ოსტატი ხარ? — ჯერ არა. 4. ჩემი ძმა ძალიან გატაცებულია თხილამურებით. ამიტომ ის ყოველ ზამთარს ბაკურიაში დადის. 5. ჩვენს სახლთან ახალი საცურაო აუზი შენდება. 6. — წამოდი სპორტულ მოედანზე, ჩოგბურთი ვითამაშოთ. — ჩოგბურთს ცუდად ვითამაშობ. ფრენბურთის თამაში მირჩევნია. 7. — თქვენს ინსტიტუტში ბევრი სპორტსმენია? — დიახ, ჩვენი ინსტიტუტის სპორტსმენებმა სახელი მოიხ-

ვეჭეს მთელ საბჭოთა კავშირში. 8. გუშინ ჩვენმა გუნდმა კარგ შედეგებს მიაღწია
 9. ჩემი მიზანია სახელგანთქმული მოცურავე გავხდე. 10. ყველა სტუდენტი, რომელიც
 ზღვისპირა ქალაქიდან არის ჩამოსული, ცურვას მისდევს. გარდა ამისა, ესენი
 სპორტის სხვა სახეობებშიც ებმებიან.

ბიზლითიქს

PHONETIC NOTES

ASSIMILATION (continued)

Incomplete Explosion

When two stop consonants stand side by side the first stop very often loses its explosion. This phenomenon takes place in the following instances:

1) in combinations of similar stop consonants.

e. g. Good day [ˈgʊd ˈdeɪ]; big garden [ˈbɪɡ ˈɡɑːdn]; black cap [ˈblæk ˈkæp].

2) In combinations of different stop consonants.

e. g. begged [begd]; actor [ˈæktə]; apt [æpt].

Nasal Explosion

In the pronunciation of the combinations [dn], [tn], [pn], [kn] in the final position the tip of the tongue is pressed against the teeth-ridge, but the air passes through the nasal cavity with a nasal plosion.

e. g. written [rɪtn]; burden [bʊːdn]; open [oʊpn]; spoken [spoukn].

Lateral Plosion

In the pronunciation of the combinations [pl], [bl], [tl], [dl], [kl], [gl] in the final position the tip of the tongue is pressed against the teeth-ridge, but the air passes along the sides of the tongue, which are lowered with a lateral plosion.

e. g. simple [sɪmpl], table [teɪbl], little [lɪtl], idle [aɪdl], local [loʊkl], eagle [iːgl].

PHONETICAL EXERCISES

Ex. 1. Read the following:

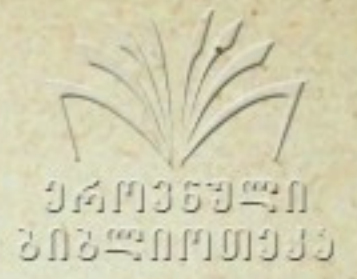
a) 'stɒp ɹpi:tə

tu 'weɪst ʊtalm
 ənd ʊ'daɪvɪŋ
 'klʌb ʊ'bɪldɪŋ
 'bɪɡ ʊ'gelm

b) helpt

'aut ʊdɔː
 'fækt ʊ'bɔɪ
 'ʃɒpkɪ:pə

'blæk ʊ'pensl



ðæt ʊ 'teɪbl

'blæk ʊ 'kɔʃɪ

wɪ'ðaut ʊ 'treɪnɪŋ

'kwɔɪt 'tru:

'help ʊ 'pi:pl

fækt

'ɑ:skt

'fæktəri

'eɪt ʊ 'pi:pl

'greɪt ʊ 'geɪmz

'moust ʊ 'pi:pl

'raʊnd ʊ 'bɔ:l

Ex. 2. Read and transcribe the following phrases and sentences, paying special attention to the correct junction of two stop consonants:

Take care of the pence and the pounds will take care of themselves.

A light purse is a heavy curse.

Birds of a feather flock together.

Great boast, small roast.

Ex. 3. Read and transcribe the following:

garden, shorten, modern, broken, curtain, certain, pardon, sudden, mutton, button, bacon.

Ex. 4. Read the following, find cases of nasal plosion and explain them:

1. 'θri: 'lɪtl 'kɪtnz 'lɒst ðəə 'mɪtnz.

2. 'əʊpn ðə 'gɑ:dn ʊ 'geɪt.

3. ðɪs 'bʌtn ɪz ʊ 'brəʊkn.

Ex. 5. Read the following:

bi:tn

fə'bɪdn

ʃeɪkn

i:tn

fə'gɔtn

teɪkn

hɪdn

rɪdn

brəʊkn

Ex. 6. Read the following, observing lateral plosion:

kʌpl

dʌbl

rɪdl

sɪmbl

ɪg'zɑ:mpl

trʌbl

aɪdl

sɪmpl

teɪbl

nɪkl

æpl

θɪmbl

nɪmbl

pi:pl

Ex. 7. Read and transcribe the following. Discuss cases of lateral plosion:

fiddle, suitable, vegetable, people, needle, kettle, candle, able, mental, metal, vocal.

Ex. 8. Read and transcribe the following sentences, paying special attention to the cases of lateral plosion:

1. A little pot is soon hot.

2. Simple Simon met a pieman

Going to the fair ...

3. He that lies at the wall

Shall have the gold ball;

He that lies in the middle

Shall have the gold fiddle.

4. Hush-a-bye, baby, lie still in the cradle,

Mother has gone to buy a soup ladle...

DIALOGUE 1

(Two young women, neighbours, meet on the landing as they are going out)



ANN — Morning¹, Natela, where are you off to²?

NATELA — Shopping. Going out too?

ANN — I've got to buy a thing or two³. Let's go together.

NATELA — That'll be nice. What are you going to buy?

ANN — Well, I said "a thing or two", but in fact⁴, it's lots of things. You see, it's my little daughter's birthday, and all our relatives are sure to come⁵ with all their kids...

NATELA — Good thing you met me⁶. Do let me help you. You'll have too much to carry⁷.

ANN — Oh, thank you! It's very kind of you.

NATELA — Show me your shopping list.

ANN — Here it is.

NATELA — Let me see: flour, bread — that means the baker's shop; sausage, cheese, coffee, sugar, tinned fish — that's the new grocery in the next street. They have got a good dairy counter and a confectionery counter too, you can get all the sweets and cakes you want there. I do like that shop⁸.

ANN — Yes, but I'll have to go to market as well to buy a turkey, some pork, vegetables and fruit.

NATELA — You can get good pork at the butcher's. For the rest we'd better go⁹ to market. I've got to go there too.

ANN — Hadn't we better go to the shops first¹⁰? I'm sure you have to buy something too.

NATELA — Yes, I want some eggs, cream, cereals or macaroni.

ANN — Well, we'll finish our round of the shops¹¹, bring our purchases home, and then we'll do our marketing¹², shall we?

NATELA — That's a good idea. But what about the wine? Don't you need¹³ any?

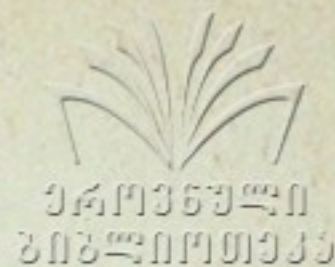
ANN — Of course, we do, but my husband will take care of that.¹⁴

WORD LIST

to carry v.
list n.
purchase n.

rest n.
round n.

WORD COMBINATIONS



to be off to some place	let me see
a thing or two	to do marketing
in fact	to finish the round of the shops
shopping list	to take care of

NOTES

1. **Morning** — good morning (colloq.)
2. **where are you off to?** — Where are you going to?
3. **I've got to buy a thing or two** — ცოტაოდენი რამ მაქვს საყიდელი.
4. **In fact** — სინამდვილეში; ფაქტიურად.
5. **our relatives are sure to come** — Our relatives will certainly come — ჩვენს ნათესავები აუცილებლად მოვლენ.
6. **Good thing you met me** — How very nice that you have met me — კარგია, რომ შეგხვდი.
7. **to carry** — hold in one's hands, arms or on one's back and take (smb. or smth.) from one place to another — ტარება.
 e. g. I'd like you to help me carry this bag home, it's awfully heavy.
 compare with **to bring** which means to come, having with one; carry, lead, drive, to or towards the speaker — მოტანა, მოყვანა.
 e. g. I have brought some flowers for you.
 I'll bring my children from the country tomorrow.
8. **I do like that shop** — I like that shop very much.
9. **we'd better go** — It is better that we should go — უმჯობესია წავიდეთ.
10. **Hadn't we better go to the shops first?** — უკეთესი არ იქნება, რომ ჯერ მაღაზიაში წავიდეთ?
 first — ჯერ.
11. **we'll finish our round of the shops** — დავამთავრებთ მაღაზიების შემოვლას.
 to make one's round — make one's usual visit to different places, going from one place to another.
12. **we'll do our marketing** — We'll buy the provisions we need in the market.
marketing — buying provisions in the market.
13. **need v., n.** — the condition of being without smth. that is necessary, of wanting smth.
 e. g. Bob needs (სჭირდება) some money.
 He is in need (სჭირდება) of rest.
 The synonym of the verb *to need* is *to want* which also means *to wish* for smth. e. g. I want to have some money.
 The noun *want* means the absence of smth. necessary.
 e. g. Bob is always in want of money.
 He couldn't go there for want of money.
14. **my husband will take care of that** — ჩემი ქმარი იზრუნებს ამაზე.
 The verb *to take* has the following meanings:
 1. get hold of with the hand(s), or with an instrument, etc. — აღება;
 e. g. Take this apple!

2. ხელში ჩაგდება; დაჭერა; მოპოვება; ავად გახდომა; გატაცება, შეპყრობა (აზრით)
 e. g. How many prisoners have you taken? — რამდენი ტყვე ჩაიგდეთ ხელში?
 Yesterday a fox was taken in our trap — გუშინ მელა გაება ჩვენს მახეში.
 He took the first prize in yesterday's competition — მან გუშინდელ
 შეჯიბრში პირველი ადგილი დაიკავა.
 You will take cold if you don't put on your coat — გაცივდები, თუ
 პალტოს არ ჩაიცვამ.
 He is so taken by that idea that I can't do anything with him — ისეა
 იმ აზრით შეპყრობილი, რომ ვერაფერს ვხდები.
3. carry, accompany (smb. or smth.) — წალება; წაყვანა.
 e. g. I'll take this basket to the station. It is not heavy.
 Why don't you want to take the children to the country? It is hot
 in town.
4. have (eat or drink); get for oneself — ჭამა, სმა; აღება, მიღება (წამლის).
 e. g. to take breakfast; to take a cup of tea; to take medicine.
 to take a holiday — შვებულების აღება.
 to take a bath — აბაზანის მიღება.
 to take an interest in smth. — დაინტერესება.
 to take a taxi — ტაქსის დაჭირაება.
5. accept, receive — მიღება.
 e. g. I'll take a rouble for it.
6. ჩაწერა; გადაღება.
 e. g. to take notes of a lecture.
 to take a photograph — სურათის გადაღება.
7. need.
 e. g. It took me four hours to do it.
8. suppose — მიჩნევა.
 e. g. I took him for his brother.
 I took him to be a good boy.
- Note the following word combinations with the verb to take:**
to take care of smb. or smth. — გაფრთხილება, ზრუნვა.
 e. g. Who will take care of the baby? — ბავშვზე ვინ იზრუნებს?
 Take care not to break it — გაუფრთხილდი, არ გაგიტყდეს.
to take after — resemble — დამსგავსება.
 e. g. He takes after his mother — დედას გავს.
to take things easy — not to worry.
 e. g. You must take things easy if you don't want to fall ill.
to take smth. to heart — გულთან ახლოს მიტანა.
 e. g. When Bob failed in his exam, he took it to heart.

LEXICAL EXERCISES

Ex. 1. Answer the following questions:

1. Where are the women going?
2. Are they going together?
3. What is Ann going to buy?
4. Why is she going to buy lots of things?
5. Is it her daughter's or her son's birthday?



6. When is her child's birthday?
7. What guests does she expect?
8. Will only grown-ups come?
9. Does she expect her relatives to come with or without their children?
10. Is it easier for a hostess to entertain grown-ups or children?
11. It was a bit of luck for Ann to meet her friend, wasn't it?
12. Ann was thankful to her for her help, wasn't she?
13. It was kind of Natela, wasn't it?
14. Did Ann buy things according to her shopping-list?
15. When do we need a shopping - list?
16. Do you ever buy consulting a shopping - list?
17. Who makes up a shopping - list for you?
18. What was there on Ann's list?
19. Where was she going to buy flour and bread?
20. Where was she going to next?
21. Where do people buy sausage?
22. Where do people buy cheese?
23. What else can be bought there?
24. Where do you buy fish, fresh and tinned?
25. Is it more convenient to shop at big groceries or at small ones?
26. Where do you prefer to go shopping, and why?
27. Why did Natela advise her friend to go to the new grocery in the next street?
28. Had they a good dairy counter there?
29. Why was their confectionery counter popular with the customers?
30. What shops are popular with your friends and why?
31. Why would they have to go to market?
32. Did Ann need fruit?
33. What kind of meat did she want?
34. She needed some vegetables too. didn't she?
35. What vegetables are in season now?
36. What could Natela buy?
37. Could they get good pork at the butcher's?
38. Did they go to the shops first or to market?
39. What did Natela want to buy?
40. Could she buy all the foodstuffs she needed at the shops?
41. Did they change their plan?
42. Who would take care of the wine?

Ex. 2. Give antonyms to the following words:
to buy; next; sweet; to finish.

Ex. 3. Paraphrase and explain the following:

1. Morning, Natela!
2. Where are you off to?
3. I've got to buy a thing or two.
4. Lots of ...
5. Do let me help you.
6. I do like that shop.
7. I've got to go there.

8. We'll finish our round of the shops.
9. We'll do our marketing.

Ex. 4. Supply suitable derivatives of the words in brackets:

1. I prefer to ... on Sundays and I like to go ... together with my husband (shop).
2. I have never come across this ... of the word, though I know two other ... (to mean).
3. When he came to see us last time, his car was filled with ... (to purchase).
4. He is highly praised by everybody for his ... (kind).
5. I am a constant ... (to buy) at this bookshop, so they always keep interesting books for me.
6. Leave it to your husband to do the ..., as you will have to tidy up the flat, to cook, to lay the table and afterwards to do the dishes (market).
7. Carry the glasses ... so as not to break them (care).
8. There are many mistakes in your reproduction through your ..., which makes it still worse (care).
9. I hope you know that at 2 o'clock tomorrow ... will be held (to meet).
10. On your way home call at ... to buy some buns (to bake).

Ex. 5. Give your definitions:

landing, neighbour, kid, shopping-list, grocery, the baker's shop, the butcher's shop, purchase.

Ex. 6. Make up sentences, using the following:

to be off; in fact; it's kind (nice, too bad...) of you to ...; to go shopping (hunting, fishing); to do marketing; the rest (of); you'd better ...

Ex. 7. Compile 10 sentences, using the emphatic "do".

Models: Do come to my place. I do like that shop.

Ex. 8. Make up sentences, using:

to go to market, to go to school, to go to hospital.

Ex. 9. Make up sentences, using *as well* and *as well as*.

Models: She bought some sausage, pork, mutton, *as well as* vegetables and fruit.

She bought several kinds of wine, and lemonade *as well*.

We may *as well* begin at once.

Ex. 10. Make up sentences, using *too* and *also*.

Ex. 11. a) Write out all the sentences with *lot* and discuss them.

b) Write out all the sentences with *to have to do something* and discuss them.

Ex. 12. Choose the correct synonym in the proper form:

1. I am quite sure it was Bob who ... you these lovely flowers. — How did you guess? (to bring, to carry).

2. When I was looking for my note-book, my sister came into the room and gave it to me, saying ... (Here you are, here it is).

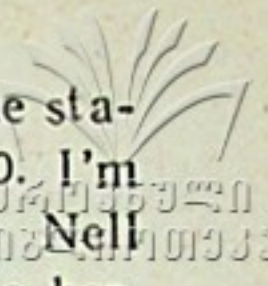
3. "My paper for the conference has disappeared; what am I to do?" — "Don't worry, look, ... (here it is, here you are).

4. I ... my books in my bookcase which ... a lot of books (to hold, to keep).

5. This house ... repairing. The child ... new books. I ... a warm winter coat (to need, to want).

Ex. 13. Translate the following sentences into Georgian:

1. I don't want you to take this pen. It is bad. 2. My children always take a bun with their milk. 3. Who took the first prize in that competition? 4. You will be taken ill too, if you don't take care of yourself. 5. Take care, the dog may bite you. 6. Who will take the children to the pictures? 7. He is so



taken with that idea that I can't stop him. 8. Bill will take that box to the station, it is not heavy. 9. When are you going to take your holiday? 10. I'm afraid we'll have to take a taxi. We have too many things to carry. 11. Nell takes an interest in books of this kind. You'd better offer that book to her. 12. She takes a bath every evening. 13. How much will you take for this picture? 14. If you come, I'll take your photo. 15. I'm afraid you've taken me for someone else. I don't know you. 16. How long does it take you to get to your office? 17. My boy takes after his father. 18. You mustn't take things too close to heart, you'll fall ill. Take it easy.

Ex. 14. Translate into English:

1. — გამარჯობა, ბელა! სად მიდიხარ? — გასტრონომში. მინდა ცოტა რამ ვიყიდო. უნდა ვითხრა, ხვალ ჩემი უფროსი ქალიშვილის დაბადების დღეა და მისი მეგობრები აუცილებლად მოვლენ. — რის ყიდვას აპირებ? — საშაქარლამო განყოფილებაში შევივლი და ვნახავ თუ კარგი ტორტი აქვთ. გარდა ამისა შოკოლადის და სხვა ნამცხვრების ყიდვაც მინდა. — უმჯობესია ტორტი და ნამცხვრები სახლში გამოაცხო. თუ ბევრი საქმე გაქვს, სალამოს მოვალ და მოგეხმარები. ოღონდ ფქვილის, კვერცხისა და შაქრის ყიდვა მოგიხდება. — ძალიან კარგი. მაშინ საფუნთუშეში და რძის ნაწარმის მაღაზიაში გავივლი და საჭირო სანოვაგეს ვიყიდი.

2. — ბაზარში წამომყევი, ბევრი სანოვაგე მაქვს საყიდელი. ვშიშობ, ყველაფრის წამოღებას ვერ შევძლებ. — კარგი, წამოგყვები, თუ მომიცდი ცოტას. რა უნდა იყიდო? — საქონლის ხორცი, ბოსტნეული, მწვანილი, ხილი. გარდა ამისა მინდა ბალი ვიყიდო სამურაბედ.

3. — რა მოიტანე? — პური, ფუნთუშები, კარაქი და ყველი. — შაქარი იყიდე? — არა, მეგონა, სახლში გვქონდა. მაშ გასტრონომში წასვლა მომიხდება კიდევ. — თევზის კონსერვიც წამოიღე. საუზმისას შეეჭამთ. — გინდა კიდევ რამე? — თუ არაქანი იქნება, იყიდე ცოტა.

INTRODUCTORY TEXT
Part II

People who are fond of smoking often visit the tobacconist's where they can find tobacco, tobacco-pouches, cigarettes, cigarette-cases and cigarette-holders, cigars, matches and lighters.

Many women enjoy their visits to the perfumer's because there is always a wide choice of lipsticks, powder and perfumes there. The jeweller's, too, is one of their favourite¹ shops.

Rings, brooches, bracelets, ear-rings, necklaces and watches displayed in the jeweller's shop-windows always attract our women's and girls' attention².

Violets, roses, lilac, lilies, lilies of the valley, tulips and many other flowers are sold at the florist's.

If we need a book, a dictionary, a text-book or a booklet, we go to the bookseller's.

Pens, pencils, rulers, note-books, envelopes, post-cards and ink can be bought at the stationer's.

At the chemist's we have our prescriptions made up and also buy medicines, tooth-brushes, tooth-powder, tooth-paste, soap, etc.

We buy socks, stockings, gloves, belts, scarves, lace, ribbons, and other things like pins, needles, buttons, hooks and eyes, at the haberdasher's.

There is usually a wide choice of women's hats and trimming for hats at the millinery.

Men get their hats and caps at the hatter's and their shirts, collars, socks, belts, etc. at the hosier's.

All kinds of footwear (shoes, boots, slippers, etc.) are bought at the boot-shops.

At the ironmonger's we can buy irons, pans, saucepans, pots, kettles, corkscrews, tin-openers and other kitchen utensils.

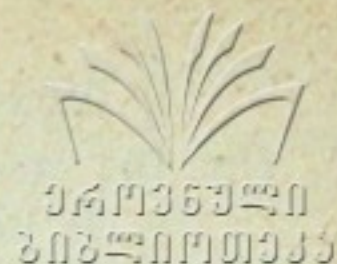
All these things can also be bought at a department store, that is, at a large shop with many departments for different kinds of goods, e. g. a ready-made clothes department, where we can buy spring, summer, autumn and winter clothes made in the latest fashion, a millinery department, a haberdashery department, a food department and so on.

WORD LIST

tobacconist's n.	envelope n.	collar n.
tobacco n.	post-card n.	belt n.
tobacco-pouch n.	chemist's n.	hosier's n.
cigarette n.	prescription n.	footwear n.
cigarette-case n.	stationer's n.	slippers n.
cigarette-holder n.	medicine n.	department store n.
cigar n.	tooth-brush n.	fashion n.
match n.	tooth-powder n.	ribbon n.
lighter n.	tooth-paste n.	pin n.
enjoy v.	soap n.	needle n.
perfumer's n.	sock n.	hook n.
choice n.	gloves n.	eye n.
lipstick n.	scarf (scarves) n.	haberdasher's n.
powder n.	lace n.	ironmonger's n.
perfume n.	attract v.	iron n.
jeweller's n.	attention n.	pan n.
favourite adj.	violet n.	saucepan n.
display v.	rose n.	pot n.
shop-window n.	lily n.	corkscrew n.
tulip n.	lily of the valley n.	tin-opener n.
florist's n.	trimming n.	utensils n.
booklet n.	millinery n.	department n.
bookseller's n.	hatter's n.	ready-made adj.
ruler n.	shirt n.	

WORD COMBINATIONS

a wide choice
to attract attention



NOTES

- favourite** — adj., most liked, beloved — ყველაზე საყვარელი; e. g. What is your favourite book?
to be a favourite with — to be liked by;
e. g. to be a favourite with the public.
favourite n., a person or thing that is liked best;
e. g. Helen is a general favourite — ელენე ყველას უყვარს.
favour n. 1. friendly regard, willingness to help — მეგობრული დამოკიდებულება (კეთილი განწყობა).
favour v. support — მხარის დაჭერა.
favourable adj. helpful; favourable conditions — ხელსაყრელი პირობები.
- attract our women's and girls' attention** — ჩვენი ქალებისა და გოგონების ყურადღებას იპყრობენ.
to attract 1. pull towards oneself, cause to come — მიზიდვა.
e. g. Food attracts flies.
2. make people notice; e. g. His eye was attracted by a coat in the shop-window.
to attract attention — to draw attention — ყურადღების მიქცევა.
e. g. Bright ear-rings displayed in the shop-window attracted my attention.

LEXICAL EXERCISES

- Ex. 1.** Write three dialogues, using the active vocabulary, word combinations and notes given in the lesson.
- Ex. 2.** Name: a) three things that can be bought at the ironmonger's.
b) five things that can be bought at the tobacconist's.
c) three things that can be bought at the bookseller's.
d) five things that can be bought at the hosier's.
e) two things that can be bought at the millinery.
- Ex. 3.** Open the brackets, choosing the correct word:
- We ... carefully but ... nothing (listen, hear).
 - If you ... in to the radio you will often ... English lessons (listen, hear).
 - I ... out of the window, but it was dark, so I ... nothing (look, see).
 - My car is very old, ... it still goes well. ... my car is very old, it still goes well (but, although).
 - Tom worked ... last week. He was so tired he could ... speak (hard, hardly).
 - Alice Clark has a woman for three hours every morning to help her with the My little sister sometimes asks me to help her with her ... (homework, housework).
 - There was a white ... on the table. We wear **light** cotton ... in hot weather (clothes, cloth).

8. When something ... they always blame me. Fruit soon ... in hot weather. Put the milk in the refrigerator, or it'll ... (go bad, go wrong).

9. If you don't work hard at your English, you'll ... the other students of the group. Tom was ill and was unable to study for a month. When he got well, he worked hard and soon ... the rest of the group. (Fall behind, catch up with).

10. ... subjects is he studying? ... subjects does he like best? (what, which).

11. ... would you like to drink? ... do you prefer, Ceylon tea or China tea? (which, what).

12. ... European countries have you visited? ... European countries did you enjoy visiting best? (which, what).

13. The "Zarya Vostoka" is a ... newspaper. The "Ogonyok" is published ... (daily, weekly).

14. You'll ... your promise, won't you? I never ... a promise (keep, break).

15. Tom is a very ... boy. He is often ... when he should be doing his homework (lazy, idle).

Ex. 4. Complete the following:

1. What else ... 2. Who else ... 3. Where else ... 4. Nobody else ... 5. ... anything else ... 6. ... something else. 7. ... anywhere else?

Ex. 5. Give your definition of the words below:

1. A baker's or a baker's shop ... 2. A butcher's or ... 3. A cheesemonger's or ... 4. A fishmonger's or ... 5. A grocer's or ... 6. A greengrocer's or ... 7. A confectioner's or ... 8. A tobacconist's or ... 9. A perfumer's or ... 10. A jeweller's or ... 11. A florist's or ... 12. A bookseller's or ... 13. A stationer's or ... 14. A chemist's or ... 15. A haberdasher's or ... 16. A millinery or ... 17. A hatter's or ... 18. A hosier's or ... 19. An ironmonger's or ... 20. A cashier ... 21. A customer ... 22. A shop-assistant ... 23. A counter ... 24. A department ... 25. A shop-window ... 26. A market....

Ex. 6. Name: a) ten kinds of shops;

b) ten kinds of food products;

c) ten kinds of things that can be bought at a department store;

Ex. 7. Fill in the blanks with *do* or *make*:

1. She ... dresses and ... her work well. 2. You can't ... a mistake, if you ... it this way. 3. Now ... your hair and ... yourself tidy. 4. He ... a great effort to ... his best. 5. What does the old man ... for his living? He ... baskets. 6. He may have ... mistakes, but he always ... his duty. 7. He often jokes, but ... no harm to anybody.

Ex. 8. Use the following in sentences:

a) to have a look at; to have a smoke; to have a drink; to have a wash; to have a rest; to have a game of cards; to have a game of tennis.

b) to have a suit made; to have one's watch mended; to have a dress cleaned; to have a dress dyed.

Ex. 9. Translate into English:

1. — სად მიდიხარ, მეგ? — საპარკმახეროში თმის დასახვევად. 2. — სად იყავი, ბობ? — აფთიაქში, წამლის შესაკვეთად. 3. — რას აკეთებ შუადღისას? — არაფერს განსაკუთრებულს. — წავიდეთ ფოტოგრაფთან და სურათი გადავიღოთ. 4. — გააკეთებინე საათი? — დიახ. — მალე გავიკეთა? — ორ დღეში. 5. — ეს კაბა შარშან

შევაკერინე, მაგრამ ჯერ არ ჩამიცვამს. — ვინ შეგიკერა? — ჩემმა მეზობელმა.
 6. წამიყვანე შენს პარიკმახერთან, მინდა თმა შევაქრევი. 7. — რატომ ახალ პალტოს
 არ იკერავ? — კარგი საპალტოვე ვერ ვიშოვე. 8. — წამალი გააკეთებინე
 ჯერ. არ მეცალა აფთიაქში წასასვლელად. 9. — ეს სურათი როდის გადაიღეს
 წლის წინ. — ძალიან ახალგაზრდულად გამოიყურები. 10. — თმა დაიხვიე? — განა
 ვერ ხედავ? — როგორ უნდა დავინახო, როცა ქული გხურავს.

Ex. 10. Fill in the blanks with *look, look after, look for, look at*.

1. Why are you ... me like that? Do I ... funny? 2. Why don't you ...
 your things better? You continually lose things and then have to spend hours ...
 them. 3. He ... his little boy very well. 4. Everyone was astonished when he
 told them he was sixty-five. He certainly didn't ... his age. 5. She ... me in
 anxiety. "Where can the child be? Hadn't you better go and ... him?"

Ex. 11. Fill in the blanks with prepositions or adverbs where necessary:

1. What kinds ... butter have you ... sale today? 2. What is the price ...
 these preserves? 3. What can I do ... you? 4. ... the bakery we buy loaves ...
 brown or white bread, rusks, rolls and buns. 5. I'm ... an awful hurry. The shop
 will close ... a few minutes. 6. Here's a lovely hat ... you, try it 7. Hurry
 up! It's time ... the shops to close. 8. We shall be waiting ... you ... the platform.
 9. They were sitting ... the bank ... the river because they were waiting ... the
 ship to approach. 10. Comrades! The train leaves ... a few minutes! Let's get ...
 the carriage. 11. ... this book you will read about the heroic struggle... the
 Soviet people ... the freedom and independence ... their country. 12. She must be
 fond .. him or she would never look ... him as she does. 13. Poor Tony knew
 that it would be impossible ... him to find another job ... a fortnight. 14. The
 first question ... the agenda was a report ... the international situation. 15. Please
 wait ... me near the entrance: I shall be back ... a moment. 16. Thank you ...
 the book. I shall read it ... the vacation.

Ex. 12. Translate into English:

1. — სად მიდიხარ, კატო? — მინდა საჩუქარი ვიყიდო ჩემი მეგობრისათვის. —
 რის ყიდვას აპირებ? — ჯერ არ ვიცი. — გირჩევ ოქროულობის მაღაზიაში შეიარო.
 მითხრეს, რომ ახალი საქონელი (a new consignment of goods) მიიღეს გუშინ. 2.—
 გეჩქარება? — არა, ცოტა თავისუფალი დრო მაქვს კიდევ. — მაშ, მოდი რკინა-კავე-
 ულის მაღაზიაში წავიდეთ. მინდა ჩაიდანნი, საცობის ამოსაძრობი და კონსერვის გასა-
 ხსნელი ვიყიდო. 3. ორი საათია ქალაქში დავდივარ და ჩემი ბავშვისთვის ზამთრის
 ფეხსაცმელი ვერ მიშოვია. — ჭავჭავაძის პროსპექტზე იყავით? მათ ახალი საქონელი
 მიიღეს გუშინ და შეიძლება ბავშვის ფეხსაცმელებიც ჰქონდეთ. 4. თუ კვირას თავისუ-
 ფალი ვიქნები, საყიდლებზე წავალ. თბილი ქული, ცხვირსახოცები და ბევრი სხვა
 რამ მჭირდება. 5. — რითი შემიძლია გემსახუროთ? — ის პერანგები მაჩვენეთ, გეთა-
 ყვა. 6. მე უკვე ჩავიცვი პალტო. ჩქარა წავიდეთ, თორემ მაღაზიები დაიკეტება. 7.—
 ჩანთა მიპოვე. ბაზარში მივდივარ სანოვარის საყიდლად. — სად დაღე შენი ჩანთა?
 ყველგან დავძებნე, მაგრამ ვერ ვიპოვე. 8. — სად მიდიხარ, ბაზარში თუ გასტრონომ-
 ში? — ჯერ ბაზარში წავალ და ახალ ხორცს, ბოსტნეულსა და ხილს ვიყიდი. შემდეგ
 კი გასტრონომში გამოვივლი ყველისა და კარაქის საყიდლად. 9. — რისი ხორცი უნდა
 იყიდო? შენ დაგავიწყდა, რომ ჩაი აღარა გვაქვს. გარდა ამისა ბავშვებს ძეხვი უყიდე
 საუზმისათვის.—ხბოს ხორცს ვიყიდი. კიდევ რა გვჭირდება, გამახსენე,—პური გვაქვს,
 არა? რამდენიმე ფუნთუშა იყიდე ჩაისთვის. მე მგონი, მეტი არაფრის ყიდვა არ არის
 საჭირო, შეგიძლია წახვიდე.

PHONETIC NOTES

ASSIMILATION

(continued)



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a) The consonants [t], [d], [k], [g], [s] become labialized under the influence of the following bilabial [w].

e. g. twenty ['twenti], dwell [dwell], question ['kwestʃən], swim [swim].

b) At the beginning of words English sonants [r], [l], [w], [m], [n], [j] are partly devoiced if they are preceded by the voiceless plosive consonants [s], [p], [t], [k].

e. g. small [smə:l], snow [snou], slow [slou], place [pleis], prize [praiz], tree [tri:], twice [twais], pew [pju:], suit [sju:t], tube [tju:b], cube [kju:b], crisp [krisp].

PHONETICAL EXERCISES

Ex. 1. Read the following:

twig	dwindl	kwik	swet
twæŋ	dwel	kwait	swain
twinz	dwait	kwaiət	swɛə
twelv	'læŋɡwidʒ	kwit	swi:t
twi:d	'ɡwendolin	kwia	'swetə

Ex. 2. Read and transcribe the following:

twice, switch, quarter, twill, swan, quarrel, swell, swallow, twinkle, twitter, dwarf, sway, twist, sweet, quadron, sweep, quartet, swing, quiz, quickly.

Ex. 3. Memorize the following. Comment on the cases of assimilation:

No sweet without some sweat.
The nearer the bone, the sweeter the meat.
All happened in the twinkling of an eye.
Ask no questions and you will be told no lies.
... as quiet as a mouse.
One swallow does not make a summer.
Be swift to hear, slow to speak.

Ex. 4. Read the following:

smel	sni:z	slim	plei	prais	tri:	'twenti	klɑ:s	krɔs
smouk	'swɔlou	slaid	pli:z	pres	trik	twais	klous	krɔps
smɑ:t	swi:t	slip	plʌmp	pru:f	træm	twə:l	klɔθ	krai

Ex. 5. Read and transcribe the following:

slender, cradle, to please, practice, cure, curious, train, prescribe, prescription, trimming, slipper, sweets, trifle, pretty, drapery, crockery, dreadfully, clothing department.

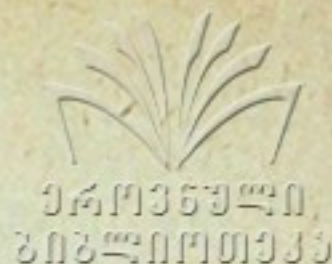
Ex. 6. State what features of the pronunciation of sounds is affected by assimilation in the words given in ex. 5.

Ex. 7. Memorize the following:

Between the cup and the lip a morsel may slip.
No pleasure without pain.
He who pleased everybody died before he was born.

DIALOGUE 2

Shopping in Tbilisi



(Doctor Koberidze works in a hospital in Telavi. He is in Tbilisi on business and his wife Natela has come here to see her in-laws. Before going back Natela wants to buy a thing or two).

Dr. Koberidze — Look here. I've booked tickets for tomorrow's evening train to Telavi. I'm free today. What shall we do?

Natela — I'd like to do some shopping.

Dr. Koberidze — Why, I didn't know we needed anything.

Natela — You men never seem to know what the family needs. The children have outgrown some of their clothes¹, you want some shirts and a pair of shoes, I want some coating and some undies, to say nothing of² various trifles that might come in useful³.

Dr. Koberidze — Well, you know, we've got to cut our coat according to our cloth⁴.

Natela — Don't worry, we shan't spend more than we can afford.

Dr. Koberidze — Where shall we go then?

Natela — To the big Department store in Marjanishvili Street. It'll take us less time than running round other shops.

Dr. Koberidze — All right, let's go.

Natela — Here we are. Let's go to the children's clothing department first. There it is.

Salesman — What can I do for you, madam?

Natela — I want a boy's school uniform.

Salesman — What size?

Natela — Let me see. I suppose I'd better take a size 42 uniform.

Salesman — Here you are.

Natela — Looks nice, doesn't it? We'll take it.

Salesman — Anything else, sir?

Dr. Koberidze — What do you say, my dear?

Natela — It's time Manana had a new party frock, I think. Let us see a silk frock in sky-blue for a little girl of ten.

Salesman — Will this do, madam?

Natela — Oh, lovely! Don't you think so? It'll suit her beautifully.⁵

Dr. Koberidze — If you say so, my dear.

Natela — Let's buy it.

Dr. Koberidze — Let me have the check, please, and wrap up those things while I go to the cash-desk to pay.

Salesman — Certainly, sir.

Natela — Now to the footwear department. It's upstairs, on the right.

Dr. Koberidze — I rather like that pair.

Salesman — Are you being served⁶?

Dr. Koberidze — No. Please, show me that pair of brown leather shoes.

Salesman — What size do you take in shoes⁷?

Dr. Koberidze — Size 42.

Natela — Try them on⁸. They look a bit narrow.

Dr. Koberidze — Oh, they pinch dreadfully⁹. This pair can't be my size.

Salesman — Sorry, my mistake¹⁰. It's size 41. Here is your size.

Dr. Koberidze — Yes, these are a perfect fit¹¹. Let me have the check, please.

Natela — Now for the draper's counter. It's over there.

Salesman — Can I serve you?

Natela — Yes, please. I'd like to have some fashionable coating.

Salesman — Here's a very good shrinkproof cloth, at 25 roubles a metre.

Natela — That's too dear. If I had more money, I would buy it. I want something cheaper. That tweed-like stuff, for instance. It's all the rage now¹².

Salesman — How many metres?

Natela — Well, I want a three-quarter length coat. Two metres and a half will do, I suppose.

Salesman — Here you are, madam. Can I offer you anything else?

Natela — No, not this time, thank you.

Dr. Koberidze — Where do we get those shirts you spoke of?

Natela — At the men's outfitter's. There is a nice one in Rustaveli Avenue. We'd better call there on our way home. We'll get you some socks and handkerchiefs there too. Let's go down to the haberdashery counter on the ground floor.

Dr. Koberidze — What have we got to do there?

- Natela* — Why, I must get some buttons to match my new coat, some ribbons for Manana and some razor blades for you!
- Dr. Koberidze* — What about the underwear you wanted?
- Natela* — The hosiery department is downstairs too. I mustn't forget to buy some nylon stockings.

. . .

(At home Natela has a chat¹³ with her mother-in-law).

- Mother* — Bought everything you wanted, Natela?
- Natela* — Pretty nearly. There was a lovely tea-set and nice wine-glasses at the crockery and glassware department. But that can wait. I don't want to spend my last penny. Then they had new refrigerators and washing-machines at the household goods department. My mother is always asking me to get a bigger refrigerator, ours is too small. If I'd had money to spare, I would have bought one, but I'll have to save up for that.
- Mother* — You leave it to father and me. It'll be a birthday present.
- Natela* — Oh, thank you ever so much.

WORD LIST

to outgrow v.	nylon n.	to save up v.
sky-blue adj.	wineglass n.	tweed n.
coating n.	penny n.	outfitter n.
trifle n.	shrinkproof adj.	button n.
undies n. pl.	rage n.	razor blade n.
uniform n.	crockery n.	to pinch v.
drapery n.	ribbon n.	hosiery n.
stuff n.	to wrap up v.	tea-set n.
sock n.	fashionable adj.	glassware n.
to match v.	stocking n.	household n.
underwear n.	haberdashery n.	
dreadfully adv.	washing-machine n.	

WORD COMBINATIONS

to be somewhere on business	These are a perfect fit
look here	three—quarter length
to book tickets for a train	... at 25 roubles a metre
to say nothing of	it's all the rage now
children's clothing department	pretty nearly ...
What can I do for you?	
A proverb: To cut one's coat according to one's cloth ...	



1. **The children have outgrown some of their clothes**— ბავშვებს ტანსაცმელი დაუპატარავდათ (ველარ ეტევინ ტანსაცმელში).
2. **to say nothing of** — რომ არაფერი ვთქვათ.
3. **might come in useful** — შეიძლება გამოგვადგეს.
4. **to cut our coat according to our cloth**—to cut one's coat according to one's cloth — a proverb, corresponds to the Georgian proverb — ფეხი იმდენზე გაჭიმე, რამდენზეც საბანი გაგწვდება.
5. **It'll suit her beautifully** — ძალიან მოუხდება (კაბა).
6. **Are you being served?** — გემსახურებათ ვინმე?
7. **What size do you take in shoes?** — რა ნომერ ფეხსაცმელს ხმარობთ?
8. **Try them on** — გაისინჯეთ.
to try on — Try on this dress — ეს კაბა მოიზომეთ.
Try on these shoes — ეს ფეხსაცმელი გაისინჯეთ.
9. **They pinch dreadfully** — საშინლად მიჭერს.
10. **Sorry, my mistake** — ბოდიში, შემეშალა.
11. **these are a perfect fit** — მშვენივრად მაქვს, ჩემი ზომაა.
12. **It's all the rage now** — მოდაშია, ამისთვის გიყვებიან.
rage n. — რისხვა.
to fly into a rage — განრისხება.
to be all the rage — მოდაში ყოფნა.
13. **has a chat** — to have a chat — to have a talk.

LEXICAL EXERCISES

Ex. 1. Answer the following questions:

1. What is Koberidze?
2. Where does he work?
3. Where is he on business?
4. Is he alone in Tbilisi?
5. Why has his wife come to Tbilisi?
6. What does she want to do before going back home?
7. Who books tickets for them?
8. Are they going by train or by car?
9. Is it a morning train or an evening train?
10. How are the Koberidzes going to spend the rest of the time? the remaining time? the rest of the day? the last day in Tbilisi?
11. Is it true that men never know what the family needs?
12. Their children have outgrown their clothes, haven't they?
13. What does Dr. Koberidze want?
14. What does his wife want?
15. What else do they need?
16. Is he eager to go shopping?
17. How can you prove it?
18. What does he worry about?
19. Where do they decide to go?
20. Why is it better to go to a big department store than to a number of small shops?

21. Where do they go first?
22. What do they want to buy there?
23. What size uniform does her boy wear?
24. The school uniform looks nice, doesn't it?
25. They take it, don't they?
26. Do they buy anything else?
27. Who needs a new party frock?
28. What sort of frock does her mother want for her?
29. What colour is the frock?
30. How old is Manana?
31. Do the Koberidzes like the frock and why?
32. What do people say when they have chosen something in a shop?
33. Who wraps up the purchases?
34. Who goes to the cash-desk to pay?
35. Where do they go next?
36. Is it upstairs or downstairs?
37. The footwear counter is on the right, isn't it?
38. What do they choose there?
39. Who shows them shoes?
40. What shoes do they like?
41. What size does Dr. Koberidze take in shoes?
42. What does his wife advise him?
43. Why is it necessary to try them on?
44. Do the shoes pinch?
45. They are not his size, are they?
46. Whose mistake was it?
47. The second pair doesn't pinch, does it?
48. They are a perfect fit, aren't they?
49. Do they buy the second pair of shoes?
50. What do they sell at the drapery counter?
51. What coating does Natela want?
52. What does the salesman offer her?
53. Does it suit her?
54. Is it cheap or expensive?
55. How much is it a metre?
56. How many metres does she take?
57. She wants a three-quarter length coat, doesn't she?
58. Does the salesman offer her anything else?
59. She doesn't buy anything else, does she?
60. What do people buy at the drapery counter?
61. Do you prefer to buy coating, or ready-made coats, and why?
62. Where do people get shirts?
63. Where is a men's outfitter's shop situated?
64. Do you ever visit such shops?
65. What can you buy there?
66. When do they call at this shop?
67. What can people buy at the haberdashery counter?
68. What does Natela need to match her new coat?

69. Who are the ribbons for?
70. Who wants razor blades?
71. Where do people buy underwear?
72. The hosiery department is downstairs, isn't it?
73. What must Natela buy there?
74. Who does Natela discuss her purchases with?
75. What else could she have bought?
76. Where did she see the tea-set and wine glasses?
77. Why didn't she buy them?
78. What attracted her attention at the household goods department?
79. What does she need another refrigerator for?
80. Will she have to save up to buy one?
81. What does her mother-in-law promise her?
82. Are they both happy? Why?

Ex. 2. Give your definition of the following:

coating, undies, trifle, children's clothing department, crockery and glassware department, household goods department, to save up.

Ex. 3. Paraphrase the following:

1. look here; 2. to book tickets; 3. the children have outgrown some of their clothes; 4. to cut one's coat according to one's cloth; 5. Will this do? (Will this dress do?); 6. it's all the rage now; 7. pretty nearly; 8. two metres and a half will do.

Ex. 4. Write out all the words, word combinations and expressions connected with the topic "Shopping".

Ex. 5. Make up sentences of your own, using the following:

to be somewhere on business, to buy a thing or two, to say nothing of..., to run round the shops, size, to try something on, not this time, to suppose, we'd better, on our way home, lovely, pretty nearly, to save up.

Ex. 6. Fill in the blanks with prepositions or adverbs:

1. My father is ... Moscow ... business now. 2. She has not seen her in-laws ... ages. 3. We've got to cut our coat ... our cloth. 4. Let's go ... the shoe department ... there. 5. Our children have outgrown some ... their clothes. 6. What can I do ... you? 7. He has a ticket ... tomorrow's morning train ... Gagra. 8. I want a pair ... brown trousers ... a boy ... twelve. 9. Please wrap ... these things ... me while I go ... the cash-desk to pay. 10. What size do you take ... shoes? 11. This is very good shrinkproof cloth, ... 25 roubles a metre. 12. Let's go ... the haberdashery counter ... the ground floor. 13. He must get a tie to match ... his new suit. 14. We can buy tea-sets and wine glasses ... the crockery and glassware department. 15. Jack asked the shop-assistant to show him some ties to go ... a light grey suit. 16. The shop-assistant suggested a red one ... silver stripes. Then he asked the shop-assistant ... half a dozen handkerchiefs. 17. I'd like to buy a pair ... shoes ... summer wear. 18. She is always so slow ... her shopping. 19. I'm quite satisfied ... our purchases. 20. Please try ... this pair ... shoes. 21. I want to buy a pair ... nylon stockings. 22. Short skirts are all the rage now. What has come ... fashion will soon go...

DIALOGUE 3
A Wedding Present



Mary — Now, James and Margaret, you can help us. My cousin's getting married and I have got to give her a wedding present¹. What shall it be?

Margaret — Something for the house?

Mary — I don't know.

Charles — Silver salt-cellars?

Mary — Everybody gives silver or glass. I want something original.

James — A fan?

Mary — She's had six already².

Charles — An inkstand?

Mary — When we all use fountain-pens?

Margaret — Fish-knives?

Mary — Dull.

Charles — A whisky decanter.

Mary — Not bad; I'll put it down.

Margaret — A fur?

Mary — Too dear. She's only my second cousin³.

Margaret — A hand-bag?

Mary — She's had twenty-two.

James — A lampshade?

Mary — I haven't seen their flat. I couldn't choose the style or colour.

Margaret — Why not something for the kitchen?

Mary — Yes, but what?

Margaret — Aluminium saucepans?

Mary — That's a bit too useful.

Margaret — A coffee-mill?

Mary — Too cheap.

Charles — Carvers⁴?

Mary — Mother's giving her those.

Charles — Cigarette-holders. She smokes like a chimney⁵.

Mary — She's got an assortment of those⁶, from an inch to a yard long.

Charles — Then a cigarette-case.

Mary — She's sure to have one.

Margaret — I've got it.



Mary — What?

Margaret — Embroidered Irish linen bedspreads.

Mary — Old-fashioned, but I believe it will do.

James — (Aside to Charles) A very sensible woman, my wife.

WORD LIST

wedding n.	fur n.	carver n.
present v.	dear adj.	assortment n.
salt-cellar n.	second.cousin n.	inch n.
silver n.	handbag n.	yard n.
glass n.	lampshade n.	embroidered p. p.
fan n.	style n.	linen n.
fish-knife n.	aluminium n.	bedspread n.
dull adj.	bit n.	old-fashioned adj.
whisky n.	coffee-mill n.	aside adv.
decanter n.		sensible adj.

WORD COMBINATIONS

- to give a present to somebody
- to take an interest in something

NOTES

1. I have got to give her a wedding present — საქორწილო საჩუქარი უნდა ვუ-
ყილო.
to give a present — to present smb. with smth. — რაიმეს ჩუქება.
present n. — a thing given as a gift — საჩუქარი.
wedding — a marriage ceremony — ქორწილი.
2. She's had six already — she has been presented with six already.
3. second cousin — a child of a parent's first cousin.
4. carvers — carving-knives or carving-forks.
5. She smokes like a chimney — she smokes too much — ბუხარით აბოლებს,
ძალიან ბევრს ეწევა.
6. She's got an assortment of those — მთელი კოლექცია აქვს (მუნდშტუკების).
assortment — a collection of things of different sorts, or different things of
one sort.
assort v.

LEXICAL EXERCISES

- Ex. 1. Memorize the dialogue.
- Ex. 2. Retell the dialogue in indirect speech.
- Ex. 3. Write the dialogue in indirect speech.
- Ex. 4. Compose two dialogues, using active vocabulary, word combinations and
notes. Use the following tenses:
the Present Indefinite, the Present Continuous, the Past Indefinite, the Pre-
sent Perfect, the Past Perfect and the Perfect Continuous tenses.

Ex. 5. Use the following word-combinations in sentences:

to get married; to give smb. a present; to make a present to somebody; to get a present for somebody; to buy a present for somebody; to present smb. with smth.; to take an interest in smth.; to be interested in smth.

Ex. 6. Correct the following according to the dialogue:

1. Mary's nephew's getting married. 2. Mary wants to present him with a lampshade. 3. She has made up her mind to buy aluminium saucepans for him. 4. Mary's mother is giving him a coffee-mill and a cigarette-case.

Ex. 7. Fill in the blanks with prepositions or adverbs:

1. This name is familiar. .. me, but I cannot remember where I heard it. 2. Nina has left ... Tbilisi ... Moscow. 3. Scotland is ... the North of England. 4. Peter is interested ... architecture. 5. Help yourselves ... the cakes. 6. What prevented you ... coming ... the Institute yesterday? 7. This book is written ... simple style. 8. What kind of books are you interested ...? 9. What is the Georgian word ... "table"? 10. The evening papers are already ... sale. 11. Help yourself ... anything you want. 12. Never put off ... tomorrow what you can do today. 13. Do not cry.... you are hurt. 14. Better short ... pence than short ... sense. 15. A companion ... the way is better than money ... the purse. 16. We buy milk, butter, cheese, cream and eggs ... the dairy. 17. Different kinds of cheese are sold ... the cheesemonger's. 18. Shop-assistants usually stand ... a counter. 19. Mutton is the flesh ... the sheep. 20. Pork is the flesh ... the pig. 21. He has lived ... the same house ... twenty years. 22. He went ... a walk ... his friend. 23. He spoke ... a German accent. 24. He came ... Leningrad ... Tbilisi to see his parents. 25. The fruit was not yet ready ... picking. 26. Níno was looking ... the window ... the garden. 27. Swimming is very good ... one's health. 28. The little children were lying ... the shade. 29. She was dressed ... the latest style and her hat was trimmed ... ribbons. 30. Look ... your exercises and see if you can find any mistakes ... them. 31. He took a paper ... his pocket and asked me to read it. 32. There were many daisies ... the grass. 33. I always have a bath ... breakfast. 34. He plays a game of chess ... supper.

Ex. 8. Put fifteen special questions, ten general questions, twelve disjunctive and ten alternative questions to the dialogue and the stories.

Ex. 9. Give words of the same root:

to marry; to use; to embroider; to present; to believe; sense; to enter; to own.

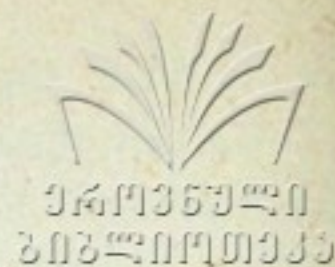
Ex. 10. Speak of an episode, using the active vocabulary, word combinations and notes given in this lesson.

ADDITIONAL MATERIAL

SHOPPING

A bear and a bunny
Had plenty of money.
They went to the stores
For carrots and honey.
When the bear and the bunny
Asked for carrots and honey,

The man in the store
Cried, "Where is your money?"
How strange and how funny!
They really had money —
And that's how they bought
Their carrots and honey.



AN HONEST MACHINE

MR. SMITH — Talking about automatic machines reminds me that one of the ticket-machines in my underground railway station has a splendid memory.

MR. THOMPSON — What do you mean?

MR. SMITH — Well, a few days ago I put a sixpenny¹ in a machine designed² to give 5d tickets. It presented the ticket with 2d change.

MR. THOMPSON — That was fair³ enough, wasn't it?

MR. SMITH — Yes, it was. This morning, however, I hopefully put a similar coin in the same machine. It gave me a ticket but no change.

NOTES

1. **sixpenny** — penny — a British coin equal to one twelfth of a shilling abbreviated to d., e.g. 5d.
2. **designed** — planned.
3. **fair** — honest.

A little boy went to the grocer's shop and read from a small slip of paper: "A pound of sugar at threepence, a pound of butter at a shilling and threepence, a pound of cheese at sixpence, two pound of tea at two and six a pound. If I give you seven and six, how much change will you give me?"

The grocer wrote everything down and answered: "Sixpence."

"Please give me the bill," said the boy, "it's my homework for tonight. Thank you."

— — —

Farmer Jones is buying some things at a hardware store. The store-keeper has many bicycles in the store and wants to sell one to the farmer. He says: "Look here, farmer Jones, I have some very good bicycles to sell. I can sell you a first-class bicycle and you can ride around your farm on it every day."

"Oh, no," says the farmer, "I don't want a bicycle, I think a cow is more in my style, and the price is the same."

"But, just think," says the store-keeper, "you can't ride around a town on a cow. That's foolish".

"Oh, I don't know," says the farmer with a smile, "which is more foolish, to ride on a cow or to milk a bicycle."

Proverbs



1. A fool and his money are soon parted.
2. A companion on the way is better than money in the purse.
3. A penny saved is a penny gained.
4. Better a penny with right than a thousand without.
5. Better short of pence than short of sense.
6. Friendship is not to be bought at a fair.
7. Money spent on brains is never lost.
8. Sell not the bear's skin before you have caught the bear.

GRAMMAR NOTES NEED (MODAL AND NOTIONAL)

Need may be used both as a modal (defective) verb and as a notional regular verb.

1. *Need* as a modal verb has only one form which is the Present Tense of the Indicative Mood.

Need expresses necessity and is used in interrogative and negative sentences.

Need I repeat it? — აუცილებელია (საჭიროა) ამის გამეორება?

You needn't go there — თქვენი იქ წასვლა საჭირო არ არის.

In combination with the Perfect Infinitive *need* expresses an action which has been performed though it was unnecessary —

You needn't have bought tickets for us, we have already got them — არ იყო საჭირო ჩვენთვის ბილეთების ყიდვა, ჩვენ უკვე გვაქვს.

2. As a regular verb, *need* can have all the necessary forms, including verbals. It also expresses necessity.

It may be followed by a noun:

He needs a dictionary — მას ლექსიკონი ჭირდება.

Does he need a dictionary?

He does not need a dictionary.

THE SUBJECTIVE INFINITIVE CONSTRUCTION

In the Subjective Infinitive Construction the infinitive is in predicate relation to a noun in the common case or pronoun in the nominative case.

As to the syntactical function of this construction, it is a complex subject to a simple verbal predicate.

Tom is said *to speak* English well — ამბობენ, რომ თომა ინგლისურად კარგად ლაპარაკობს.

The Subjective Infinitive Construction is used with the following verbs — see, hear, expect, know, believe, suppose, say, report, appear, seem, happen, etc.

e. g. *He is expected to come* in time — მოელიან, რომ ის დროზე მოვა.

He seems to have worked much — ჩანს მას ბევრი უმუშავნია.

The other day *I happened to run* into an old friend of mine whom I hadn't seen for a long time — ამას წინათ შემთხვევით შევხვდი ერთ ჩემს ძველ მეგობარს, რომელიც დიდხნის განმავლობაში არ მენახა.

He is known to be a gifted actor.

მას იცნობენ როგორც ნიჭიერ მსახიობს.

Did *you happen to hear* what Nino said?

გაიგონეთ (შემთხვევით) რა თქვა ნინომ?

Did *you happen to see* my notebook?

ჩემი რვეული ხომ არ გინახავთ შემთხვევით?

The Subjective Infinitive Construction is also used with the word-groups — to be likely (unlikely), to be sure, to be certain, etc.

He is sure to marry Nino — ის უსათუოდ ითხოვს ნინოს.

She is unlikely to take part in this work — არა მგონია მან ამ სამუშაოში მონაწილეობა მიიღოს.

He is certain to do it — ის აუცილებლად გააკეთებს ამას.

The Subjective Infinitive Constructions mostly correspond to Georgian complex sentences, the principal clause of which is indefinite personal.

The delegation is expected to arrive in the evening — მოელიან, რომ დელეგაცია საღამოს ჩამოვა.

HAVE + NOUN (PRONOUN) + PAST PARTICIPLE

Special attention should be paid to the use of the objective with the Past Participle after *to have* expressing causation. In this construction the subject is not the doer of the action, and the person performing the action is not mentioned.

I had the house painted inside and outside — სახლი შიგნიდან და გარედან შევაღებინე.

She has her dresses made here — იგი აქ იკერავს კაბებს.

The auxiliary *do* is used in questions:

Where did you have your shoes cleaned? — სად გააწმენდინეთ ფეხსაცმელები?

THE VERB "TO DO"

As we know, the auxiliary verb *to do* is used to form the negative and interrogative forms of the Present and Past Indefinite tenses and the negative of the Imperative Mood:

Do you go in for sports?

He *does not* like such books.

Don't read so loud!

In affirmative sentences the auxiliary verb *to do* makes the meaning of the verb in the Present and Past Indefinite Indicative and the Imperative more emphatic.

e. g. *Do* stay a little longer.

I *did* work hard.

You *do* look pale.

Do be quiet.

INDEFINITE INFINITIVE PASSIVE

The infinitive of transitive verbs has a form for the passive voice. e. g. to be taken, to be bought, etc.

This form of the infinitive can be used with modal verbs, thus forming a modal compound verbal predicate.

e. g. Fish *can be bought* at the fishmonger's.

Milk *must be put* into the refrigerator or it will go sour.

THE EMPHATIC USE OF THE PRESENT CONTINUOUS TENSE

Sometimes the Present Continuous Tense is used instead of the Present Indefinite to make a habitual action more emphatic. In this case the following adverbs are usually used: always, ever, constantly.

e. g. You are always talking at lessons.

MOOD

Mood is the grammatical category of the verb expressing the manner in which an action is done, i. e. the category of mood indicates the speaker's attitude towards the action expressed by the verb in the sentence.

In Modern English we distinguish three moods:

The Indicative Mood

The Imperative Mood

The Subjunctive Mood

The Imperative Mood expresses commands or requests.

e. g. Stay here, don't go.

Come in. Shut the door.

In order to get a rough idea of what is expressed by the subjunctive mood, let's compare the following two columns.

I	II
He agrees with us	if he agreed with us
He will approve of this plan	if he approved of this plan
I helped them	if I had helped them
	he would agree with us

In the sentences of column I the action is presented as a fact in the present, past or future; but in the sentences of column II the action is not treated as a fact but as imaginary, contrary to fact.

The system of verb forms which presents actions as true to fact is called the Indicative Mood. The opposed system of verb forms which does not treat actions as facts, but describes them as imaginary, contrary to fact, is called the Subjunctive Mood.

In Modern English the Subjunctive Mood has synthetic and analytical forms.

The synthetic forms of the Subjunctive Mood coincide with the forms of the Past Indefinite of the Indicative Mood; as for the verb *to be* which has two past tense stems (*was* and *were*), only *were* is usually taken to build the Subjunctive Mood.

The analytical forms of the Subjunctive Mood consist of the mood auxiliaries *should*, *would*, *may* (*might*) and the infinitive of the notional verb.

In Modern English the Subjunctive Mood is mostly used in subordinate clauses. However, the use of the subjunctive mood is not restricted to subordinate clauses. The subjunctive mood may also be used in simple sentences.

e. g. If only we were free!

GRAMMAR EXERCISES

Ex. 1. Give the four forms of the following verbs:

to say; to speak; to tell; to indicate; to bring; to buy; to sell; to look; to want; to imagine; to pass; to divide; to move; to run; to show; to need; to find; to call; to stand; to receive; to sit; to put; to keep.

Ex. 2. Form all possible questions to the following sentences:

Pork is usually eaten in the colder months of the year. Butter is made from

cream. This cake was bought at the confectionery round the corner. The sausage was sliced up by the salesman. Fowl can be bought at a butcher's shop or in the market. The money for your purchases must be paid at the cash-desk. Sausage is made from pork and beef. Salt must be put into every dish. A lot of pepper is used in many Georgian dishes. Peaches, grapes and figs can be grown in hothouses where the climate is cold. All the patients are usually examined in room 17. This engineer was introduced to us by the Kikodzes. That part of our country is described in many books. The students will be asked many different questions at the exams. Last month my brother was operated on by Professor Mukhadze. The doctor was sent for two hours ago. The boy was told to be back home at six o'clock. That picture was put there by my father. He was followed by five or six small children.

Ex. 3. Make the following sentences interrogative and negative:

Your answer is expected today. Their exercise-books were looked through yesterday. Our work will be finished tomorrow. His paper was discussed at the University. Those engineers will be given some interesting work to do next month. His brother's work is much spoken about at his factory. The village can be reached before evening. This report will be made by a well-known professor. I shall be taught to drive a car.

Ex. 4. Form questions to the underlined words:

We had an *English lesson* yesterday. My *friend's* sister has two little children. I have got an interesting book *to read*. We shall have *supper* at home. My *sister's* son has 5 periods at school *every Friday*. We had *three* dictations *last month*. My friend's *wife* has a *French lesson* in the evening. There are five *good students* in our group. We shall have a *comfortable* flat in *Moscow*. *I* cannot go to the lecture today *because I feel bad*. It takes me an hour *to get to the Institute*. My *friend* read a very interesting paper *yesterday*.

Ex. 5. Make up sentences with modal predicates according to the model: modal verb + passive infinitive:

This letter	must be written needn't be sent can be opened can be read must be answered must needn't can	at once
This work	All kinds of fruit can	be done be taken up be finished be grown in our district. be bought at the fruiterer's. be sent there by plane. be preserved for the winter.

Ex. 6. Open the brackets making simple or modal predicates:

Models: You needn't buy fruit today, we have enough.

We don't need any more fruit today, we have enough.

You may use my dictionary. I (need) it now. I (need) buy any butter; there is plenty in the refrigerator. You (need) go to market for eggs, you can buy them at the dairy. Bobby has grown; he (need) a new coat. Kitty hasn't grown much; she (need) a new coat yet. You (need) call at the confectioner's on your way home. I'll make a cake myself. When we (need) provisions, we go shopping. We

buy the foodstuffs we (need) in the market. I (need) go shopping today. I have everything I (need). We (need) any more cheese, so you (need) buy any.

Ex. 7. Make up sentences using *needn't, don't need, doesn't need*.

Ex. 8. Make up sentences like the following:

If we need some meat, we must go to the butcher's.

(Use the nouns); flour; mutton; cream; coffee; cereals; vegetables; mustard; sausage; chocolates; tinned meat; veal; butter; pork; soap; tarts.

Ex. 9. Make up 20 sentences with *need*+the perfect infinitive, showing that the action which has been performed was unnecessary.

Model: You needn't have brought this book. We have already read it.

Ex. 10. Open the brackets, using the correct form of the infinitive:

1. You needn't (to buy) this dress. The colour doesn't suit you. 2. Bess needn't (to go) to market. We have brought the foodstuffs we need. 3. Tom needn't (to read) this text alone. I'll explain it to him. 4. You needn't (to clean) the vegetables. Mother will do it herself. 5. You needn't (to bring) such a lot of provisions. It's too hot and they will go bad. 6. Nelly needn't (to go) to the gym now. The coach won't be there. 7. He needn't (to learn) that lesson. It was too difficult. 8. She needn't (to dress) for dinner. We don't expect any guests. 9. You needn't (to borrow) money. I could have given you some. 10. You needn't (to take) the children to the country yet. We can take them there together in a fortnight.

Ex. 11. Put the adjective or adverb in brackets in the required degree of comparison:

1. Your house is (near) than I thought. 2. This book is (thick) than yours. 3. This exercise is (good) than that one. 4. These grapes are (expensive) than those. 5. Pete is (short) than his brother. 6. A cigar is (strong) than a cigarette. 7. Apples are (cheap) than oranges. 8. The garden is (large) than we expected. 9. A bus goes (quick) than a tram. 10. My bag is (large) than my friend's. 11. The film is not so (interesting) as the play. 12. This stream is (deep) than the one near the forest. 13. My cigarettes are (bad) than yours. 14. Is your brother (old) than you? He is two years (young) than I am. 15. Twelve o'clock is (late) hour Nina goes to bed. 16. He wants to take another book, (interesting) than the one he has taken. 17. February is (short) month of the year. 18. July is (hot) month of the year.

Ex. 12. Answer the following remarks, using the nouns or pronouns given in brackets:

Models: I want to go to the pictures. So does my sister.

I must be there in time. So must you.

1. I must go to the baker's for some flour. (I). 2. I'm very fond of roast chicken. (I), (she). 3. He's just brought some nice cakes. (my mother). 4. I'm going to the grocer's to buy some dry fruit. (my sister). 5. I prefer fresh meat to tinned meat. (I). 6. We'll buy some wine for our party. (we). 7. I like veal better than pork. (I). 8. My children just love sausage. (mine). 9. My husband prefers mutton to beef. (mine). 10. I always have boiled eggs for breakfast. (I). 11. My mother likes coffee better than tea. (mine). 12. I can make nice cakes. (Lily). 13. I have already done my shopping. (I). 14. My little brother wants me to help him with his homework. (my little sister). 15. Queen Elizabeth is dead. (Queen Ann). 16. She should come home before midnight. (her brother). 17. This

chair needs repairing. (that one). 18. Nina gave them a beautiful wedding present. (Tom). 19. She wants to go to the pictures. (I). 20. We can come tomorrow. (they). 21. I have a lot of time. (she). 22. His wife likes to play tennis. (he). 23. My knife cuts very well. (my friend's). 24. Her dress looked lovely. (Nina's).

Ex. 13. Answer the following remarks:

Models: I cannot translate this article. Neither can he.

She doesn't want to go there. Neither do I.

1. I don't care for fish. (I). 2. We never buy tinned meat. (we). 3. She doesn't buy vegetables at the greengrocer's. (I). 4. I haven't yet done my shopping. (I). 5. My little girl doesn't drink milk. (mine). 6. My husband won't eat pork. (mine). 7. I don't like that salesman. (I). 8. I cannot eat that kind of cheese. (I). 9. I don't want to buy any veal. (I). 10. We never buy cakes at the confectioner's. (we). 11. The stupid fellow couldn't answer a single question. (Tom). 12. Cows don't fly. (sheep). 13. I haven't seen this film. (any of my friends). My cousin didn't understand any of your jokes. (my niece). 14. I can't eat any more. (my little brother). 15. I cannot write with my left hand. (you). 16. He doesn't understand you. (I). 17. I haven't any time. (she). 18. I don't like fish. (my sister). 19. He didn't listen to the lecture. (she). 20. She can't swim very well. (I).

Ex. 14. Read the following sentences quickly in the singular:

1. They tell me that when they get home in the afternoon they have some food and then change their clothes. They never eat or drink anything while they are at the office, unless the hot weather makes them thirsty. 2. Their children walk to school every morning and look for their friends on the way; when they see them they run to them and laugh and enjoy themselves until they hear the school bell. 3. Two of my friends hate reading, but they love to go to the pictures; such people lose a lot of pleasure in life and generally get bored. 4. These boys play in the garden every morning and usually break something or tear their clothes or hurt themselves when they fall. 5. Small boys cry when they hurt themselves, but as they grow older they hide their feelings and become less noisy. 6. Housewives have to work very hard. They cook the meals, lay the table and wash up, clean the house and mend the clothes. Sometimes they also do the washing and ironing and look after the garden. 7. My friends don't understand much when the teachers speak quickly. 8. Must they leave before supper or have they time to stay until my friends come? 9. They may go to Moscow soon.

Ex. 15. Complete the following sentences:

Models: I haven't seen John since Monday.

I haven't seen John for a week.

1. I haven't spoken German... (a) 1955; (b) ten years. 2. She has worn this black dress... (a) at least a month; (b) the beginning of the month. 3. You haven't sent me any money... (a) last Saturday; (b) fifteen days. 4. You have asked her the same question every day... (a) the beginning of the year; (b) last fortnight. 5. Nobody has written to me... (a) many weeks; (b) my birthday. 6. I haven't eaten any fish... (a) over a month; the beginning of the month. We haven't bought any new dictionaries... (a) two years; (b) 1959.

Ex. 16. Use the proper tense of the verb given in brackets:

1. She ... the violin regularly (to practise). 2. If I (can), I ... you on my arrival (write). 3. She ... while I... the piano (to sing, to play). 4. My sister...

in Leningrad these five years (to work). 5. The old man... in front of the fire since dinner time (to sit). 6. I ... the parcel as soon as I... my work (to bring, to do). 7. Nina ... never... to Leningrad (to be). 8. They ... breakfast before we... downstairs (to have, to come). 9. He ... since morning (to wait). 10. A group of students ... on a trip along the Georgian Military Highway last week (to go). 11. When they ... in the South they ... at daybreak and ... down to the sea and ... the sunrise (to be, to get up, to go, to watch).

Ex. 17. Finish the following sentences, using the proper tense:

1. When the referee blew his whistle, Jack (to try) to get past the centre forward. 2. When I left the Institute, our team (to play) basketball. 3. When the runners came into sight, everybody (to jump, to shout) with excitement. 4. We sat watching while Judy and Kate (to play) tennis.

Ex. 18. Ask a classmate what he (she) was doing at any time of day you like.

Model: What were you doing at ... o'clock?

Ex. 19. Ask a classmate what he (she) was doing from ... o'clock to ... o'clock.

Model: What were you doing from ... to ... o'clock last night (yesterday, the day before yesterday, last Sunday, etc.)?

Ex. 20. Ask a classmate what his (her) father, mother or any other member of the family was doing when he (she) came home.

Model: What was your sister doing when you came home?

Ex. 21. Ask a classmate what was going on at the swimming-pool (in the gym, in the sport grounds of the Institute, on the tennis court, etc.) when he (she) got there.

Ex. 22. Put the verb in brackets into the appropriate tense:

It (to snow) hard yesterday. It (to snow) hard all day yesterday. It (to snow) hard when I left the house.

It (to rain) when I got up this morning. It (to rain) a lot last month. It (to pour) with rain all day yesterday. It (to begin) to rain when the football match ended.

Ex. 23. Tell the class how you spent the time at a dinner party.

(at a dance, at a birthday party, at the seaside, etc.). Don't use the Past Continuous unless the action is connected with some definite moment or period of time in the past.

Ex. 24. Make up 10 sentences according to the model:

Model: I had done everything by 7 o'clock.

Ex. 25. Combine the following pairs of sentences, showing the precedence of one of the actions:

1. The rain stopped. I went out. 2. My father returned from his office. I laid the table. 3. The footballer rose to his feet. The referee ran up to him. 4. He was born. His grandfather died. 5. The boy fell down. I couldn't catch him. 6. The sun went down. We returned home. 7. I raised my hand. The teacher finished her explanation. 8. The sun rose. I was up. 9. I did the shopping. Mother told me to do it. 10. You could say Jack Robinson. I fell asleep.

Ex. 26. Compare the following sentences:

1. I have already done my shopping. (Situation present).

2. I had done the shopping by the time my husband came home. (Situation past).

3. I shall have done my shopping by the time my husband comes home. (Situation future).

Ex. 27. Change the sentences and tenses according to the situations above:

1. I have already written to them. 2. I have just cooked dinner. 3. I have boiled the eggs for breakfast. 4. I have fried some fish. 5. I have roasted the chicken for dinner. 6. I have done the rooms.

Ex. 28. Put the verb in brackets into the Future Perfect Tense. Then retell the dialogue in indirect speech.

Mrs. Priestley: Margaret, I want you to go to the baker's before six o'clock. I have this ironing to do, but I (to do) it in half an hour and I need the loaf for supper.

Margaret: Can I go after six o'clock, Mother? I want to listen to the programme on the radio and it (not to finish) by six.

Mrs. Priestley: I'm sorry, Margaret, but the baker's shop (to close) by the time the radio programme finishes.

Lilian: I'll go, Aunt Mary. I don't want to listen to the radio and I (to write) my homework lesson before six o'clock.

Margaret: Oh, thank you, Lilian. I not even (to begin) my homework by six o'clock but I'll begin it as soon as supper is over.

Mrs. Priestley: I hope you will. We (to have) supper, and Susan (to clear) the table by half past seven, so you can do an hour's work before your bed time. You (to do) it by half past eight?

Margaret: Oh yes, I (to finish) everything by eight o'clock. Thank you again, Lilian.

(After Eckersley, book II).

Ex. 29. Put the verb in brackets into the Future Perfect Tense:

1. By six o'clock we (to have) dinner. 2. All the shops (to close) by that time. 3. I (to do) everything by the time you come home. 4. You can ring her up now, she (to finish) with her homework. 5. They (to build) that new school by the first of September. 6. I think it (to stop) snowing before we have to leave the house. 7. My brother (to graduate) from his Institute by this time next year. 8. We (to move) to our flat by the time you come back to town. 9. I (to do) my shopping by three o'clock.

Ex. 30. Make these sentences emphatic, using the models:

I like cakes.

I do like cakes.

He plays the piano well.

He does play the piano well.

a) 1. I want a new coat. 2. I want to go to the pictures today. 3. She wants to see you again. 4. He wants to stay here a little longer, but he can't. 5. She enjoys a good game of tennis, doesn't she? 6. I enjoy their company. 7. I have a lot of shopping to do every Saturday. 8. She drinks a lot of tea. 9. You drink a lot of water, it's bad for you. 10. He likes to drive fast. 11. You know them, don't you? 12. You come home late, why is that? 13. I want a rest. 14. He dances well, doesn't he?

b) Model: I enjoyed the concert. I did enjoy the concert.

1. He brought a lot of provisions for our party. 2. I had a good time at the seaside. 3. She looked happy, didn't she? 4. They worked very hard. 5. We enjoyed the last football match. 6. I got tired carrying such a heavy shopping-bag. 7. It froze hard last night. 10. You made a lot of mistakes. 11. We had a fine dinner at the restaurant. 12. He looked proud of himself.

Ex. 31. Give emphatic answers to these questions:

Model: Why don't you like it? But I do like it.

1. Why don't you read English books? 2. Why didn't you do your homework? 3. Why don't you speak to her? 4. Why didn't you buy some fruit? 4. Why didn't you tell them about it? 5. Why don't you write to her? 6. Why didn't you take the bus? 7. Why don't you walk home? 8. Why don't you go by tram? 9. Why didn't you meet them at the station? 10. Why didn't you ring her up?

Ask your comrades such questions and get them to answer emphatically.

Ex. 32. Make these sentences emphatic by using the Present Continuous instead of the Present Indefinite.

1. He always takes my books. 2. She always bothers me. 3. She constantly talks over the phone. 4. She constantly quarrels with her sister. 5. She always makes mistakes. 6. They always sit in that park. 7. He always stands about at street corners.

Ex. 33. Make up 10 sentences to each of the models:

You had better do it now. You had better not do it now.

I would rather stay here. I would rather not stay here.

Ex. 34. Put the verb in brackets into the appropriate tense and voice:

1. — How long you (to practise) on the ice? — For two hours. Why you (to ask) me? — It (to freeze) hard. You (to catch cold). 2. By the time you (to return) from the South, this building (to build). 3. If I (to go) out today, I (to call) at the butcher's to buy some beef. 4. He (to tell) me yesterday that he (to train) in basketball for a year. 5. Why you (not to put on) your raincoat? It (to rain) hard and you (to get wet). 6. Bob (to knock) for ten minutes before his mother (to open) the door and (to let) him in. 7. — What you (to do), Ann? — I (to clean) the room. — How long you (to do) it? — For an hour, and I (not to finish) it yet. 8. They tell me sour cream (to bring) to the dairy round the corner. 9. They (to walk) for three hours before they (to reach) the village they (to go) to. 10. John (to finish) training by eight o'clock. He (to leave) the gym and (to go) out into the street. It (to be) a fine evening. It (to stop) raining, the air (to be) fresh and a full moon (to shine) in the sky. 11. — Where you (to be)? — I (to be) at the big Department Store in Marjanishvili street and (to buy) a nice frock for my daughter. 12. — When they (to return) from the seaside? — They (to arrive) two days ago. They said they (to have) a very good time there. 13. By the time you (to learn) your lessons I (to cook) dinner. 14. When I (to walk) down the street trees (to plant). 15. — You (to see) this film? — Yes, I (to go) to see it last night.

Ex. 35. Fill in the blanks with articles wherever necessary:

1. When do you usually have ... dinner? 2. What did you have for .. breakfast this morning? 3. Do you like ... brown bread with ... butter? 4. ... butter in this bowl is bitter. 5. What can we buy at ... dairy? 6. Where can we buy ... salt, ... sugar, ... pepper and cereals? 7. ... Bob is ... shop-assistant. He is... very polite to his customers. 8. If ... weather is fine tomorrow, we shall go for ... drive in ... country. 9. If you care for ... milk, I can give you ... glass of it. 10. ... milk in this jug is sour. 11. I spent ... last summer on ... shores of... Lake Ladoga. 12. When are you going to leave for ... seaside? 13. Tamaz was born on ... shore of ... Black Sea. 14. Pass me ... bread, please! 15. ... kettle

I bought yesterday leaks. 16. brown bread is heavy for ... stomach. 17. What ... nice frock it is. Where did you buy it? 18. What ... fine hair you have! I like ... way you are wearing it. 19. It is such ... fun to swim in the sea. Are you ... good swimmer? 20. ... girl I introduced you to yesterday is ... good friend of mine. She is ... student of ... Medical Institute. 21. John has bought such ... nice skiing-suit today. 22. If you call at ... ironmonger's, buy ... tin-opener for me. 23. What have you bought at ... market today? 24. ... watermelon we had for ... dessert yesterday was very sweet. 25. Would you like to have.... piece of ... cake? 26. What ... lovely flowers you have brought! 27. She is such ... nice girl. 28. I have never seen such ... coating.

Ex. 36. Make up 20 sentences, using the models:

Bob is sure to bring some bread. They are sure to come tonight. Nellie is certain to buy some fruit. She is said to be a good sportswoman.

Ex. 37. Make up 10 sentences, using the model: We have our prescriptions made up at the chemist's.

Ex. 38. Make up 10 sentences, using the model: It is time you had a bigger refrigerator.

Ex. 39. Make 10 sentences, using the models:

If only we had time enough.

If only we had enough money.

Ex. 40. Make up 5 sentences to each of the models:

I told him to do it. I asked her to do it. I should like them to do it. I want you to do it. They allowed us to do it. I expect you to do it. I made her do it. I let them do it. I saw him do it. (e. g. I told him to buy some bread on his way home).

Ex. 41. Translate into English:

ა) 1. მან თქვა, ორი დღის წინ ბაკურიანში ვიყავი და სანოვაგე მთელი კვირისათვის ვიყიდევო. 2. გუშინ ექვსი საათისათვის ყველაფერი გქონდა მომზადებული დღევანდელი წვეულებისათვის. 3. ამას წინათ გავიცანი ერთი კაცი, რომელმაც მითხრა, 5 წლის წინ მსოფლიოს გარშემო ვიმოგზაურეო. მან მიაჩნო თუ რა ნახა უცხო ქვეყნებში. 4. როდესაც გასტრონომიდან დავბრუნდი, სახლი დალაგებული დამხვდა. ბავშვებს ავეჯზე მტვერი გადაეშინდათ, გაეშინდათ ოთახებში ჰაერი და იატაკები დაეგავათ. 5. მან მითხრა დღით თევზის მალაზიაში შევიარე და სადილისათვის ახალი თევზი ვიყიდევო. 6. როდესაც სტუმრები მოვიდნენ, გამახსენდა, რომ ხილის ყიდვა დამვიწყებოდა და მაშინვე გავგზავნე ჩემი შვილი (ვაჟი) ხილ-ბოსტნეულის მალაზიაში. 7. არ ვიცოდი, რომ დედამ გუშინ ვაშლის ნამცხვარი გამოაცხო. 8. ვიცი, მათ დაავიწყდათ, რომ ორი დღის წინ ფქვილი გაუთავდათ. 9. საღამოს 7 საათზე დავბრუნდი სამუშაოდან და ვისადილე. სადილის შემდეგ დასასვენებლად დავწექი, უეცრად გამახსენდა, რომ ჩემს მეგობარს კინოში წაყვანას შევპირდი. 10. მან მიაჩნო, ერთი თვის წინ მოსკოვში ვიყავი და ბევრი საინტერესო რამ ვნახეო იქ.

ბ) 1. დედამ მკითხა უნივერსიტეტში ფეხსაცმელების საყიდლად როდის წახვალო. 2. საინტერესოა, რატომ არ მოიტანეს ახალი ბოსტნეული ამ მალაზიაში დღეს. 3. მან მითხრა, გუშინ საციგურაო მოედანზე სამი საათის განმავლობაში ვციგურაობდიო. 4. მათ თქვეს, საბჭოთა სპორტსმენებმა ორი ახალი რეკორდი დაამყარესო სიგრძეზე ხტომაში ამ ორი დღის წინ. 5. საინტერესოა, როდის წავლენ ისინი სავაჭროდ. 7. მითხარით, გეთაყვა, გაქვთ თუ არა დაბალქუსლიანი ფეხსაცმელი. 8. მან მითხრა, ორი საათისათვის სადილისათვის საჭირო სანოვაგე ნაყიდი გვექნებაო. 9. მან თქვა, ორი

დღის წინ ჩემი გოგონასთვის მზა პალტო ვიყიდეო. 10. მან მკითხა, თხილამურებით სიარული თუ იციო. 11. როდესაც სახლში დავბრუნდი, მიუხრეს, წვეულებისათვის ყველაფერი მოვამზადეთო. 12. დედამ მკითხა, სახლში როდის დაბრუნდებიო. 13. ჩემმა მეგობრებმა თქვეს, ზღვის სანაპიროზე ძალიან კარგი დრო გავატარეთო. 14. ნელიმ თქვა, იმ დროისათვის, როცა ჩემი ქმარი დაბრუნდება, სადღილი უკვე მომზადებული მექნებაო.

გ) 1. ხვალ დილით, როგორც კი ავდგები, სავაჭროდ წავალ. 2. თუ დაკავებული არ იქნები, კონცერტზე წაგიყვან. 3. როცა ჯონი ჩამოვა, ქალაქის დასათვალიერებლად წაგიყვანთ. 4. საინტერესოა, როდის ჩატარდება შეჯიბრება ციგურაობაში. 5. მინდა ვიცოდე ჩამოვა თუ არა ჯონი არდადეგებზე. 6. მითხარი გეთაყვა, ახალ ციგურებს როდის მომიტან. 7. როგორც კი მზე ამოვა, გზას გავუდგებით. 8. თუ თქვენ პირობას შეასრულებთ, თქვენი დიდი მადლობელი ვიქნები. 9. თუ ისინი ფქვილსა და ვაშლს მოიტანენ, ვაშლის ნამცხვარს გამოვაცხობ. 10. ნეტავი ნელი მოსკოვიდან როდის დაბრუნდება. მწერს, როდესაც ჩამოვალ, ლამაზ მაღალქუსლიან ფეხსაცმელს ჩამოგიტანო.

დ) 1. აქ დაბრძანდით, ვიდრე ის მოვა. ვფიქრობ, რომ დიდხანს ცდა არ მოგიხდებათ. მან იცის, რომ ხუთ საათზე უნდა მოვიდეს. 2. გუშინწინ შევთანხმდით, რომ ერთმანეთს კვირას ოთხ საათზე შევხვდებოდით. ტრამვაის გაჩერებასთან უნდა მივსულიყავით, ჩემი სახლის ახლოს. 3. როდის უნდა ჩამოსულიყვნენ ისინი მოსკოვიდან? — მთხოვეს, დავხვედროდი მათ. არ ვიცი რატომ არ ჩამოვიდნენ. 4. ბაზარში მარტო წასვლა მოგიხდება, არ არის საჭირო ბევრი სანოვაგის ყიდვა. იყიდე მხოლოდ ხილი და ბოსტნეული. 5. არ ვიცოდი, რომ ნათელა 2 საათზე უნდა მოსულიყო აქ. 6. გუშინ მაღაზიაში წასვლა და საათის ყიდვა მომიხდა, რადგან ჩემი ძველი საათი დაკვარგე. 7. მათ დასჭირდებათ ვარჯიში ცურვაში დილიდან საღამომდე. 8. ვინ უნდა წაიკითხოს მოხსენება კონფერენციაზე თქვენი ჯგუფიდან? 9. ჯგუფხელმა მითხრა, დეკანი უნდა ნახოთო. დეკანატში ორი საათის შემდეგ უნდა მიხვიდეთ.

ე) 1. საიდან მოდიხარ, მერი? — საცურაო აუზზე ვიყავი, დილიდან ვცურაობდი და ძალიან დავიღალე. გუშინ მითხრეს, რომ ერთი თვის შემდეგ დაიწყება შეჯიბრებები ცურვაში. 2. — ნიკო, რას აკეთებ დილიდან? — მოხსენებას ვწერ კონფერენციისათვის. — როდის დაიწყე ამ მოხსენების წერა? — მუშაობა ერთი თვის წინ დავიწყე და იმედი მაქვს, 15 ნოემბრისათვის დავამთავრებ. 3. როდესაც ინსტიტუტში მივედი, თითქმის ყველა სტუდენტი უკვე გამოცდილი იყო. ჩვენს აუდიტორიაში შევიხედე და დავინახე, რომ ნელის ცდიდნენ. 4. — რატომ არ მოხვედი დროზე? — მაპატიე, რომ დავიგვიანე, მაგრამ ჩემი ბრალი არ არის. ჩემი უმცროსი დის სკოლაში წაყვანა მომიხდა, რადგან დედა ავად არის. 5. რამდენი ხანია, რაც აქ მუშაობ? — 2 საათიდან ვზივარ ბიბლიოთეკაში და ჯერ მხოლოდ ორი მოთხრობა დავამუშავე. 6. მითხრეს, რომ თქვენ ქალაქში ახალი საკონცერტო დარბაზი შენდება, მართალია? — დიახ, მშენებლობა შარშან დაიწყო და ამბობენ, რომ ამ წლის ბოლოსათვის დამთავრდება. 7. — როდის იყავით უკანასკნელად მოსკოვში? — ორი წლის წინ. თუ წელს ყველაფერი რიგზე იქნება, აუცილებლად წავალ იქ ზამთრის არდადეგების დროს.

ვ) 1. იმ დროისათვის, როცა მწვრთნელი სტადიონიდან დაბრუნდება, ეს ვარჯიში უკვე ნასწავლი გვექნება. 2. იმ დროისათვის, როცა ჩემი მშობლები სამუშაოდან დაბრუნდებიან, მთელი სახლის საქმე გაკეთებული მექნება. 3. ისინი ორი საათის განმავლობაში ვარჯიშობდნენ სპორტ-დარბაზში, როდესაც მწვრთნელმა უთხრა შეგიძლიათ სახლში წახვიდეთო. 4. ბობმა თქვა, მიზანში სროლა სრულიად არ მეხერხებაო. 5. — რატომ არ გინდა ამ კაბის ყიდვა? იგი საკმაოდ იაფი და ლამაზია. — მე არ ვიყიდი ამ კაბას იმიტომ, რომ კაბის ფერი ჩემს ასაკს არ შეეფერება. 6. — რატომ არ იყიდე ბოსტნეული? — დღეს ბაზარში ვერ წავედი, რადგან წუხელის გვიან დავწექი და დღეს

გვიან გავიღვიძე. გარდა ამისა, გაკვეთილი მქონდა მოსამზადებელი. 7. დედამ მითხრა, ხვალ მაღაზიაში წაგიყვან და ზამთრისათვის ფეხსაცმელებს გიყიდიო. 8. საინტერესოა, როდის დაბრუნდება მერი ინსტიტუტიდან. იგი დამპირდა, გზად თევზეულის მაღაზიაში შევივლი და ახალ თევზს ვიყიდიო სადილისათვის. 9. როდესაც ბობს შევხედე, სიცილი ვერ შევიკავე. მას უღვაშები დაეხატა სახეზე და თავზე უცნაური ქუდი დაეხურა. 10. მითხრეს, რომ შენ ბეთანიაში ყოფილხარ ექსკურსიაზე ორი დღის წინ. კარგი დრო გაატარე იქ? 11. ძალიან მინდა, რომ მზა-ტანსაცმლის მაღაზიაში წამომყვე. ამბობენ, საწვიმრები მოიტანესო. 12. გჭირდება ეს ლექსიკონი ახლა? — არა, შეგიძლია იხმარო. მე უკვე ვიპოვე ყველა ჩემთვის საჭირო სიტყვა. 15. წინააღმდეგი ხომ არ იქნები შენი ქოლგა რომ წავიღო? წვიმს, მე—კი საწვიმარი არ ჩამიცვამს, 16. არაფერი მაქვს საწინააღმდეგო, ამალამ რომ აქ დარჩეთ. გარეთ ძალიან ცივა და შეიძლება გაცივდეთ. 17. საინტერესოა, იყიდა თუ არა ელენემ კვერცხი, — მე მგონი, არა. — მაშინ შენ მოგიხდება მაღაზიაში წასვლა, რადგან საუზმისათვის არაფერი არ გვაქვს. 18. არ არის საჭირო ნიკოს გარეთ გასვლა დღეს. ყველაფერი სახლში გვაქვს. გუშინ დედამ მოიტანა ხორცი, ბოსტნეული და ხილი. ამ დილით პური და ფუნთუშები. დღეს მეტი არაფერი არ დაგვჭირდება. 19. რატომ ითამაშე ასე ცუდად გუშინ? 20. წინააღმდეგი ხომ არ იქნები, ჩემს მაგივრად ნანა რომ წავიდეს ბაზარში? მე რეფერატი მაქვს დასაწერი. 21. ბობმა მითხრა, ძალიან ლამაზი სათხილამურო კოსტიუმი ვიყიდეო ერთი კვირის წინ. 22. მინდა ვიცოდე, დღეს სადილს ვინ მოამზადებს. ნინომ თქვა, არცერთი თავისუფალი წუთი არა მაქვსო. მე ვფიქრობ, ანას მოუხდება სახლში დარჩენა და დიასახლისობა, რადგან მე ინსტიტუტში ვარ წასასვლელი. 23. ხორცი რამდენი კილო ვიყიდიო? — ორი კილო იყიდე. მე მგონი, საკმარისი იქნება. 24. რამდენი ხანია, რაც ვარჯიშობ? — უკვე საათნახევარია და საკმაოდ დავილაღე. 25. ჩვენს ქალაქში საცურაო აუზი ააშენეს წელს.

Ex. 42. Translate into English:

ა) 1. — გჭირდება ეს ჩანთა დღეს? ჩემი სადღაც დამეკარგა და ვერ მიპოვია. 2. არ არის საჭირო ამდენი ვარჯიში რგოლებზე. დაიღლები. 3. არ არის საჭირო ჯიმის სპორტ-დარბაზში წასვლა. მწვრთნელი უკვე წავიდა. 4. დღეს ღვინის ყიდვა საჭირო არ არის. ჩვენმა მეგობრებმა დარეკეს და თქვეს ვერ მოვალთო. 5. ეს წიგნი აღარ მჭირდება. შეგიძლია წაიღო. 6. არ იყო საჭირო ამ კაბის ყიდვა. ლამაზი არ არის და ძვირია. 7. ნინოს არ სჭირდება ამდენი ფული. მან მხოლოდ ხორცი და ბოსტნეული უნდა იყიდოს. 8. არ იყო საჭირო ამდენი ლაპარაკი ამ საკითხზე. ყველაფერი ნათელი იყო. 9. არ არის საჭირო შენი ინსტიტუტში წასვლა ახლა. ლექციები დამთავრდა და ვერავის ვერ ნახავ. 10. არ უნდა წაგეღო ნელის ლექსიკონი დაუკითხავად. ახლა იგი გაბრაზებულია შენზე.

ბ) 1. — სად აპირებ წასვლას ამ ზაფხულს? — ზღვის სანაპიროზე. — უმჯობესია მთაში წახვიდე. ზღვაზე ძალიან ეცხელება. 2. — რომელი კაბა მოგწონთ უფრო მეტად? — ამ წითელი კაბის ყიდვა მირჩევნია. ეს ფერი უფრო მიხდება. 3. უმჯობესია პალტო ჩაიცვა. ცივა. 4. — კინოში წამოხვალ? — სახლში დარჩენა მირჩევნია. ტელეგადაცემას ვუყურებ ამ საღამოს. — უმჯობესია ჩვენთან ერთად წამოხვიდე. ამბობენ, კარგი სურათია. 5. — იყიდი ამ პალტოს? — არა. მირჩევნია არ ვიყიდიო ახლა. არ მომწონს.

Topic 3

HOUSEKEEPING INTRODUCTORY TEXT

Mother wasn't feeling very well and father suggested¹ that she should go to spend a week with his cousin in the country. Mother insisted on staying at home and doing the spring cleaning; my sister Bella and I insisted on her taking a rest; we insisted that we could very well manage the spring cleaning ourselves.

I said: "You really need a rest. We shall have done everything by the time you come home again." Bella said: "If you go, we shall look after Father and the house properly, we promise that."

Father said: "After all, they are great big girls, can't they be trusted to do a bit of housekeeping without your telling them every minute what to do?" Mother said: "I just can't think of leaving the girls for a whole week with the house on their hands.² I'm afraid they'll only make a mess of things." At first she wouldn't hear of going, but finally we persuaded her³ to go and asked her to tell us how we should set about giving the house a good cleaning. This is what she told us: "First take everything out of the wardrobe, the cupboard, and the chest-of-drawers, which must be dusted inside and outside with a moist cloth. Father's suits, our frocks, coats, etc. must be hung out to air on the balcony. All the bedding — mattresses, quilts, eiderdowns, blankets, pillows must be taken out in the sun for a good airing. Remember, before taking them in again, all these things must be shaken out and cleaned with the vacuum-cleaner. All the china and glassware must be washed before putting it back in the sideboard and cupboard: the knives, forks and spoons must be polished. Then the walls and ceilings must be dusted. Use the long-handled broom, but don't forget to wrap the brush in a soft cloth. The window-panes, the doors and the window-frames must be well washed. The upholstered furniture must be cleaned with the vacuum-cleaner and

dusted; then the floors must be washed and polished and all the things must be put back in their places. We said we would remember all that and...

In the evening we saw Mother off⁴. My sister Bella had a little cry and Father took us to a café and treated us to ices⁵ to comfort us. We had never spent a week without Mother and here we were now, a couple of girls with the house on our hands. But we were sure we could manage it, as we were used to helping⁶ Mother about the house.

In the morning everything went off well, we were up⁷ in time to get breakfast ready. The eggs were boiled just right, the milk didn't boil over, altogether there were no mishaps. We saw Father to the door. Then while Bella washed up the breakfast things, I made the beds, swept the room, dusted the furniture and tidied up. Then we had a little discussion over the menu for dinner: Bella wanted potato soup and cutlets, and I wanted a nice stew and salad. I reminded Bella⁸, that Father always liked a stew and told her not to be selfish. So the matter was settled⁹. We immediately set out for the market.¹⁰ We bought some beef which seemed excellent to us, but it proved rather tough:¹¹ some potatoes and radishes, and apples of course. But when we got home we found we had forgotten to buy a little pepper, without which the stew wouldn't be tasty, and I had to run out again and get it, while Bella pared the potatoes and put the kettle on for lunch. That pepper was the beginning of the trouble: I was putting it into the pepper-box, and some of it got into my nose and I began to sneeze till the tears ran down my face; I rubbed my eyes, and they began to burn like everything.¹² That was not pleasant, I can tell you. But the worst of it was that Bella put some pepper into the saucepan and didn't tell me, and then I put some more in: you can imagine the result. My, but that stew was hot¹³! I was ready to cry, but Father only laughed and advised us not to cook one and the same dish together, because too many cooks spoil the broth¹⁴, as the saying goes. But the radish salad was excellent, with just exactly the right amount of vinegar and pepper. I made that, and I remembered Mother telling me that too much seasoning spoils a salad, so I was careful.

While I cleared away and washed up the dinner-things and Father rested, Bella said she would make pancakes for supper. I let her do it because it really isn't a difficult thing to do. But the

silly girl put the first lot on a cold frying-pan and was surprised why they wouldn't rise¹⁵. She was about to set up a howl¹⁶, so I had to help her, and comfort her, and finally those pancakes turned out all right¹⁷. So our first day of housekeeping was more or less successful, except, of course, that hot stew. We went to bed quite happy, not knowing what fate had in store for us for the very next morning.¹⁸

II

That morning, I ran out only to get the bread, leaving Bella to watch the kettle. But she heard the neighbour's baby yelling¹⁹ and of course, she just had to go and see what the noise was about: and when I returned, the kitchen and the rooms were full of soot and smoke. In her hurry Bella had dropped a dish-cloth on the burner and a good thing it didn't start a fire in the house²⁰. We opened all the windows and made an awful draught²¹, and then there was such a shaking out of table-cloths, bedspreads, counterpanes, pillows, rugs, etc., such dusting and cleaning that we were late starting out shopping.

I felt rather blue²² — if there is anything I hate, it is washing²³. But I really couldn't leave it all for Mother to do. So I had the pleasant prospect of doing it²⁴ all myself. That day we had mutton cutlets, and of course there was trouble: I think Bella wanted to sacrifice one of her fingers so that there should be an extra cutlet; she squeezed it in the mincing-machine till it bled. What a bother these younger sisters are²⁵! Always making a mess of things or of themselves! She managed to burn a large hole in Mother's apron, which I had to patch up.

Oh, washing day, the torture of all housewives! I think I shall remember that first washing of mine till my dying day. Something had gone wrong with the washing machine, so, what with rubbing, and wringing, and boiling, and rinsing, and starching and blueing, and wringing again, my hands were all sore and my back seemed ready to break. And finally the linen was overstarched and rather blue, so my washing wasn't much of a success. And then there was such a puddle in the kitchen that some water filtered into the kitchen of the people downstairs. And they made a row²⁶ and told us that if we didn't know how to live upstairs, we ought to live in the basement. I wonder how Mother managed to get through all

that work and yet be always cheerful and nice to everybody. I felt ready to cut everybody's throats, including my own, at the close²⁷ of that dreadful day.

WORD LIST

insist v.	prove v.	start v.
manage v.	tough adj.	draught n.
properly adv.	radish n.	tablecloth n.
promise v.	tasty adj.	bedspread n.
trust v.	pare v.	counterpane n.
mess n.	trouble n.	rug n.
finally adv.	pepper-box n.	prospect n.
persuade v.	sneeze v.	sacrifice v.
chest-of-drawers n.	tear n.	extra adj.
moist adj.	rub v.	squeeze v.
mattress n.	burn v.	mincing machine n.
quilt n.	imagine v.	bleed v.
eiderdown n.	result n.	bother n.
blanket n.	hot adj.	hole n.
pillow n.	advise v.	aaron n.
shake v.	dish n.	patch v.
vacuum-cleaner n.	spoil v.	torture n.
china n.	broth n.	washing machine n.
glassware n.	exactly adv.	wring v.
polish v.	amount n.	rinse v.
long-handled adj.	vinegar n.	starch v.
wrap v.	seasoning n.	blue v.
soft adj.	pancake n.	overstarched p. p.
window-pane n.	silly adj.	success n.
upholstered adj.	lot n.	filter v.
café n.	frying-pan n.	row n.
treat v.	howl n.	basement n.
comfort v.	successful adj.	cheerful adj.
couple n.	fate n.	throat n.
mishap n.	store n.	include v.
discussion n.	neighbour n.	close n.
menu n.	yell v.	dreadful adj.
stew n.	noise n.	
salad n.	soot n.	
remind v.	smoke n.	
selfish adj.	drop v.	
settle v.	dish-cloth n.	
immediately adv.	burner n.	

WORD COMBINATIONS

to take a rest
to have smth. on one's hands

to make a mess
to have a little cry

to treat smb. to smth.
 to be used to doing smth.
 to go off well
 to see smb. to (a place)
 to tidy up
 to settle the (a) matter (the matter was settled)
 to set out for (a place)
 it proved (rather tough, interesting, etc.)
 to pare (potatoes, apples, nails)
 they began to burn like everything
 the worst of it was that ...

My, but that stew was hot!
 to set up a howl
 these pancakes turned out all right
 in store
 What is all the noise about?
 to be late doing smth.
 to feel blue
 to leave smth. for smb. else to do
 to have the prospect of doing smth.
 what with
 to be (not much) of a success

N O T E S

1. **father suggested** — მამამ შესთავაზა, აზრი გამოთქვა.

to suggest — შეთავაზება, აზრის გამოთქმა.

The Georgian word შეთავაზება can be translated into English by *to suggest* and *to offer*.

a) One can offer a person a cup of tea, a book (things that can be held out and given to the person).

b) One can offer a person one's help, a job, work.

c) One can offer to help smb., to take smb. somewhere, etc.

When one suggests smth., one only puts an idea into the head of the person one is speaking to.

a) One can suggest a walk in the garden, a visit somewhere, etc.

b) One can suggest going on an outing, visiting someone, doing smth.

c) One can suggest that smb. should go for a walk, do smth., etc.

2. **with the house on their hands** — to have smth. on one's hands to have to take care of smth.

3. **we persuaded her** — დავითანხმეთ.

to persuade — cause smb. by reasoning to do smth.

syn. to convince.

The difference in meaning between *to convince* and *to persuade* lies in the fact that when we convince someone, we make him believe we are right; when we persuade someone, we make him act.

e. g. We convinced him that we were right and he was wrong.

He persuaded her to go and have a short rest.

A stubborn person may be convinced of the necessity of doing something, but it is difficult to persuade him to do it. To convince a person is to prove the truth to him. To persuade is more than that; it implies not only convincing, but also influencing a person to act, to do something on the basis of conviction.

Note the preposition with *to convince*.

e. g. We convinced him *of* it

I am convinced *of* it.

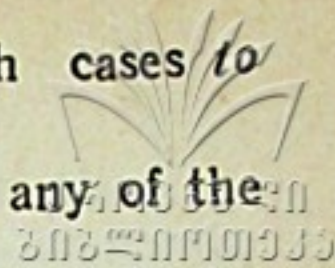
4. **we saw Mother off** — to see someone off — means to go to the railway station, to the airport, etc. with someone who is starting on a journey.

e. g. I'm going to see my friend off. He is leaving for Leningrad.

Many friends were at the station to see them off.

To see someone off does not mean to walk with him. In such cases *to accompany* may be used.

The Georgian გაცილება may also be translated into English by any of the following verbs:



a) to see someone to (a place) მიცილება, გაცილება.

e. g. May I see you home?

I'll see you to the door.

b) to walk someone to (a place) მიცილება, გაცილება.

e. g. I'll walk you to the theatre.

Let me walk you as far as the corner.

c) to accompany (which is a more literary word) გაცილება, თანხლება.

e. g. The guide accompanied the tourists to the museum.

5. **treated us to ices** — ნაყინით გაგვიმასპინძლდა.

To treat is a polysemantic word, i. e. it has several meanings. Here are some of them:

a) In the text it has the meaning of paying the cost (საფასური) of another person's food or entertainment.

e. g. Father took us to the café and treated us to ices.

I'm rich today. Let me treat you to a good dinner.

Whose turn is it to treat (pay for drinks, food, etc.)?

b) to treat — to act or behave towards smb. in this or that way — მოქცევა, მოპყრობა.

e. g. He treated the child kindly.

c) to treat — to give medical care to smb. in order to cure them — მკურნალობა.

e. g. What doctor is treating you?

How do you treat cases of rheumatism?

He was treated for grippe.

6. **we were used to helping** — დაჩვეულები ვიყავით მიხმარებას.

to be used to doing smth. — to be accustomed to.

Note the following constructions:

to be used + noun; e. g. Soldiers are used to discipline.

to be used + gerund; e. g. I'm not used to doing that kind of work.

7. **we were up** — ავდექით.

To be up—is a synonymical colloquial phraseological combination for *to get up*. The verb *to get up* expresses action, while *to be up* expresses state. *To be up* is very common in colloquial English e. g.

At seven I'll be already up and waiting for you.

8. **I reminded Bella** — ბელას შევახსენე.

to remind, to remember, to recall, to recollect.

to remind is a transitive verb and is used in the following combinations:

to remind smb. to do smth. e. g.

She reminded her daughter to pare the vegetables for dinner.

to remind smb. that, e. g.

She reminded me that I had promised not to be late.

to remind smb. of smb. or smth. e. g.

He reminds me of his father — მამამისს მაგონებს.

Shall I remind you of (about) your promise? — შეგახსენოთ თქვენი დაპირება?

to remember—to keep in memory. It doesn't necessarily imply *will* or *effort*. e. g.

I'll help you with the rule. I remember it quite well — მე დაგეხმარები ამ წესის სწავლაში. ძალიან კარგად მახსოვს.

Try to remember his telephone number. I need it badly—სცადე გაიხსენო მისი ტელეფონის ნომერი. ძალიან მჭირდება.

I'll tell you my telephone number. Will you remember it if I don't write it down for you? — გეტყვი ჩემ ტელეფონის ნომერს. დაიმახსოვრებ, თუ არ დაგიწერ?

Then I suddenly remembered I had left the book at home — შემდეგ უეცრად მომაგონდა, რომ წიგნი სახლში დამრჩა.

to recall, to recollect—to call back to mind, to wake a memory of—მოგონება, გახსენება.

e. g. She couldn't recall the incident—მან ეს შემთხვევა ვერ გაიხსენა.

to recall, and to recollect suggest an effort to bring smth. back to the mind. e. g.

Try as I might, I couldn't recollect where I had left my pen — ბევრი ვცაადე, მაგრამ ვერ გავიხსენე კალმისტარი სად დამრჩა.

I remember her face, but I can't recollect where I met her—მისი სახე მახსოვს, მაგრამ ვერ მომიგონებია (გამიხსენებია) სად შევხვდი.

9. **the matter was settled** — საკითხი გადაწყდა, მოგვარდა.

10. **We immediately set out for the market** — მაშინვე წავედით ბაზარში.

to set out for the market — to go to market — ბაზარში წასვლა.

Before the names of public institutions (school, hospital, market, prison, church and the like) no article is used when the use made of them is thought of and not the actual building or place. e. g.

He goes to school (to learn).

He was sent to prison (as a punishment).

He was in hospital (as a patient).

But: He left the school at eight p. m. (after the concert).

He went to the hospital (to inspect it).

11. **It (the meat) proved rather tough** — it turned out (it was found to be) rather tough — ხორცი საკმაოდ მაგარი აღმოჩნდა.

მაგარი ხორცი — tough meat.

რბილი ხორცი — tender meat.

12. **they began to burn like everything** — they began to burn awfully—საშინლად აძეწვა.

13. **My, but that stew was hot** — ოჰ, რა მწარე იყო ეს ბულაბა!

My! — interjection used in exclamatory sentences to express surprise, emphasis, etc.

hot — producing burning sensation on the tongue, throat, etc. — ცხარე. Pepper and mustard are hot.

14. **too many cooks spoil the broth** (proverb) — ბევრი მზარეული წვენს აფუჭებს.

The Georgian equivalent of the proverb is — ორ ძიძას შუა ბავშვი დაიხრჩო.

15. **why they wouldn't rise** — რატომ არ გაფუვდნენ.

Here *would* is a modal verb. It is used in the sense of *refuse to*.

Here the verb *to rise* means to go or come up higher. The Georgian for it is გაფუება.

16. to set up a howl — here, to begin to cry.

17. those pancakes turned out all right — those pancakes proved (to be) quite nice.

18. what fate had in store for us for the very next morning — რა ჰქონდა ბედს ჩვენთვის შემონახული მეორე დღისთვის.

The very next morning—the definite article is used with nouns modified by the adverb *very* and an adjective. *The very* is translated into Georgian as—სწორედ ის.

e. g. She is the very woman I wanted to see — ეს სწორედ ის ქალია, რომლის ნახვაც მინდოდა.

19. she heard the neighbour's baby yelling — here, she heard the neighbour's baby crying very loudly.

20. a good thing it didn't start a fire in the house! — კიდევ კარგი, რომ სახლს ცეცხლი არ წაეკიდა.

21. made an awful draught — to make a draught — ორპირი ქარის მოწყობა.

22. I felt rather blue — ცუდ ხასიათზე დავდექი, გუნება გამიფუჭდა.
to feel blue — to be in low spirits, to feel depressed.

23. if there is anything I hate, it is washing! — თუ რაიმე მეჯავრება, ეს რეცხვაა! ყველაზე მეტად რეცხვა მეჯავრება!

24. I had the pleasant prospect of doing it (said ironically)—I was not looking forward to doing it (the washing).

25. What a bother these younger sisters are! — რა შემაწუხებლები არიან უმცროსი დები!

26. they made a row — აურზაური, აყალმაყალი ატეხეს.

to make (kick up) a row — make a big noise, cause trouble by making strong objections.

27. at the close — at the end.

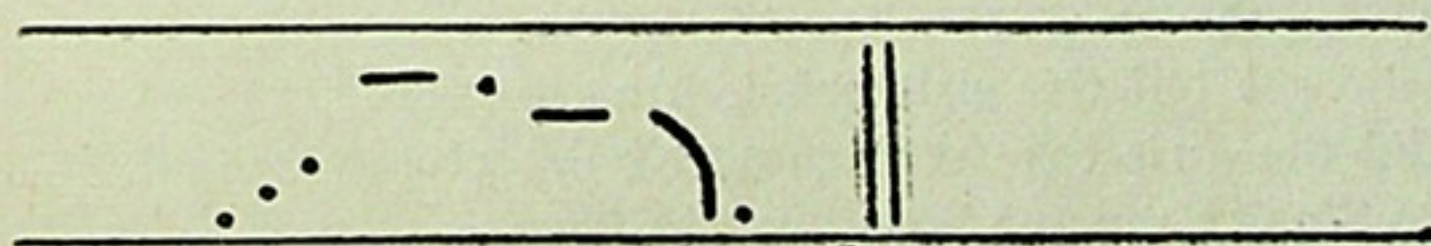
PHONETIC NOTES

THE GRADUAL (REGULAR) DESCENDING SCALE AND THE BROKEN DESCENDING SCALE

The Gradual Descending Scale is used when the speaker attaches more or less equal importance to all the words he stresses in the sentence.

She is a very good student.

[ʃɪ ɪz ə'verɪ 'gud stju:dənt]

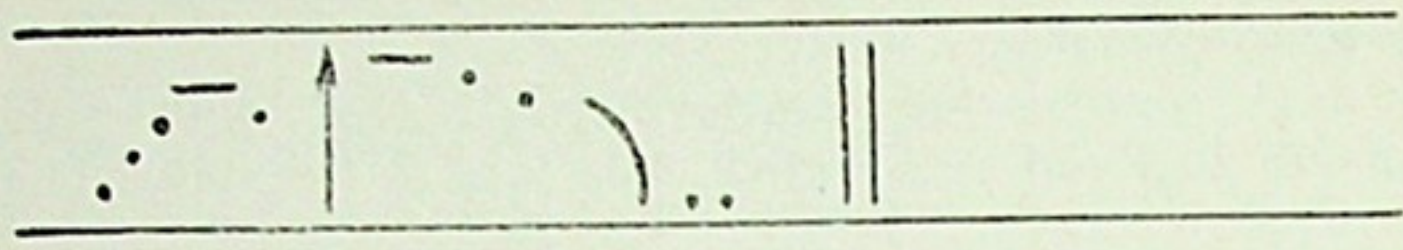
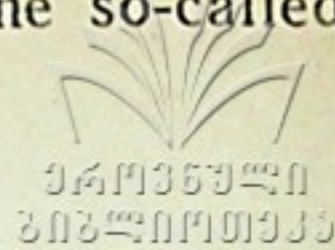


When the meaning of the sentence requires that a word should be made more prominent than its neighbours, the speaker pronoun-

unces it higher than the preceding syllables, using the so-called Broken Descending Scale.

She is a girl of outstanding qualities.

[ʃi ɪz ə'gɔ:l əv ɪ autstændɪŋ ɹkwɒlɪtɪz]



PHONETIC EXERCISES

Ex. 1. Read the following sentences and discuss their intonation:

1. We saw Father to the door.
2. I may have put the knife on the shelf.
3. Something had gone wrong with the washing-machine.
4. The arm-chairs must be cleaned with the vacuum-cleaner.
5. Are you still cleaning up?
6. Won't you come into the kitchen with me?
7. Will you make a cake for me?
8. Would you like me to bake a cake?

Ex. 2. Transcribe and intone the sentences given in ex. 1.

Ex. 3. Read the following sentences:

I 'haven't 'seen you for a †long ↘time.

They 'see each 'other †every ↘day.

The 'weather is †so ↘calm today.

Ex. 4. Read and transcribe the following sentences:

Jack †really ought to find out the truth.

I can't believe a †single word of it.

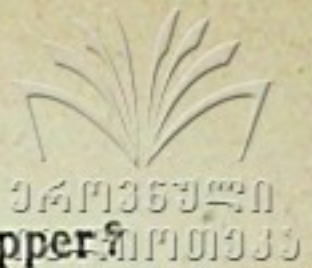
Now he feels †quite happy.

She can bring the book †only tomorrow.

LEXICAL EXERCISES

Ex. 1. Answer the following questions:

1. Who was not feeling very well?
2. What did father suggest mother should do?
3. Why did mother insist on staying at home?
4. Was she persuaded to go finally?
5. Where was she to go?
6. What did she tell the girls before her departure?
7. How did the girls take their mother's departure?
8. What difficulty did the girls have to face?
9. Were they used to helping their mother about the house?
10. How did their first day without Mother begin?
11. What was the best plan, as they thought?
12. What did the girls do after their father had left for his office?



13. What menu for dinner did they decide upon?
 14. What did the girls buy in the market?
 15. When did the girls find out they had forgotten to buy some pepper?
 16. Why could they not do without it?
 17. In what way did they get the pepper?
 18. What did Bella do while the elder sister ran out for the pepper?
 19. Why was the pepper "the beginning of the trouble"?
 20. How much pepper did the girls put into the stew?
 21. Why was the stew not very tasty?
 22. Were the girls sorry? How did their father take it?
 23. What did their father mean by the proverb "Too many cooks spoil the broth"?
 24. Was the radish salad good? Why?
 25. What did the girls and their father do after dinner?
 26. Is it difficult to make pancakes?
 27. How do you make them?
 28. Why did the first pancake not rise?
 29. What was the girls' reaction to it?
 30. Why did the pancakes finally turn out all right?
 31. Were the girls pleased with their first day?
 32. Where did the elder sister go the next morning?
 33. What did Bella have to do meanwhile?
 34. What made her go to the neighbour's?
 35. What did the elder sister find when she returned?
 36. What caused the smoke?
 37. What steps did the elder sister take?
 38. What did they have for dinner that day?
 39. What happened to Bella?
 40. What did Bella do to her mother's apron?
 41. Did the girls find washing easy or difficult?
 42. How do you usually do your washing?
 43. Do you find washing pleasant or unpleasant work?
 44. How did Bella's sister feel after doing the washing?
 45. Was the linen all right after the washing?
 46. Why did some water filter through into the kitchen of the people living downstairs?
 47. How do you think the girls' mother managed to get through all that work successfully, and to be always cheerful and nice to everybody?
 48. What did the elder sister feel like at the close of that day?
- Ex. 2. Find adjectives in the text corresponding to the following words:
taste, success, happiness, dread, to overstretch, selfishness, pleasure, difficulty, to surprise.
- Ex. 3. Give nouns corresponding to the following verbs and translate them into Georgian:
to convince, to plan, to comfort, to treat, to divide, to discuss, to laugh, to cry, to advise, to howl, to yell, to sacrifice, to starch, to close, to season.
- Ex. 4. Make up 9 sentences, using the following constructions:
I suggest a long walk.

I suggest *going for a walk*.

I suggest *that we should go for a walk*.

Ex. 5. Use *to suggest* and *to offer* in the following sentences:

1. As she lags behind the group we ... her our help. 2. He ... us a cup of tea. 3. As it was raining she ... us her raincoat and umbrella, but when we refused, she ... that we should stay at her place till the rain was over. 4. It is five o'clock. I ... that we should start immediately. 5. As she was ill I ... to go to the chemist's to buy some medicine for her. 6. I ... discussing this book at our home-reading lesson. 7. She ... going to the restaurant for dinner, as she could not ... us anything substantial. 8. He was ... a new job. 9. She ... giving the house a good cleaning and we ... to help her.

Ex. 6. Select the word suited to the context from those in brackets and give the reason for your choice:

(to convince, to persuade)

1. We spent a full half hour trying ... him to take a thorough medical examination, but no argument could ... him of its necessity and he refused absolutely. 2. Although he was ... that it was his duty to speak of the matter, we had to ... him to do so, as he was shy of speaking in public. 3. Though we ... him that the matter was urgent, we could not ... him to take immediate steps. 4. Mr. Pickwick's friends could not ... him to pay Mrs. Bardell because he was ... that he had not wronged her. 5. Although she was ... that her illness was serious, no one could ... her to see a doctor. 6. John was ... that smoking was harmful but no power on earth could ... him to give it up. 7. It took hours of argument ... him that the plan was really practical.

(to see off, to see, to walk, to accompany).

1. As it was very late my friend ... me home. 2. We went to the airodrome ... the student delegation. 3. The nurse ... the wounded officer to the hospital. 4. After dinner, the host ... his guests to the door.

(remember, recall, recollect, remind).

1. Her face was familiar to him, but he could not ... where he had met her. 2. You say you ... taking the documents with you. Perhaps if you try, you will ... all the places you stopped at on your way here. 3. I'm afraid I'll forget to go there. ... me about it, please. 4. Bella didn't ... where she had put the mincing-machine. 5. Try to ... all the events that took place on that day. 6. He ... me of his father. He has the same face, the same figure as he had.

Ex. 7. Make up sentences of your own, using the following word combinations: to treat somebody to something, to be used to doing something, to set out for (a place), to set up a howl, to feel blue, to leave something for somebody else to do, to be (not much of) a success, to make a row, to get through something.

Ex. 8. Comment on the meaning of the following in connection with the story and paraphrase each sentence:

1. Mother was not feeling very well. 2. We persuaded her to go and have a short rest. 3. My sister Bella had a little cry. 4. Father treated us to ices. 5. Here we were now, a couple of girls with the house on our hands. 6. We were up in time. 7. The eggs were boiled just right. 8. There were no mishaps. 9. We saw father to the door. 10. I made the beds. 11. Then we had a little discussion over the menu for dinner. 12. We immediately set out for market

14. We bought some beef which proved rather tough. 15. I rubbed my eyes, and they began to burn like everything. 16. My, that stew was hot! 17. We felt ready to cry. 18. Too many cooks spoil the broth. 19. I remembered Mother telling me that too much seasoning spoils a salad. 20. I let her do it, because it really isn't a difficult thing to do. 21. She was surprised why they wouldn't rise. 22. She was about to set up a howl. 23. We went to bed quite happy, not knowing what fate had in store for us the very next morning. 24. I felt rather blue. 25. I had the pleasant prospect of doing it all myself. 26. My washing wasn't much of a success. 27. Some water filtered through into the kitchen of the people downstairs.

Ex. 9. Fill in the blanks with prepositions and adverbs where necessary:

1. We insisted ... Mother's going ... the country and spending a week ... her cousin. 2. He said ... his secretary: "Please remind ... me ... the meeting ... Monday". 3. I'll be back ... five minutes. Wait ... me ... front ... the house. 4. The white boss treated ... the Negro workers very cruelly. 5. ... first I had to look ... a lot ... words, now I can read without a dictionary. 6. I'm going to see my friend He is leaving ... Moscow. 7. What doctor is treating you ... your illness? 8. The guide accompanied the tourists ... the museum. 9. "Is there a chance ... our seeing him today?" he asked. 10. Mr. Murdstone treated ... his stepson very cruelly. 11. Doctor Petrov is treating my cousin ... rheumatism. She is much better now. 12. I insist ... your answering my question now. 13. She insisted ... his staying here. 14. He went ... the country ... the week-end. 15. The teacher insisted ... reviewing all the texts. 16. The plan will have been fulfilled ... the end of the month. 17. Every mother looks... her children. 18. Don't worry, she will take care ... the children. 19. He left the house ... locking the door. 20. I am fond ... spending my leave ... the mountains. 21. Who does she remind you ... ? 22. Nellie is leaving ... Moscow ... Sunday early ... the morning. Who will see her ...? 23. She must not leave behind any ... her numerous suit-cases. Who will see ... that? Can I trust ... you? 24. The hostess felt happy, everything went ... well.

Ex. 10. Translate into English:

1. — რამდენი ხანია, რაც თეთრეულს ხარშავ? — ორი საათია. — მეტი ხარშვა საჭირო არ არის. ახლა გადმოდგი ქვაბი, სარეცხი გაწურე, შემდეგ თბილ და ცივ წყალში გაავლე, გააღილავე, გაახამე და აივანზე გაფინე. 2. ამდენი ხანვი არ მჭირდება, ახლა ხორცი დაქერი. 3. არაფერი მაქვს საწინააღმდეგო, ტორტი რომ გამოაცხო. მართალია ვაშლის ნამცხვარი მირჩევნია, მაგრამ ტორტსაც სიამოვნებით შევექცევი. — თუ ვაშლსა და მაწონს იყიდი, ვაშლის ნამცხვარსაც გამოვაცხო. ამ საღამოს სტუმრებს ველოდები და მინდა რაიმე გემრიელი საჭმელით გავუმასპინძლდე. 4. გუშინ სარეცხი მქონდა. თუ რაიმე მეჭავრება, ეს რეცხვაა. 5. როდესაც ბაზრიდან სახლში დავბრუნდი, ნელი ბოსტნეულს არჩევდა სადილისთვის, ბელა კი ქვაბებს ხეხავდა. სახლი უკვე დაელაგებინათ. 6. მე გთავაზობთ სახლი 29-ში დავალაგოთ. მაშინ 31-ში თავისუფლები ვიქნებით და შევძლებთ გოჭისა და ინდაურის შეწვას და ნამცხვრების გამოცხობას. 7. წინააღმდეგი ხომ არ იქნები, თუ სადილად მარტო სალათს მოვამზადებ? დღეს ინსტიტუტში კრება გვაქვს და ვშიშობ სხვა რამის მომზადებას ვერ შევძლებ. 8. მე მოვითხოვ, რომ ნიკომ გააცილოს გოგოები სახლში, რადგან პეტრე აქ უნდა დარჩეს და დაგვეხმაროს. 9. ეს კაბა არ მჭირდება, დამიპატარავდა. შეიძლება ნინოს ჩავაცვათ. კაბა ჯერ სულ ახალია. 10. უკეთესი არ იქნება, რძე ახლავე ავადულოთ? შეიძლება აიჭრას. 11. — მე მოვითხოვ, რომ ეს ბულაშა ნონამ

მომზადოს. — მე კი გთავაზობთ, რომ ყველამ მივიღოთ მონაწილეობა სადილის მომზადებაში. 12. გუშინ ბელამ ეს წიგნი შემომთავაზა წასაკითხად. მაგრამ მე ვუთხარი, უკვე წავიკითხე-მეთქი. 13. — ვინ მკურნალობს შენ დას? — ექიმი ბრაუნი. იგი ძალიან კარგი ექიმია. 14. — მე გთავაზობთ პარკში გავისეირნოთ — არ მგეცალობს მამა უნდა გავაცილოთ. ის კიევში მიდის ამ საღამოს. 15. — მე გთავაზობთ ინდაური ჩვენს ლუმელში შეწვათ. — მერის არ უნდა. ამბობს უხერხულიაო. 16. მთელი საღამო ველაპარაკებოდით ჯონს, ვიდრე დავითანხმებდით სანატორიუმში წასვლაზე. 17. — უმჯობესია ლოგინი გაბერტყო, სანამ მე ხალიჩებს გავწმენდ მტვერსასრუტით. — ლოგინის გაბერტყვას მირჩევნია მთელი სახლის საქმე გავაკეთო. 18. ინსტიტუტში წასვლამდე საწოლები გაასწორე და ოთახები გაანიავე. 19. — ნუ გეშინია, ჩვენი სტუმრები აუცილებლად მოვლენ. — მე ვუთხარი ხუთ საათზე მოსულიყვნენ, ახლა კი უკვე შვიდის ნახევარია. 20. — უმჯობესია სახლს მიხედო. ვერ ხედავ ბავშვებმა ყველაფერი აურ-დაურიეს? — არ მცალია. თუ ბაზარში არ წავედი ახლა, 12 საათის შემდეგ ვერაფერს ვერ ვიშოვი.

Ex. 11. Topics for oral or written compositions:

1. Your experience in housekeeping.
2. What household duties do you like and which do you dislike? Give your reasons.
3. Cooking as a hobby.

DIALOGUE I

Annie: Can I help you with the cooking, Rose?

Rose: It's very kind of you to offer your help. If you mince the meat for the cutlets, I'll pare the potatoes and cut up the onions and greens.

Annie: Shall I cut the meat into small pieces before mincing?

Rose: No, you needn't cut it up too small. Get the knife from the left hand drawer.

Annie: It isn't there.

Rose: I may have put it on the shelf. Here it is.

Annie: I've done the mincing. What shall I do now?

Rose: I should be very grateful if you went down to the fruiterer's round the corner for some grapes or peaches. He's sure to have some.

Annie: But there is a bag of peaches in the cupboard.

Rose: Oh, Bob must have brought them. You needn't go then, but I'd like you to wash them and put them in the fruit-bowl.

Annie: Don't you need some fresh bread?

Rose: Oh, you needn't bother, Bob is sure to bring it when he comes.

WORD LIST

mince v.
grateful adj.
peach n.

onion n.
fruiterer n.
fruit-bowl n.

drawer n.
grapes n.
bother v.

PHONETIC EXERCISES

- Ex. 1. Put stresses in the following sentences, giving your reasons:**
1. My sister insisted on her taking a rest. We insisted that we could very well manage the spring cleaning ourselves.
 2. If you go, we shall look after Father and the house properly, we promise that.
 3. Remember, before taking them in again, all these things must be shaken out and cleaned with the vacuum-cleaner.
 4. Have you bought vegetables for dinner? Yes, I have.
 5. She didn't tell me about it.
- Ex. 2. Mark all the stressed words in Dialogue 1.**

LEXICAL EXERCISES

- Ex. 1. Answer the following questions:**
1. Do you help your mother with the cooking?
 2. Who does the cooking in your house?
 3. Must you mince the meat for cutlets?
 4. You've got a mincing-machine, haven't you?
 5. Do you buy fruit at the fruiterer's or in the market?
 6. Which do you like better, peaches or grapes?
 7. Do you put fruit in a fruit-bowl or in a vase?
 8. What do we pare potatoes with?
 9. Do you peel fruit before eating it?
 10. Do you peel peaches?
 11. What other vegetables do we pare besides potatoes?
- Ex. 2. Give nouns corresponding to the following verbs:**
to bother, to wash, to offer, to persuade, to bake, to remember, to recollect, to mince, to wrap, to frame, to stew, to boil, to rub, to care, to prove, to remind, to burn, to die, to start, to hate, to sacrifice, to bleed.
- Ex. 3. Give adjectives corresponding to the following verbs:**
to succeed, to bother, to die, to break, to starch, to pare, to burn, to taste, to please, to imagine, to boil.
- Ex. 4. Make up sentences of your own, using the following words and word combinations:**
to pare; to cut up the onions; to mince; round the corner; to be sure to ... ; to be grateful; peaches; fresh, to persuade; to convince; to suggest.
- Ex. 5. Fill in the blanks with prepositions and adverbs:**
1. Can you help me... the cooking today?
 2. Please cut the meat... small pieces ... mincing.
 3. Will you help me to mince the meat ... the cutlets?
 4. Put the knives and forks ... the drawer.
 5. The fruiterer's shop is ... the corner.
 6. The bag ... grapes is ... the sideboard.
 7. Put the saucepan ... the shelf.
 8. I get ... early in the morning and set ... market.
 9. She was ready to set ... a howl when she failed ... the exam.
 10. Did you see your brother ... last week?
 11. Quilts, blankets, pillows must be taken ... the sun ... an airing as often as possible.
 12. Mother insisted ... my entering the Institute ... Foreign Languages.
 13. I am afraid she'll only make a mess ... things.
 14. I am used ... helping

Mother ... the house. 15. Do you have a discussion ... your people ... the menu ... dinner every day? 16. ... the beginning everything went ... well, we were ... time to get breakfast ready. 17. Put some pepper and salt ... the sauce-pan. 18. I shall never forget that first washing ... mine ... my dying day. 19. The stove was smoking and the room was full ... soot. 20. I was very tired ... the close ... that dreadful day.

Ex. 6. Insert suitable words from the text:

1. We make cutlets from ...
2. For mincing meat we need.
3. We keep cutlery in
4. In the park Nick ... us to an ice-cream each.
5. Do you know a dentist who ... teeth well?
6. There were no vegetable dishes on
7. My brother suggested that we should buy some ... fish.
8. We finally ... her to remain with us for another week.
9. He couldn't ... his sister that her future didn't lie in teaching.
10. Wine is made from.... .
11. We bake pancakes on
12. She cleans her carpets with
13. I couldn't ... the child to go to bed.
14. I am ... that Communism can be built in one country.
15. We buy milk, butter and cheese at... .
16. Dishes without ... are not tasty.
17. We keep pepper in
18. Too much seasoning ... a salad.
19. Do you ... when you catch cold?
20. We go to ... for vegetables and fruit.
21. Do we eat meat raw or ...?
22. ... is the meat we get from the sheep.
23. Beef is the meat we get from
24. My hands were all ... after washing the whole day.
25. We must ... collars to make them stiff.
26. In her hurry Bella dropped a dish-cloth on ... and it caught fire.
27. I felt ready to cut everybody's throats ... my own.
28. He felt rather ... when he failed in the exam.
29. The meat I bought proved rather
30. He could not ... where he had left his key.
31. I ... the photo but I can't ... where I saw it.
32. What doctor ... you?
33. When I was at the seaside I got ... to getting up early.
34. The girl ... me of her mother.

Ex. 7. Suggested topics for oral and written compositions:

1. Speak about the relations between Annie and Rose.
2. Think what else, besides cutlets, can be made of minced meat. What would you have made?
3. What do you think of Rose as a housewife?
4. What do you think of Bob?
5. Sharing household duties: your opinion on the matter.

DIALOGUE 2



Edith: Good morning, dear! Still cleaning up?

Mona: I've already aired and dusted the rooms and I'm going to wash up the breakfast things. Won't you come into the kitchen with me¹? Unless you prefer to have a chat² in the living-room.

Edith: Oh, no, I'd rather make myself useful³. I'll help you to wipe the dishes. Where is your tea-cloth?

Mona: You needn't wipe them, I put them to dry on a plate-rack

Edith: Do you⁴? Let me see the rack. Oh, that's a handy thing. I'll tell Mother to buy one too. Well, what shall I do?

Mona: You may clean the cutlery and I'll scrub the pots and pans. Would you like to help me with the cooking?

Edith: I'd love to⁵, but I'm a bad cook⁶, I'm afraid. Still, I can pare the vegetables and make a cake.

Mona: Can you? Will you make a cake for me?

Edith: Yes, certainly... I've already pared the vegetables. What shall I do with the peel?

Mona: Put it into the refuse-chute, please, and if you don't mind, wash the vegetables.

Edith: Good. I need a good hot oven to bake the cake. Is yours a gas-range?

Mona: Yes, haven't you noticed the gas-meter over there? Now I'm going to mince this piece of veal. Will you kindly take the mincer and the frying-pan out of the dresser?

Edith: Here you are, and may I have the pie-board and the rolling-pin?

Mona: Yes, certainly, you'll find them in the dresser too. Look, there's some orange peel, would you like it for the cake?

Edith: Yes, let me have it.

Mona: Here you are. Everything will be ready in an hour or so⁷.

Edith: Many hands make light work, as the saying has it.

WORD LIST

clean up v.

oven n.

tea-cloth n.

mincer n.

handy n.

pie-board n.

peel n.

refuse-chute n.

mince v.

plate-rack n.

dresser n.

scrub v.

gas-meter n.

wipe v.

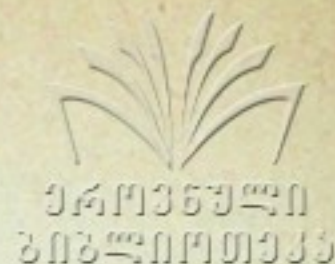
frying-pan n.

cutlery n.

rolling-pin n.

WORD COMBINATIONS

to be a good (bad) cook
if you don't mind ...
let me have it
in an hour or so



NOTES

1. **Won't you come into the kitchen with me?** — სამზარეულოში ხომ არ შემოხვები?

In the dialogue we find a number of sentences expressing polite request: e.g.

Will you kindly take the mincer out of the dresser?

Would you like to help me with the cooking? etc.

To express consent, permission to do something, use the following answers: certainly, of course, naturally. If you express permission to use something belonging to you, say: Yes, of course; do, please; you are welcome; certainly; go ahead; etc., e. g.

— May I have the pie-board?

— Yes, of course (certainly, etc.).

If you are asked to hand something over, say: Here you are, or here it is (here they are), e. g.

— Let me have some orange peel.

— Here you are.

To turn down a request, say: I'm sorry, you can't; No, don't, etc.

2. **to have a chat**=to chat.

chat v. i. — to talk in an easy way (esp. about things not very important).

3. **I'd rather make myself useful** — I prefer to help you

4. **Do you?**

Here *Do you* expresses surprise on the part of the guest.

5. **I'd love to** — I should love to—with pleasure, gladly, willingly, it gives me pleasure to do so.

6. **I'm a bad cook** — I cook badly, I'm bad at cooking.

7. **in an hour or so** — in about an hour. This word combination suggests uncertainty.

PHONETIC NOTES

THE USE OF THE RISING TONE

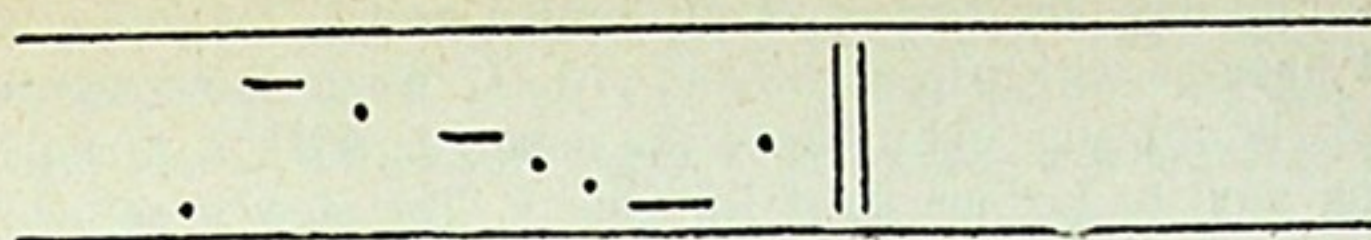
The rising tone which is indefinite and non-categoric in character is used in general questions, requests, in the first part of alternative questions, and in the second part of disjunctive questions when the speaker is not sure of the answer he will get. It is also used in:

1) non-categoric statements, or sentences in which something is implied (doubt, uncertainty, etc.), e. g.

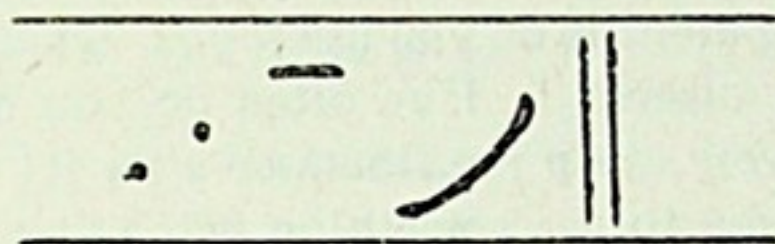
I'd rather make myself useful...

(... if you don't object to it)

[aɪd 'rɑ:ðə 'meɪk maɪself ʌju:sful]

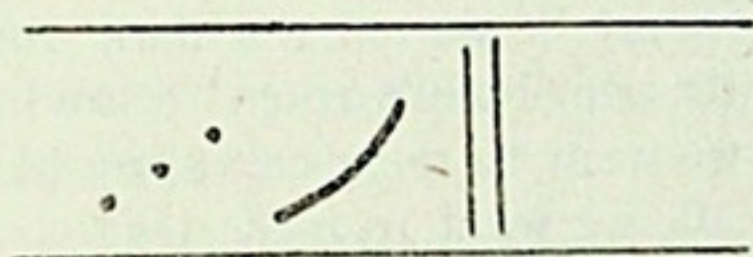


I am a bad cook...
(but I'd like to help you)
[aɪm ə 'bædʃkʊk]

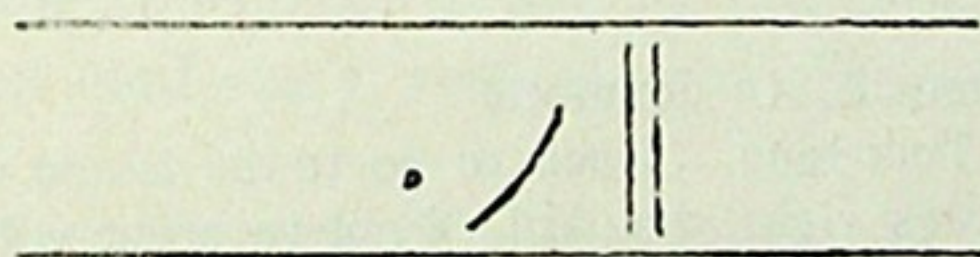


2) greetings pronounced on parting. e. g.

Good afternoon!
[gʊd ɑ:ftə'nu:n]



Good-bye!
[gʊd'baɪ]



PHONETIC EXERCISES

Ex. 1. Read the following sentences:

'May I 'take the ʃpie-board? You'll 'find them in the ʌdresser. I'd 'love to ʃhelp you ... 'Stop ʌlaughing! 'What a ʌdreadful day! 'Still 'cleaning ʃup? So ʃlong! 'Do you pɹéfɹ to have a 'chat ʃhere? 'Switch 'on the ʌlight. 'Where shall I ʌput it? 'Will you 'mince the ʃmeat? 'What shall I 'do with the ʌpeel?

Ex. 2. Find examples of your own to illustrate the use of tones in sentences containing one sense-group. Transcribe and put them on staves.

Ex. 3. Define the types of the following sentences. Read, transcribe and put them on staves.

1. Oh, washing day, the torture of all housewives! 2. Too many cooks spoil the broth. 3. I hope he will help us (... but ...). 4. Where is my apron? 5. Who has taken it? 6. Would you like to bake the cake yourself? 7. I shall remember it till my dying day! 8. Let me do it for you. 9. The stew is spoilt. 10. Don't rub your eyes. 11. Is the soup too salty? 12. Don't touch it. 13. I'll try to mix the salad ... (but ...). 14. Hallo! 15. I must go. Good evening!

LEXICAL EXERCISES

Ex. 1. Answer the following questions:

1. What do we usually keep in a cupboard? 2. What do we usually keep in a dresser? 3. What cooking utensils do you use if you want to fry some potatoes? 4. What do we use to dry dishes? 5. How often do you do your rooms? 6. Do you do the dusting before you sweep the floors or after it? 7. What polite phrase do you use to allow a person to use something belonging to you? 8. What will you say if you are asked to hand something over? 9. What phrases do you use to turn down a request?

Ex. 2. Make up sentences of your own, using the following words:

to clean up, to air, to dust, to wipe, to scrub, the cutlery, to pare, refuse-chute, to bake, to mince, pie-board, rolling-pin, certainly.

Ex. 3. What do we do when

1. we want to air the room? 2. we enter a dark room? 3. we must tidy our room? 4. we want to enter somebody's room? 5. we have to wash up? 6. we have to wipe the dishes? 7. we want to make cakes? we have to pare vegetables? 9. we have to mince meat? 10. we want to make tea?

Ex. 4. Describe situations in which you would say each of the following:

1. Oh, that's a handy thing. 2. Do you? 3. I'd love to. 4. I'm a bad cook, I'm afraid. 5. Yes, certainly. 6. Here you are. 7. You'll find it in the dresser. 8. Let me have it. 9. Many hands make light work.

Ex. 5. Choose the correct word from those in brackets and give the reason for your choice:

(to persuade, to convince)

1. It didn't take Tom long... Huck to go to the island with him. 2. Though he was ... that he was right, he decided not to argue with his sister. 3. The last test ... the students of the necessity of working hard to improve their English.

Ex. 6. Fill in the blanks with prepositions and adverbs wherever necessary:

1. Won't you come ... the sitting room ... me? Unless you prefer to help me ... my cooking. 2. I always put the dishes to dry ... a plate-rack. 3. You will find the knife ... the left-hand drawer ... the dresser. 4. Alice didn't know what to do ... the peel ... the vegetables she had pared, and Mona told her to put it ... the refuse-chute ... the corner. 5. If you are going to dust the ceiling, wrap the brush ... a soft cloth. 6. I've hung the linen the balcony to dry. 7. Peter succeeded ... getting a gold medal ... a competition last year. 8. John suggested ... his friends that they should take part ... the football match that would be held ... the sportsfield ... their Institute. 9. ... supper we saw our guests ... the door and went ... bed. 10. What do you scrub pots and pans ... ? 11. I insist ... making a stew ... dinner as father is very fond ... it. 12. You needn't go ... market. We can buy everything ... the grocery ... the corner. 13. Have

- you pared the potatoes ... this knife? You needn't have done that, we use that knife ... slicing bread. 14. Wash the fruit and put it ... the fruit-bowl.
- Ex. 7. Use forms of polite request in asking a classmate to do something for you.
- Ex. 8. Answer a polite request made by a classmate.
- Ex. 9. Tell the class an episode illustrating the proverb "Many hands make light work."
- Ex. 10. Write a composition on the proverb "Too many cooks spoil the broth."
- Ex. 11. Discuss these two proverbs in class.

M O O D

(continued)

In subordinate clauses the subjunctive mood expresses various shades of meaning — concession, supposition, possibility, wish, etc. Accordingly, the subjunctive mood is used in the following kinds of subordinate clauses:

1. In adverbial subordinate clauses of condition to express an unreal condition:

But I owe so much to you that I should be very unhappy if you forgot me. (B. Shaw).

If somebody *asked* you, what *would you say*? (Gr. Greene).

If only either of us *had laughed* it *would have been* different.
(John Braine).

I shouldn't bother about it if I *were* you. (B. Shaw).

2. The subjunctive mood is used in adverbial clauses of purpose:

He got up cautiously, so that he might not wake the sleeping boy. (Cronin).

3. In adverbial clauses of comparison (or manner):

You talk about me as if I were a motor bus. (B. Shaw.)

4. In predicative clauses:

I felt as if I were choking. (Gr. Greene).

I felt as if I were being sent home from a party. (Gr. Greene).

5. In subject subordinate clauses:

Somehow it seemed tremendously important that I should hold her hand. (J. Braine).

6. In object subordinate clauses, etc.:

I wish I were ten years older. (J. Braine).

I wish you'd left me where you found me. (B. Shaw).

The Subjunctive Mood in English often corresponds to the same mood in Georgian.

Conditional Sentences

Conditional sentences consist of two parts: the condition (which is expressed in the subordinate clause) and the consequence (in the principal clause).

There are three types of conditional sentences:

1. In the first type, real conditional sentences, in which the condition usually refers to the future, the indicative mood is used.

If he comes in time, he will help us.

თუ ის დროზე მოვა, დაგვეხმარება.

2. In the second type, unreal conditional sentences referring to the present or future, the Past Subjunctive of the verb "to be" is used in the subordinate clause; with other verbs the same meaning is expressed by a form analogous with the Past Indefinite of the Indicative Mood. In the principal clause we find the analytical subjunctive consisting of the mood auxiliary *should* or *would* and the Indefinite Infinitive.

If he *were* here, he would help us.

ის რომ აქ იყოს, დაგვეხმარებოდა.

If he came, he would help us.

რომ მოვიდეს, დაგვეხმარებოდა.

Conditional sentences of this type are rendered in Georgian by the tenses — აწმყოს კავშირებითი (or კავშირებითი 1) and ხოლმეობითი.

3. In sentences of unreal condition referring to the past, a form analogous with the Past Perfect of the Indicative Mood is used in the subordinate clause; in the principal clause — the analytical subjunctive consisting of the mood auxiliary *should* or *would* and the Perfect Infinitive.

If he had come in time we should have gone out together — ის რომ დროზე მოსულიყო, გავისეირნებდით.

In Georgian such a condition is rendered by ნამყოს კავშირებითი and ხოლმეობითი. Sometimes the condition can refer to a past time and the consequence to a present time and vice versa:

If he had stayed in bed two days longer he would be better now — იგი რომ კიდევ ორი დღე წოლილიყო ლოგინში, ახლა უკეთესად იქნებოდა.

Modal Verbs—Should, Ought

The modal verbs *should* and *ought* are often interchangeable.

Should is followed by the infinitive without the particle *to*; *ought* is always used with the *to*-infinitive.

Should and *ought* are used to express obligation and advice; something that is proper and naturally expected.

In the case of moral obligation or duty *ought* is more often used.

e. g. You ought to see your sick friend — უნდა ნახო შენი ავად-მყოფი მეგობარი.

Should mostly expresses advisability.

e. g. If you don't want to fall ill, you should be more careful
 თუ ავად გახდომა არ გინდა, უფრო ფრთხილად უნდა იყო.

Both *should* and *ought* can express something that is naturally expected.

e. g. This wine ought to be excellent. It has been kept in the cellar for twelve years. — ეს ღვინო შესანიშნავი უნდა იყოს. თორმეტი წელია მარანში ინახება.

This story should be very interesting. It is written by a well-known writer — ეს მოთხრობა საინტერესო უნდა იყოს. ცნობილი მწერლის კალამს ეკუთვნის.

Should and *ought* used with the indefinite infinitive refer to the present or future.

Object Clauses with Should

When we find verbs denoting order, suggestion, advice, desire, etc. in the principal clause, the analytical subjunctive with the auxiliary *should* (for all persons) is used in object clauses.

He orders (ordered) He suggests (suggested) He insists (insisted) He demands (demanded)	}	that everything <i>should be</i> ready by 5.
--	---	--

This use of the subjunctive mood often corresponds to the same mood in Georgian.

მან ბრძანა (შემოგვთავაზა), რომ ყველაფერი მზად ყოფილიყო.

The Gerund as Adverbial Modifier

The gerund can be used as adverbial modifier of time, manner, cause, attending circumstance, purpose, condition, etc. In this function the gerund is always preceded by a preposition.

After leaving the umbrella in the hall, she entered the living-room. (adv. of time).

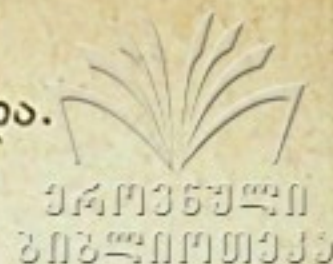
ქოლგა დერეფანში დატოვა და შემდეგ ოთახში შევიდა.

She couldn't speak *for laughing*. (adv. of cause).

სიცილით ველარ ლაპარაკობდა.

She left the room *without saying* a word. (adv. of manner).

იგი უსიტყვოდ გავიდა ოთახიდან.



GRAMMAR EXERCISES

Ex. 1. Compare these two sentences:

Models: 1. I suggest going to the country for the week-end. (The persons to whom the suggestion is made are not mentioned; the construction "suggest plus gerund" is used, the gerund being the object).

2. I suggest that we should go to the country for the weekend. (The persons to whom the suggestion is made are mentioned. Instead of the gerund, a subordinate object clause is used with the predicate in the subjunctive mood).

Using sentence 2 as a model, remake the following sentences; the subject of the subordinate clause is given in brackets.

1. She suggested helping Mother with the cooking (I).
2. Mother suggested hanging our coats out to air (we).
3. I suggested using the vacuum-cleaner to clean the carpets (Bella).
4. Our teacher suggested listening to the record (we).
5. I suggested taking the bedding out in the sun (she).
6. He suggested walking home (he and his friend).
7. He suggested calling on his friend (he and his wife).
8. Bella suggested making a stew for dinner (we).
9. I suggested washing the clothes before Mother returned (we).
10. Mother suggested using soda to polish the silver (my sister).

Ex. 2. Make up sentences using the model:

Subject + suggested + gerund ...

Ex. 3. Make up sentences using the model:

Subject + suggested that + subordinate object clause.

Ex. 4. Complete the following sentences:

My brother suggested that Jane She He They

Ex. 5. Note the following constructions in the text, where the gerund is the prepositional object:

Mother *insisted on staying* at home ...

I can't think of *leaving* the girls...

She wouldn't hear of *going* ...

We were used to *helping* mother ...

Make up sentences from this table:

I	insisted	on buying the flour.
He		on going out.
She		on leaving the children at home.
We		on giving me the book.
They		on staying there for a week.
		on visiting that museum.
	on seeing me at home.	
	on taking a bus.	
	on walking along the embankment.	

		on seeing them off. on helping me with the cooking. on laying the table for me. on doing that.
	He can't think She can't think I won't think We wouldn't hear	of telling her about it. of speaking to them. of staying any longer. of buying that coat. of lending him the book. of leaving you alone.
	I am used to He is used to She is used to We were used to They are used to	doing a lot of housework. helping our mother. getting up early. walking. climbing mountains. having a cold shower every morning. working hard. sleeping with the windows open. staying up till late at night.

Ex. 6. Complete the sentences, using the gerund as the prepositional object:

- I can't hear of ...
- He can't think of ...
- She won't hear of ...
- We won't hear of ...
- They won't hear of ...
- I insisted on ...
- He insisted on ...
- We insisted on ...
- They insisted on ...
- He succeeded in ...
- We succeeded in ...

Ex. 7. Note the following sentences in the text, where the gerund is the adverbial of time:

All the china and glassware must be washed before putting it back ...

The gerund is also used with *after*. e. g. After sweeping the floor, I dusted everything.

Complete the following sentences, using the gerund:

- I did my homework before ...
- They washed their hands and faces before...
- She had a good rest before ...
- He said good-bye to everybody before ...
- We put everything in order before ...
- I made my bed before ...
- She swept the floors before ...
- We aired the bedding before ...
- I starched and blued the washing before ...
- We went down to the dean's office before...
- He put the kettle on before ...
- He had a good breakfast before ...
- I put away my books after ...
- We put the clothes in the wardrobe after ...

We hung the washing out to dry after ...
She put the kitchen in order after ...
I dusted the wardrobe inside and outside after ...
She took the bedding in from the balcony after ...
We washed the floors after ...
He went out after ...
We went home after ...
She agreed to go to the theatre after ...

Ex. 8. Note the following sentences in the text, where the gerund makes the complex object:

My sister Bella and I insisted on her taking a rest.

Complete the following sentences:

I insisted on her ...
She insisted on my ...
He insisted on her ...
We insisted on your...
They insisted on my ...
She insisted on his ...
We insist on your ...

Ex. 9. Make up sentences, using the verb *to insist* followed by the complex object (possessive pronoun+gerund).

Ex. 10. Answer the following questions, using the model:

Must we go there at once? No, you needn't. You can go in the evening.
Must I go to get the bread?
Must we stay here after classes?
Are we to bring these copy-books next time?
Am I to hang out this mattress too?
Shall I use this vacuum-cleaner?
Shall I dust the bookshelf?
Must we do it now?
Shall we wait till you come here?
Shall I try to persuade her?
Is he to wait for us?
Must I use a moist cloth to dust the books?

Ex. 11. Answer the following questions, using the model:

Do you need this book? Yes, I need it. Yes, I do.
No, I don't need it. No, I don't.
Do you need the vacuum-cleaner now?
Do you need this notebook?
Do you need your fountain-pen?
Do you need the long-handled broom?
Do you need your washing-machine today?
Do you need this knife just now?
Do you need any more help from me?
Do you need a good rest?

Ex. 12. Note the modal predicates with the passive infinitive in the text.
e. g. All these things must be shaken out.

Answer the following questions:

1. What must be swept when you're doing the rooms?
2. What must be dusted?
3. What must be cleaned with the vacuum-cleaner?
4. What must be aired?
5. What must be taken out in the sunshine?
6. What must be polished?
7. What must be done before dusting the wardrobe?
8. What must be done before putting the china and glassware back in the sideboard?
9. What must be done before washing the floors?
10. What must be done after washing the floors?
11. What must be done before taking the bedding in again?
12. What must be done before using a long-handled broom to dust the walls and ceilings?
13. What must be done to make knives and spoons shine?
14. What must be done to make the floors shine?

Ex. 13. Complete the modal predicates in the following sentences by making the infinitives in brackets passive:

1. Fruit can (to buy) at the fruiterer's.
2. Ladies' hats can (to buy) at the milliner's.
3. Upholstered furniture should (to clean) with a vacuum-cleaner.
4. Silver should (to polish) with soda.
5. Clothes should (to air) before hanging them up again in the wardrobe.
6. Rooms must (to air) every morning and every evening.
7. Salt must (to put) into every dish.
8. The piano is dusty again, it must (to dust).
9. What a mess the floor is in. It must (to wash).
10. The floors should (to sweep), and then the furniture must (to dust).
11. A moist cloth should (to use) to dust the inside of a wardrobe.
12. The exercise should (to do) orally.
13. This exercise should (to write) again.
14. These rules should (to remember).

Ex. 14. Note the sentence in the text:

We shall have done everything by the time you come home again.

Use the Future Perfect Tense in the following sentences:

1. I (to do) my homework by the time my husband comes home.
2. We (to finish) our work by the time the bell goes.
3. I (to do) my homework by 8 o'clock.
4. He (to come) home by that time.
5. She (to speak) to the dean before you do.
6. I (to return) home before 7.
7. We (to write) to them by that time.
8. He (to bring) all the provisions before you are ready to go out.
9. I (to wash) all the china by the time you have cleaned the sideboard.
10. They (to leave) by the time we get to their house.
11. The train (to start) before we reach the station.
12. The washing (to dry) before evening.

13. I (to sweep) the floors by the time you have made the beds.

14. They (to go) to the theatre by half past seven.

15. She (to go) to bed by twelve o'clock.

Ex. 15. Using exercise 14 as a model, make up 15 sentences with the predicate in the Future Perfect Tense.

Ex. 16. Give the four forms of the following verbs:

to lose, to meet, to find, to look, to squeeze, to lie, to pare, to make; to rise, to go, to shake, to remember, to buy, to wring, to last, to do, to want, to arrive, to raise, to bake, to wonder, to boil, to come, to lay, to catch, to spend, to sweep, to tidy up, to remind, to set out, to rub, to feel, to fall, to let, to cut, to comfort, to hate, to leave, to lay.

Ex. 17. Choose either the active or the passive voice of the verb given in brackets and use it in the proper tense.

1. Some orange-peel must (to put, to be put) in the cake.

2. The cutlery already (to polish, to be polished).

3. The potato peelings (to throw away, to be thrown away) into the refuse-chute.

4. I (to pare, to be pared) the vegetables, and then they (to stew, to be stewed) with butter, pepper and salt.

5. Please get the mincer, this veal must (to mince, to be minced).

6. This cake (to bake, to be baked) very well, take it out of the oven.

7. The dishes needn't (to wipe, to be wiped), just put them on the plate-rack to dry.

8. Nobody (to see, to be seen) him yesterday.

9. The telegram (to receive, to be received) tomorrow.

10. He (to give, to be given) me this book next week.

11. The answer to this question can (to find, to be found) in your book.

12. We (to show, to be shown) the historical monuments of the capital to the delegation.

13. You can (to find, to be found) the truth about the life of Negroes in the USA in books by progressive writers.

14. Budapest (to divide, to be divided) by the Danube into two parts, Buda and Pest.

15. Juri Dolgoruki (to found, to be founded) Moscow in 1147.

16. We (to call, to be called) Zhukovsky the father of Russian aviation.

17. We (to show, to be shown) the most interesting sights of the city.

Ex. 18. Form all possible questions to the following sentences:

1. The books will be put into boxes, then they will be sent to the bookshops.

2. These letters were received yesterday.

3. The box will be taken to the station in a few minutes.

4. This chest-of-drawers was bought twenty years ago.

5. This furniture is made at the best furniture-factory in Moscow.

6. We were shown some beautiful pictures.

7. Nina was sent a basket of fruit.

8. The remaining cakes were given to the children.

Ex. 19. Make the following sentences interrogative and negative:

1. These books are sold everywhere.

2. The students are given a lot of homework every day.



3. What kind of books are usually discussed at your lessons?
4. Comrade Ivanov is often asked to translate articles from English into Russian.
5. My mother's birthday is celebrated on the 29th of May.

Ex. 20. Rewrite exercise 19 in the Past Indefinite and Future Indefinite Tenses:

Ex. 21. Answer the following questions:

- A) 1. Are all lectures delivered in English?
2. Is much attention paid to how your lectures are taken down?
3. Your note-books are regularly looked through, aren't they?
4. By whom are they looked through?
5. Have you ever been asked to tell your friends how to organize your work?
- B) 1. Education is paid great attention to in our country, isn't it?
2. Has education always been paid great attention to in our country?
3. Is everyone given the possibility to get a higher education?
- C) 1. Have many new houses been built in your city?
2. Are many new houses being built now?
3. Are they being built by builders or by the future inhabitants?
4. People are provided with all modern conveniences in their new houses, aren't they?
- D) 1. Classrooms are aired during the intervals, aren't they?
2. When are classrooms tidied up, in the morning or in the evening?
3. By whom are they tidied up?
4. Has your classroom been swept and dusted today?
- E) 1. On what day of the week are your clothes washed at home?
2. Are all the clothes washed or only some pieces?
3. Have your clothes been sent to the laundry?
4. Is the laundry far from your house?
5. Are any new laundries being built nearby?
- F) 1. Clothes are usually hung out to dry outdoors, aren't they?
2. Do you think clothes are being hung out to dry outdoors today?
3. Are clothes mended before or after they have been washed?
4. When are clothes folded up and put away?

Ex. 22. Form questions to the italicized words:

1. *Last Sunday* I went to the cinema with my friends.
2. *My niece* was at the theatre the day before yesterday.
3. *Little children* always like to ask questions.
4. I came home *very late* two days ago.
5. *My friend's* little son usually goes to bed *early*.
6. *Comrade Ivanov* receives many letters from his former pupils.
7. *Our students* often translate poems from Georgian into English.
8. These students read *foreign magazines* in the library.
9. I shall get up *at seven o'clock* tomorrow.
10. *We* shall be glad to see you here on Sunday.
11. *We* shall read *interesting books* in the evening.
12. *His nephew* will not spend the week-end here.



Ex. 23. Put the given adverbials in the proper places:

1. She went (to school, at 10 o'clock).
2. She drinks coffee (every morning, at home).
3. He was born (in 1923, at 10 a. m., on the 14th of June).
4. I saw my friend off (yesterday, at 7 o'clock).
5. My friend Mary was working (at her office, very hard, all day yesterday).
6. They stayed (all day, quietly, there).
7. I like coffee (in the morning, always).
8. The train arrived (this morning, late).
9. I shall meet you (at the theatre, tomorrow, at eight o'clock).
10. We are going (for a week, to Moscow, on Saturday).
11. Let's go (tonight, to the pictures).
12. He played at the concert (last night, beautifully).

Ex. 24. Write the following sentences in the singular:

1. These boys say that they always listen carefully and understand their teachers.
2. Careful students always return the books they have read before they take out others.
3. These girls come to our library every Thursday and read a book every week.
4. Our friends leave for Gagra at three today and arrive there about twelve. They spend their holidays there every year and they forget work, and enjoy the sea air.
5. The boys wake up at seven o'clock, wash, dress quickly and run to the dining-room for breakfast.
6. These men go to work by train every day. They stay in the train for half an hour and read their newspapers. They try to read all the news during the journey and in that way they know a lot about the topics of the day.
7. Dogs make better friends than cats because they are more friendly. They understand and obey their masters, but cats like to live their own life.
8. They know English well and can answer all my questions.

Ex. 25. Use the proper tense of the verbs in brackets:

1. On my way to the office I generally (to meet) many children who (to go) to school.
2. Look, a man (to run) after the tram. He (to want) to catch it.
3. It (to be) very cold now. You (to think) it (to freeze)?
4. The sun (to warm) the air and (to give) us light.
5. What you (to read) during the holidays? I read detective stories. Now I (to read) "A Study in Scarlet" by A. Conan Doyle.
6. You (to hear) anything? I (to listen) hard but I can't hear anything.
7. "I see you (to wear) your best clothes. You (to go) to a party?" "No, I (to go) to a wedding". "And who is the unhappy man who (to throw) away his freedom? You must tell him I (to feel) sorry for him." "He (to speak) to you now."
8. My children (to work) very hard. Jane (to read) for an examination now.
9. Tina (to swim) very well but she (not to drive) a car.
10. Dodo (to sing) a song by Schubert. She (to sing) it very well.
11. Wood (to float) on water, but iron (not to float).

12. "You (to understand) the Present Indefinite and the Present Continuous Tenses now?" "I (to do) exercises on these tenses at this moment and I (to think) how to use them."
13. They (to practise) the piano regularly.
14. If they (to have) time they (to write) letters.
15. They (to play) chess when I (to enter).
16. I (to work) in Moscow these five years.
17. Tom (to sit) on that bench since morning.
18. I (to post) the letter as soon as I (to write) it.
19. My uncle (to be) to Switzerland.
20. He (to leave) before his sister (to come back).
21. He (to wait) since daybreak.
22. The girls (to get off) the train, (to buy) a few magazines at the platform book-stall and (to go) to the refreshment room to have a bite.
23. He (to look) at his watch and (to quicken) his steps. In a few minutes he (to reach) the village.
24. We (to lie) in the sun for half an hour every morning when we (to be) at the seaside.

Ex. 26. Answer the following questions:

1. What did you do in the evening yesterday? When did you go to bed?
2. Have you ever been to Moscow? When were you there last?
3. Have you ever seen an English film? When did you see it?
4. What was the weather like yesterday? Has it changed since yesterday?
5. When did you come back from Leningrad? What have you been doing since then?
6. Did you read anything interesting last month? When were you at the library last? When did the academic year begin? Have you missed any lessons since the beginning of the year? Were you ill? Have you fallen behind the group?

Ex. 27. Complete the following sentences:

Models: I haven't seen you since Sunday.

I haven't seen you for five days.

1. I haven't seen Nona ... / a) Christmas, b) three days/.
2. We haven't been there ... / a) an hour and a half, b) January/.
3. She hasn't spoken to me ... / a) more than two years, b) last week/.
4. It hasn't rained here ... / a) more than a month, b) March/.
5. They have lived in this street... / a) 1919, b) a long time/.
6. I haven't ridden a bicycle ... / a) my childhood, b) over two weeks/.

Ex. 28. Insert articles wherever necessary:

- a) 1. If you want to celebrate your birthday, you must lay ... table with... great care and taste. We set ... table according to ... number of ... persons. Fresh flowers in ... pretty vase d corate ... table. 2. ... Knives and ... spoons are placed on ... right hand ... side and ... forks on ... left. 3. There are several wine glasses on ... table. 4. To make ... good cake one must mix ... fat and ... sugar, then some eggs must be added one by one to... mixture. That will help... cake to rise nicely. 5. Mary, it is ... high time you went to ... school. You are not ready. What ... lazy girl you are! I'm sure you don't know where ... books you need are. Have you had ... breakfast? There is ... cup of ... tea, ... egg and some sandwiches for you. ... tea in your cup will get cold if you don't hurry up. 6. What did you tell me to bring you, ... onions or ... carrots? 7. Why do

you put such ... lot of ... garlic into every dish? 8. There are all kinds of ... vegetables in my kitchen garden: ... potatoes, ... tomatoes, ... cucumbers, ... cabbages, ... beets, ... carrots, ... onions. 9. I am very fond of ... grapes and ... peaches. 10. Give me ... nice peach, please! 11. What will you have, ... pear or ... apple? 12. Which do you prefer, ... cherry jam or ... strawberry jam? 13. ... quince jam my grandmother makes is delicious. 14. Please buy ... nice melon on your way home. 15. ... man stopped me in ... street and asked me ... way to ... station. 16. I came up to ... cottage; ... woman stood at ... door looking at me. 17. Once upon ... time there lived ... poor widow. 18. The distant summits were white with ... snow. ... snow in ... fields glittered in ... sun. ... snow, ... snow everywhere, nothing but ... snow. 19. My neighbours, ... Abashidzes, have moved to ... new flat. I was invited to ... Abashidzes, on ... occasion of their silver wedding. 20. Moscow is ... capital of ... Soviet Union. 21. Georgia, Armenia and Azerbaidjan are three republics in ... Caucasus. 22. ... Mount Everest is ... highest peak in ... Himalaya. 23. Many expeditions have explored ... Pamirs. 24. ... biggest fresh-water lake in ... USSR, ... Lake Baikal, is in ... Altai mountains. 25. I should like to spend next summer in ... Crimea. 26. What ... cold day! 27. What ... hot day! 28. What ... fine day! 29. What ... windy day! 30. What ... fine weather! 31. He is such ... handsome young fellow! 32. It was such ... difficult lesson!

b) 1. It was early in ... year for ... salmon and it was not on ... menu, but I asked ... waiter if there was any. Yes, ... beautiful salmon had just come in, ... waiter said, and I ordered it for my guest... waiter asked her if she would have something while it was cooked. 2. "Are you still hungry?" I asked with ... terror. "Oh, no, I am not. I don't eat ... lunch. I have ... cup of ... coffee in ... morning and then ... dinner, but I never eat more than one thing for ... lunch." Then ... terrible thing happened. While we were waiting for ... coffee, ... head waiter came up to us with ... large basket full of peaches. 3. ... bill came and when I paid it, I found that I had only enough for ... quite small tip! She looked at ... three francs I left for ... waiter. But when I walked out of ... restaurant, I had ... whole month before me and not ... penny in my pocket. (S. Maugham, "The Luncheon").

4. We shall have ... vegetable soup for ... dinner today. 5. ... soup we had yesterday had ... lot of ... pepper in it. 6. ... vegetables grow in ... kitchen-gardens. 7. ... vegetables I have brought from ... market are very fresh. 8. I want ... cucumber and ... nice red tomato. 9. ... cucumbers and ... tomatoes make ... very tasty salad. 10. ... porridge Mother gave me for ... breakfast was salty. 11. ... butter is used for frying. 12. ... butter you have brought is bitter. 13. Please pass me ... butter. 14. ... sheep's milk makes excellent cheese. 15. Please pass me ... cheese. 16. ... cheese my grandmother makes is very nice. 17. ... butter is made from cream. 18. I don't care for ... cream. 19. ... cream I bought yesterday at this shop was sour. 20. I'm not very fond of ... coffee. 21. I much prefer ... tea. 22. ... cocoa is too cold, take it away. 23. Please, pass me ... sugar. 24. I never take ... tea with ... sugar.

Ex. 29. Note the sentence in Dialogue 2: "Unless you prefer to have a chat in the living-room." (The conjunction *unless* which introduces a clause of condition, has a negative meaning: *if not*; so the verb following it cannot be in the negative form). **Open the brackets, putting the verb in the appropriate form:**

1. I won't mention the subject, unless she (to insist) on my telling her everything. 2. Don't neglect your studies, unless you (to want) to get into trouble. 3. Let's stay in the living-room, unless you (to prefer) to sit in the garden. 4. Put a little more sugar in your tea, unless you (to like) it that way. 5. I won't let you go out unless you (to help) me with the cooking first. 6. Let's go to the pictures, unless you (to prefer) going to the theatre. 7. I shan't be able to go out unless the weather (to improve). 8. We'll go to the country on Sunday by all means.—Oh, well, unless it (to rain), of course. 9. Keep an eye on the milk, unless you (to want) it to boil over!

Ex 30. Complete the following sentences, using the words in brackets:

1. She won't come, unless (you, to ask....).
2. I shan't speak to him, unless (he, to apologize).
3. Let's stay in this evening, unless (you'd rather...).
4. Come into the garden with me, unless (you'd rather...).
5. Review your home-reading before the exam, unless (you, to want ...).
6. I'll bring you roses unless (you, to prefer...).

Ex. 31. Make up a few sentences, using *unless you'd rather*.

Ex. 32. Change the following sentences from direct into indirect speech:

1. Tom said to Mary, "Pass me a slice of lemon, please."
2. She said to him, "Do you like this apple-pie?"
3. He asked his wife, "When did you make this delicious flake-pie?"
4. Nick said to his sister, "Don't lay the table yet, it is rather early to have dinner."
5. Mary asked Alice, "Who will make all the cakes for our tea-party?" Alice answered, "I shall bake them tonight if I have time."
6. The teacher said, "I looked through your written test papers yesterday. I have brought them now, as I want you to correct your mistakes".
7. Alice said to Peter, "Go and buy some flour, please. And don't forget some eggs. They will help the pie to rise nicely."
8. Nellie turned to Alice and said, "Are you sure they will come in time?"
9. He said, "What are you doing there? It's already late. We shall miss our train".
10. Tom said, "I was listening to a wonderful piece of music when you came."
11. He said to his friend, "Does the word "wealthy" mean the same thing as the word "rich"?"
12. The teacher asked us, "Have you learned the spelling of the words "to believe" and to "receive"?"
13. I asked Mary, "Is the adverb "excellently" derived from the adjective "excellent"?"
14. Nunu said to me, "Is the adjective "wily" a synonym of "sly"?"
15. She said to me, "How long have you been studying English?"
16. Mother said to me, "Where have you been the whole day?"
17. She said to me, "Where do you think you'll work after graduating from the Institute?"
18. We said to the teacher, "Where shall we write the date, at the top of the page, or at the bottom?"
19. I said to myself, "Where has everybody disappeared?"

20. Nellie said to Rose, "Why do you always promise to lend me your notes, and never do so?"
21. I said to my sister-in-law, "Come and help me to hang out the washing."
22. Going out, Mother said to us, "Sweep the floor, dust the furniture, make the beds and air the rooms well."
23. Father said to my cousin, "Don't forget to ring me up at six sharp."
24. I said to my little niece, "Don't touch my things while I am out."
25. Mary said to me very rudely, "Mind your own business!"
26. "Take your ball and go and play in the gym!" the school principal said to the boys.
27. "Move on!" said the policeman to the unemployed man who was resting on a bench in the park.
28. "I shall not take the bus", Annie said, "I'll walk."
29. The teacher said, "Ned will be in a hopeless position at the end of the term, he is not working well at all."
30. "I shall come at your convenience", Lily said to her music teacher.
31. "I have never met him before", I said to Mary.
32. "Please introduce me to Lucy, she seems to be a very nice girl," he said to his friend.

Ex. 33. Use modal constructions with *should* and the indefinite infinitive to advise a friend how to act in the following situations:

1. She (he) was unable to buy a book recommended by the teacher.
2. Her (his) pronunciation is faulty.
3. Her (his) spelling is unsatisfactory.
4. He (she) often misses classes for no reason at all.
5. He (she) smokes too much.
6. He (she) is in rather poor health.
7. She is going to market without a shopping-list.
8. You see she hasn't put any salt in the cake she is making.
9. He (she) has left his (her) books in disorder.
10. He (she) is about to go out, and it looks like raining.
11. He (she) is not giving enough attention to regular work.
12. He (she) knows nothing about music and art.

Ex. 34. Think of some situations in which you would use *should* with the indefinite infinitive to advise a friend how to act.

Ex. 35. Use modal constructions with *ought to* and the indefinite infinitive to point out to a friend his (her) moral obligation in the following situations:

1. He (she) is inattentive to his (her) mother.
2. His (her) friend is very ill.
3. He (she) is often impolite to people.
4. He doesn't offer a seat to women in a bus.
5. She often speaks badly of other people.
6. He (she) doesn't take part in social life at the Institute.
7. She leaves all the housework to her mother.
8. He is unkind to his younger brother.
9. She comes to the Institute too showily dressed.
10. He hasn't been working well for quite a long time.

Ex. 36. Think of some situations that would require the use of *ought* or *ought not* with the indefinite infinitive.

Ex. 37. Note the construction of the complex object (objective with the infinitive) after the following verbs:

Model 1	1. to hear to feel to see to watch to notice to let to make		somebody <i>do</i> something
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Model 2	2. to ask to tell to order to expect to persuade		somebody <i>to do</i> something
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Make up sentences using Model 1 and Model 2.

Ex. 38. Use the complex object after the verb *make* in its causative meaning, in connection with the following situations:

1. You felt bad when you came home after classes.
2. You had made a number of spelling mistakes in your dictation.
3. The washing was ready to be hung out, but your mother was too tired to do it.
4. Your younger sister had recited her geography lesson to you very badly.
5. Your friend hadn't written to her parents for quite a time.
6. You had left your things all over your room.
7. The whole class had failed to prepare the vocabulary of the lesson.
8. You had a terrible toothache.
9. Your mother complained of a headache.
10. Your mother had a lot of other things to do and she wanted the potatoes pared.

Ex. 39. Paraphrase the following sentences, substituting the verb *to let* for the verb *to allow*.

Her mother didn't allow Jane to go out. Ned allowed his younger brother to ride his bicycle. I allowed my sister to put on my mac. Father always allows our neighbours to use our telephone. They never allowed their daughter to go out without them till she was old enough. You shouldn't allow your little boy to eat so many sweets. Please allow me to go to the seaside with my friends. Allow me to help you across the street. Allow me to do this for you. I don't allow other people to use my fountain-pen. Your daughter is old enough, why don't you allow her to do the shopping and marketing? Look here, I won't allow anybody to speak to me like that! My mother doesn't allow me to keep late hours.

Ex. 40. Complete the following conditional sentences:

1. It would be good if...
2. If you were more careful ...
3. Nana's paper was quite satisfactory. But she would have written a better paper if ...
4. Anne is angry with you. She will not come unless ...
5. I would have helped George in his work if ...
6. The tourist would have reached the top of the mountain by the evening if ...
7. I'll take the message to your father. But if he is not at home ...
8. We are trying to get tickets for tonight's performance. We shall be very disappointed if ...
9. It was very cold yesterday. I should not have

caught cold if ... 10. The train leaves in half an hour. You will miss it unless ...
11. Lamara is seriously ill. If she is not better by morning...

Ex. 41. Write sentences, using constructions with the complex object (objective with the infinitive) with the verbs:

to hear, to feel, to see, to watch, to expect, to order, to notice, to persuade, to ask, to tell, to let, to make.

Ex. 42. Write sentences, using constructions with the complex subject (nominative with the infinitive) with the following words and translate the sentences into Georgian:

to be likely (unlikely), to be certain, to be sure.

Ex. 43. Reply the following remarks:

Examples: Nino likes fish. So *do I*.

He must go. So *must the others*.

1. He came early. (I). 2. I like you very much. (She). 3. You can come whenever you like. (Your friend). 4. She knows you quite well. (My friend). 5. He ought to listen more attentively. (You). 6. My friend lives in Moscow. (His sister). 7. Popov was an inventor. (Edison). 8. I arrived yesterday. (My cousin). 9. Mary could do it. (Her niece). 10. Dogs like meat. (Cats). 11. They must do as they are told. (You). 12. The trams go as far as the station. (The buses). 13. Pushkin wrote poetry. (Lermontov). 14. She must go home. (I). 15. They were late for the concert. (You). 16. George wrote me a letter. (His brother). 17. I like sweets. (My sister).

Ex. 44. Reply the following remarks:

Examples: He can't read this. *Neither can I*.

Potatoes won't grow here. *Neither will roses*.

1. Dogs don't fly. (Pigs). 2. Dogs can't fly. (Cats).

3. He wasn't late. (You). 4. He hasn't time. (I).

5. These books don't belong to me. (Those).

6. These aren't my books. (Those).

7. A chair can't stand on three legs. (Table).

8. We couldn't remember his name. (They).

9. Water hasn't any taste. (This soup).

10. I haven't any more money. (My nephew).

11. That young man couldn't come. (His sister).

12. I don't believe it. (My cousin).

Ex. 45. Fill in the blanks with little, a little, few, a few:

1. There was still ... time before the train left. 2. I have too ... time today, but I shall come again in ... days. 3. There is ... hope now that he will come in time to go with us. 4. There was no rain that summer, so there were ... apples in our garden. 5. I can only tell you ... about it now, as I have very ... time. 6. He will come back in ... minutes.

Ex. 46. Tell a classmate about a difficulty you find yourself in and get him (her) to suggest a way out.

Model: Our house is full of guests from the country. What *am I to do* about my home-task?—*If I were you, I should go to work in the library.*

Ex. 47. Make up twenty sentences, using the models and translate them into Georgian:

Models: I wish I were free.

I wish I had seen you yesterday.

Ex. 48. Insert ought to, should, would, may, might, must, need:

1. It was late and we took a taxi, so that we ... get to the station in time.
2. ... you mind lending me your book for a couple of days?
3. You don't look very well. You ... consult a doctor. I am sure he will insist that you ... give up smoking.
4. ... you be prosperous and happy!
5. The student ... succeed if he works hard.
6. This ... be the book you are talking about.
7. I did not come to see you last night as I feared that I ... disturb you.
8. Everything was prepared so that the expedition ... start at once.
9. ... you be good enough to make a copy of the lecture for me?
10. Don't make such a noise. You ... disturb your father while he is working.
11. The girl turned away her face lest her friend ... see her tears.
12. Your shoes are down at heel: you ... have them repaired as soon as you can.
13. ... I smoke here? No, you ... not.
14. I have not seen Li-ana for ages. She ... be about thirty by now.
15. I don't feel very well, I have a fever. I ... have caught cold last night in the country.
16. Must I copy the text? No, you ... not.
17. It was no use: the key ... not turn and we could not get into the room.
18. We can't open the meeting without our monitor. She ... have been here an hour ago. I can't think what can be delaying her.

Ex. 49. Fill in the blanks with a, an, the or some, where necessary:

1. There is ... fly in ... lemonade.
2. ... luggage is on ... platform.
3. ... birds fly very high in ... sky.
3. He makes ... toys in ... evening.
4. ... butcher opposite ... library always sells good meat.
5. Put ... butter on ... potatoes.
6. I am fond of ... apples with ... cheese.
7. ... honesty is ... best ... policy.
8. He always smokes ... cigarette with ... cup of ... coffee.
9. Let's get ... strawberries for ... tea.
10. Take ... umbrella with you when you go to ... office, it may rain.
11. ... car is ready now.
12. Jack and Jill went up ... hill to fetch ... pail of ... water.
13. I want ... kg of ... peaches, ... sugar and ... pound of ... jam.
14. ... clouds are lovely today.

Ex. 50. Fill in the blanks with some or any:

1. There isn't ... milk in this tin.
2. Please give me ... more pudding. I'm sorry but there isn't ...
3. You have ... fine flowers in your garden.
4. Go and ask him for ... more paper. I haven't ... in my desk.
5. I like those roses: please give me ... What a pity there aren't ... red ones.
6. I don't think there is ... one here who can speak French.
7. There aren't ... matches left; we must buy ... more.
8. Put ... salt on your meat, the cook hasn't put ...
9. I want to buy ... flowers, we haven't ... in the garden now.
10. He wants ... more pudding. Give him ...
11. She asked me for ... ice, but I can't find ...
12. Put ... bread on the table: we shall need ... more.

Ex. 51. Fill in the blanks with the absolute possessive pronouns:

Models: He is a friend of *mine*.

He is a student of *ours*.

1. I saw a cousin of ... in the street yesterday.
2. You said you would introduce me to a friend of ... who had a very good library.
3. He wants you to return a book of ... you borrowed last week.
4. They told me to call on a friend of ... in Moscow.
5. Let's invite some friends of ... and some of ... and have a big party.
6. A fellow-student of ... has just swum across the Kura with his clothes on.
7. She met a friend of ... at the party.
8. A great friend of ... has just

told us that she is going to marry Tom. 9. She wants to know if you have seen a book of ... lying about somewhere.

Ex. 52. Fill in the blanks with some, any, one or ones:

1. I want ... potatoes: have you ...? 2. You have a lot of apples, please give me ... 3. I asked him for ... soap, but he hadn't ... 4. I want ... flour but the grocer hasn't ... 5. I asked him for ... ink and he gave me ... 6. I've lost my pencil. Have you got ... to lend me? 7. I doubt if there are ... sweets left. 8. So this is your house. It's a very pretty ... 9. I want ... oranges. Give me those big ... 10. You can take these eggs if you want, but I have ... better ... in the cupboard. 11. Have you had ... tea? I can give you ... 12. Have you ... more books? I've read all these old...

Ex. 53. Fill in the blanks with some, any, someone, anyone, somewhere, anywhere, something, anything where required:

1. Will you have ... more tea? 2. Won't you have ... more cake? 3. Did you go ... last night? 4. You are expecting ... to call, aren't you? 5. Haven't I given you ... money this week? I must have forgotten. 6. Didn't I give you ... money yesterday? I feel certain I did. 7. Can you give me ... more information? 8. You look as if you were expecting Is ... friend of yours coming? 9. Are you expecting ... else? If not we'll go ... for a drink. 10. I haven't ... time to do ... more now: you can do ... yourself. 11. Have you ... cigarettes? Would you give me ...? 12. These aren't my books. Have I taken ... of yours by mistake? 13. Have you read ... good books lately? 14. Are there ... lemons in the cupboard? We could make ... lemonade.

Ex. 54. Translate into English:

1. თავი რომ არ მტკიოდეს, ნელისთან წავიდოდით. მან დილით გემრიელი ნამცხვრები გამოაცხო. 2. ჯიშს რომ ეცალოს, ამ წესს სიამოვნებით აგვიხსნიდა. 3. თუ შეგიძლია, სადგურში წავიდეთ. 4. მე რომ თქვენ ადგილას ვიყო, სადილად სალათს და ბუღლამას მოვამზადებდი. 5. რომ ვიცოდე, რომ ნამდვილად გინდათ ამ წიგნის წაკითხვა, დღესვე მოგცემდით. 6. თუ გაქვს ჩემთვის საჭირო წიგნები, ბიბლიოთეკაში არ წავალ. 7. ავად რომ არ ვიყო, საუზმეს მე თვითონ მოგიმზადებდით. 8. თუ ისინი დროზე მოვლენ, ყველანი საბანაოდ წავალთ. 9. ნეტავი ჯონი მოვიდეს. ბევრ კარგ სიმღერას გვიმღერებდა. 10. ინგლისური რომ კარგად ვიცოდე, აუცილებლად ვთარგმნიდი ამ წიგნს. 11. ნეტავი არ წვიმდეს, სასეირნოდ წავიდოდით. 12. თუ მომეხმარებით, ჩაისთვის ვაშლის ნამცხვარს გამოვაცხოვებ. 13. ნეტავი ნინო პურს მოიტანდეს, მაშინ მალაზიაში წასვლა აღარ დამჭირდებოდა. 14. შენ რომ დღეს ფულს მოიტანდე, ახალ კაბას ვიყიდდი. 15. ნეტავი არ ციოდეს, ბავშვებს წავიყვანდი სასეირნოდ.

Ex. 55. Translate into English:

1. რომ გინდოდეს, ამ წიგნს ერთ დღეში წაიკითხავდი. 2. ზარმაცი რომ არ იყო, ამ ოთახს დაალაგებდი. 3. გუშინ სახლში რომ ყოფილიყავი, თეატრში წავიყვანდი. 4. თეთრი ფქვილი რომ მქონდეს, ხაჭაპურს გამოვაცხოვებდი. 5. თუ რძის ნაწარმის მალაზიაში შეივლი, ყველი იყიდე. 6. გუშინ რომ ფული მქონოდა, მზა კაბას ვიყიდდი. 7. თუ დღეს ჩემთან შემოივლი, ახალ წიგნებს გაჩვენებ. 8. თუ ხვალ კარგი ამინდი იქნება, ბოტანიკურ ბაღში წავალთ. 9. კიტის რომ უნდოდეს, დღეს სადილს თვითონ მოამზადებდა. 10. ბობს რომ კარგად ესწავლა, ისტორიაში არ ჩაიჭრებოდა. 11. როცა ბაზარში წახვალ, ხახვისა და მწვანის ყიდვა არ დაგავიწყდეს. 12. თავისუფალი რომ იყო, ქადრავს ვითამაშებდით. 13. შენ ადგილას რომ ვიყო, სარეცხს ხვალ გავრეცხავდი. 14. ნეტავი ფული მქონდეს, ამ ლექსიკონს ვიყიდდი. 15. ნელი რომ სახლში იყოს, თავის ახალ კაბას გვაჩვენებდა. 16. ნეტავი გუშინ დრო მქონოდა, ფეხბურ-



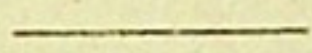
თის მატჩზე წავიდოდი. 17. ნეტავი თავისუფალი ვიყო, მოსკოვში წავიდოდი თამბაქოში
 დლით. 18. მას რომ სადილი დილით მოემზადებინა, ახლა კინოში წამოვიდოდა ჩვენ-
 თან ერთად. 19. ნეტავი მოსულიყავი, ჩემ საცოლეს გაგაცნობდი. 20. ექიმისთვის რომ
 დაგეჯერებინა, ახლა კარგად იქნებოდი.

Ex. 56. Translate into English:

1. ბელამ თავის დას შესთავაზა ვახშმისთვის ხაჭაპური გამოეცხო. 2. მე გთავა-
 ვაზობთ სალამოს მეგის ვეწვიოთ. 3. ჯონმა თავის საცოლეს შესთავაზა კვირას ქალაქ-
 გარეთ წასულიყვნენ მანქანით. 4. მე მოვითხოვ, რომ ინსტიტუტში წასვლამდე ოთა-
 ხი დააღაგო. 5. წარსულ კვირას ნელიმ შესთავაზა დებს სახლი დაეღაგებინათ საახალ-
 წლოდ. 6. ნიკო მოითხოვს, რომ ინგლისური ენის სალამო შაბათს მოვაწყოთ. 7. სა-
 მუშაოს დამთავრების შემდეგ, კინოში წავალთ. 8. მე გთავაზობთ ეს წიგნი წავიკით-
 ხოთ. 9. მე მოვითხოვ, რომ ყოველდღე იმუშავოთ ენის კაბინეტში. 10. რატომ წა-
 ხვედი ინსტიტუტში უსაუზმოდ?

Ex. 57. Translate into English:

1. — გჭირდება მტვერ-სასრუტი? მინდა ხალიჩები გავწმინდო. 2. არ არის საჭი-
 რო ხორცის დაკეპვა. სადილად ბულლამას ვამზადებთ. 3. თუ ეს წიგნი დღეს არ გჭირ-
 დება, მე წავიღებ. 4. გაკვეთილი უფრო კარგად უნდა მოამზადო, თუ კარგი ნიშნის
 მიღება გსურს. 5. ეს სალათა კარგი უნდა იყოს, მაცივარში ინახებოდა. 6. — ვინ
 უნდა მოამზადოს საუზმე დღეს? — მარგომ. მისი რიგია. 7. გუშინ არ დაგვჭირდა
 შაქრის ყიდვა. სალამოს ბავშვებს რძე დავალევინეთ ჩაის მაგივრად. 8. უფროსებთან
 მეტი თავაზიანობა გმართებს. 9. არ არის საჭირო ხალიჩების გაბერტყვა, უკვე გავბერ-
 ტყე და მტვერ-სასრუტითაც გავწმინდე.



TOPIC 4

AMUSEMENTS INTRODUCTORY TEXT

Going to the theatre is a way of spending an evening which is at the same time most entertaining¹ and instructive². In Tbilisi there are theatres to suit all tastes: opera and ballet, comedy, drama, musical comedy and variety shows.

Some people prefer musical comedy with its catchy³ tunes. Others prefer variety shows, in which the actors entertain the audience with comic performances or skits on social or political life. In this kind of entertainments the role of the master of ceremonies is very important. He announces the various items on the programme, introduces the actors and maintains the attention and interest of the spectators.

If you are fond of serious music, you can go to the opera. You ought to make a point of going to the opera⁴ at least once or twice during the season. There you can enjoy the best of everything — an excellent orchestra, famous conductors, celebrated singers and a well-dressed audience.

At our opera you can see well-known dancers, who are a success⁵ not only with Soviet audiences but also with theatre-goers abroad.

Many people in our country like comedy. The puppet theatre delights both children and grown-ups. If you are fond of classical⁶ music, you can go to the philharmonic or the conservatoire. The repertoire of our symphony concerts is varied — symphonies, concertos,⁷ quartets, various instrumental miniatures. Piano or violin concertos are performed by our state symphony orchestras and the best soloists who make regular concert tours throughout the Soviet Union.

In capitalist countries television is driving the cinema and the theatre off the field. Things are different in our country. There is no denying the increasing popularity of TV, at the same time, how-

ever, we are increasing the output of feature films, newsreels, popular science and technical films, as well as animated cartoons. The network of cinema installations is to be enlarged.

Our theatre, too, is continuing to hold its own⁸.

WORD LIST

entertaining adj.	serious adj.	violin n.
instructive adj.	point n.	state n.
variety show n.	orchestra n.	soloist n.
catchy adj.	conductor n.	tour n.
tune n.	celebrated adj.	deny v.
audience n.	abroad adv.	increasing pr. p.
comic adj.	puppet n.	output n.
performance n.	delight v.	feature film n.
skit n.	philharmonic n.	newsreel n.
social adj.	repertoire n.	technical adj.
political adj.	symphony n.	animated cartoon n.
master of ceremonies n.	concerto n.	network n.
important adj.	quartet n.	installation n.
announce v.	instrumental adj.	enlarge v.
maintain v.	miniature n.	hold v.
spectator. n.		

WORD COMBINATIONS

to make a point of doing smth.
to be a success with
to drive off the field
there is no denying
to hold one's own

NOTES

1. **entertaining** — adj. — amusing, pleasing.

entertain v.

entertainment n. e. g. Cinema shows and concerts were provided for the entertainment of the guests.

Compare: entertain, amuse.

We are amused by some light form of occupation. We are amused by a child's stories. A traveller may entertain a group of people by telling them about his travels. We go to a dance for amusement, to a play for entertainment. We amuse ourselves by walking in the park, watching the fish in the pond; we entertain ourselves by conversation or by reading a book. Amusement is therefore often connected with laughter and fun, entertainment gives a rest to a mind tired from work.

We listen to amusing conversation with a smile, to entertaining conversation with interest.

2. **instructive** adj. — giving and containing information or knowledge: as/an instructive book.
 instruct v. 1) teach, give knowledge.
 e. g. He instructs us in literature.
 2) give orders.
 e. g. Admiral Nelson was instructed to sail for Naples.

instruction n.

3. **catchy** — easily caught up and remembered (about melodies, tunes).
 4. **You ought to make a point of going to the opera** — სავალდებულოდ უნდა გაიხადოს ოპერაში სიარული.
 to make a point of doing smth. — to make it one's duty to do smth.
 5. **success** n. gaining of fame, position, wealth.
 succeed (in) v. e. g. He succeeded in getting a gold medal at the competition in Moscow.

successful adj.

successfully adv.

to be a success with smb. — to be popular with smb.

synonymous word-combination (colloq.): to be a (great) hit.

6. **classical** adj.—of the highest class, excellent—it is more often said of the music of great composers. **Classic** is more often said of literature and art (esp. of ancient Latin and Greek art and culture).
 7. **concertos**—concerto [kən'tʃə:tou] n. — a musical composition for one or more main instruments accompanied by an orchestra, as a piano concerto, a concerto for two violins.
 8. **Our theatre, too, is continuing to hold its own** — Our theatre, too, is keeping its own importance — ჩვენი თეატრიც ინარჩუნებს თავის მნიშვნელობას.
to hold is a polysemantic word. It can be both a transitive and an intransitive verb. As a transitive verb, it has the following meanings: 1) to take and keep with the hands, arms and other means—e. g. I am holding an apple in my hand; 2) to keep from going away — e. g. Hold the prisoner! 3) to keep in a certain position — e. g. She held her head on one side; 4) to keep from falling — e. g. These pillars hold the roof; 5) to keep from acting — e. g. Hold your tongue! 6) to keep against an enemy—e. g. You will have to hold the fort; 7) to conduct together e. g. We'll hold the meeting at 5; 8) to have or to keep within itself — e. g. This bottle holds three litres. As an intransitive verb, it means: 1) to go on being firm; loyal — e. g. He always holds to his resolutions; 2) to remain unbroken — e. g. The rope held; 3) to keep up, continue — e. g. The wind held from the north.

LEXICAL EXERCISES

Ex. 1. Answer the following questions:

- 1) What place of entertainment can we go to? 2) What kind of entertainment do you prefer: going to the cinema, the theatre, a concert, listening to music on the radio or watching television? 3) What theatres are there in Tbilisi? 4) What does the master of ceremonies do? 5) Why is television driving the cinema and the theatre off the field in capitalist countries? 6) What film did you see last

week? Was it a newsreel or feature film? 7) Do you like to go to the philharmonic? 8) What music do you prefer, serious or light music? 9) Who is your favourite dancer? 10) Are there any puppet theatres in Tbilisi?

Ex. 2. Make up 10 questions covering the text:

Ex. 3. Make up sentences of your own, using the following words and word combinations:

entertaining; catchy; to maintain; famous; delight; output; to increase; soloist; network; item; instructive; celebrated; audience; to introduce; to make a point of doing smth.; there is no denying.

Ex. 4. Give words of the same root:

success; to introduce; delight; instructive; to suit; popular; to celebrate; to perform; to maintain; to increase.

Ex. 5. Give synonyms of the following words and word combinations:

to entertain; to announce; famous; to be delighted; to increase; to hold; to make a point of doing smth.; spectators; to be fond of.

Ex. 6. Give antonyms to the following words:

to be fond of; excellent; success; to increase; serious music, well-dressed.

Ex. 7. Write sentences, using the English equivalents of the following Georgian word combinations:

მეტად გასართობი; ყველას გემოვნების; ადვილად დასამახსოვრებელი მელოდები; პროგრამის სხვადასხვა ნომრების გამოცხადება; ხალხში წარმატების ქონა; რეპერტუარის მრავალფეროვნება; გასტროლებზე სიარული; არ შეიძლება უარყოფით; ფილმების წარმოების გარდა; კინოდანადგარების ქსელი.

Ex. 8. Give 10 examples to illustrate the difference between the following words: entertain, amuse.

Ex. 9. Fill in the blanks with prepositions or adverbs wherever necessary:

1. The other day I was listening ... the Moscow variety show ... the radio. I especially liked the master ... ceremonies who skilfully announced the different items ... the programme and introduced the actors. 2. What mark did you get ... English ... the entrance exams? 3. When did you enter ... the Institute? 4. The students were looking ... the time table ... the wall ... the dean's office. 5. The waitress came back ... a few minutes ... two glasses ... hot tea. 6. Please, take ... the dirty dishes and bring me some roast beef. 7. The librarian is angry ... me because I didn't return that book ... time. 8. Tom returned ... the Crimea ... the 31st ... August and got back ... work the next morning. 9. Soviet people take a keen interest ... all kinds ... sports. 10. She said, "I have studied English phonetics, I have listened ... the radio, and though I have never heard a single English word spoken ... a teacher, they tell me my pronunciation isn't bad." 11. The Moscow Art Theatre was founded sixty years ago ... Stanislavsky and Nemirovich Danchenko. Unlike most theatres ... its time it based its repertoire ... drama. 12. While the speaker was talking I glanced round ... the faces ... the audience and my attention was attracted ... a young woman ... the first row who was listening ... every word ... keen interest. 13. I hear a very good concert is going to take place ... the Conservatoire tonight. What is ... the programme? — The first Concerto ... piano and orchestra ... Chaikovsky and other pieces ... Russian composers.

Ex. 10. Translate into English:

1. — გამარჯობა, სად იყავი? — ოპერაში ვიყავი და თორაძის ახალი ბალეტი ვნახე. — მოგეწონა წარმოდგენა? — ძალიან. მეტად საინტერესო იყო და ამასთანავე



კუის სასწავლებელიც. ასეთი კარგი სპექტაკლი დიდი ხანია არ მინახავს. დღეს ვი-
სიამოვნე ამ საღამოს. 2. — რა გირჩევნია, სერიოზული თუ მსუბუქი მუსიკა? ~~ჩვენ~~ ~~განაჩ-~~
ნია. ხანდახან ძალიან მიყვარს თანამედროვე სიმღერების მოსმენა. ისინი ძალიან მარ-
თობენ, მაგრამ ზოგჯერ სიამოვნებით ვუსმენ არიებს სახელგანთქმული იტალიელი
მომღერლების შესრულებით, ან რომელიმე ცნობილი კომპოზიტორის საფორტეპია-
ნო კონცერტს ორკესტრთან ერთად. 3. — სად იყავი გუშინ საღამოს? — დაგირეკე,
მაგრამ არავინ მიპასუხა. — ერთი საათის განმავლობაში გელოდებოდი, შემდეგ კი
საესტრადო კონცერტზე წავედი, როგორც ადრე გადავწყვიტეთ. რატომ არ მოხვე-
დი? — სამწუხაროდ, სრულიად დამავიწყდა. მოგეწონა კონცერტი? რა იყო პრო-
გრამაში? — პროგრამაში ბევრი სხვადასხვა ნომერი იყო, განსაკუთრებით მომეწონა
ზანგური სიმღერები ერთი ახალი მსახიობის შესრულებით. კონფერანსიეც კარგი იყო.

Ex. 11. Fill in the missing parts of the dialogue and then memorize it:
no fear; oh, bother; wrong; just ^ჟ(twice); to quarrel; cross (twice); cheer up;
to see to smth.; come along; because of; really; or.
A.: Be quick, ... we'll be late for the film, and I hate being late.
B.: The cinema is ... round the corner.
A.: You have got the tickets, haven't you?
B.: They must be here ...! Where did I put them?
A.: You and your habits! There is always something ... with you.
B.: I put them into my bag last night. Don't be Let's not ... over such a
small thing.
A.: I'm not ..., but we are always late everywhere you.
B.:, old man, I have found them. Here they are.
A.: ... ? I ... can't believe my own eyes. Next time I'll it that you put
tickets in a place where you can easily find them when they are wanted ...
... ! There's ten minutes left by my watch.

Ex. 12. Fill in the correct form of lie (lay, lain); lay (laid, laid); lie (lied, lied); rise (rose, risen); raise (raised, raised); find (found, found); found (founded, founded); feel (felt, felt); fall (fell, fallen).
1. Birds ... eggs in spring and summer, not in autumn and winter. 2. Nellie ... in bed, for she has fallen ill. 3. Jack and Ed ... in the grass, watching the thief, while Ken and Bob went quickly to get help. 4. She pulled up her sleeves to show me where the wound was. The sight of these bloody marks made me lose my presence of mind and I ... the sore arm to my lips to stop the bleeding. 5. For a long time Mr. Winkle had been forcing the skates on, but with the point behind. At length, however with the assistance of Weller, the unfortunate skates were firmly screwed on, and Mr. Winkle was ... to his feet. 6. For a moment he ... there, unable to move. 7. I am afraid Nick ... when he said he had forgotten to bring his homework. I don't think he has done it. 8. She is ... there so peacefully, it is a pity to wake her, but I suppose we must. 9. I can hardly remember what I felt or thought with my wife's arms around my neck growing weaker as I ... her up and softly put them there. 10. As Carver Doone spurred on his tired horse, he ... one hand on his pistol. 11. With a black angry look Carver ... to his feet. 12. Look! What she has ... there on the table with such care. 13. Although only three, this little girl undresses herself every evening, ... her clothes on a chair and gets into bed almost without help. 14. She ... ill for three weeks before there was any sign of improvement in her health. 15. After he had ... down to rest he remembered something that he had forgotten to do and jumped

up again. 16. For days Lorna ... at death's door. 17. It was autumn and wet brown leaves were ... all over the grass. 18. He tried to ..., but couldn't, for the pain in his leg, which he had broken as he fell. 19. He said he had ... the book of Shakespeare's comedies he had been looking for. 20. Do you know by whom the Tbilisi Conservatoire was ...? 21. Rome, they say, was ... by Romulus and Remus. 22. She had to search all the drawers in her desk, before she ... the missing letter. 23. I ... tired, so I ... down and in no time I ... asleep. 24. Look, what I 25. He told me that he ... in love with a friend of mine. 26. I ... the table with great care. 27. The baby was beginning to walk, then he ... down and wouldn't try to walk for a week. 28. Children, ... your hands when you want to ask a question. 29. The sun ... and its rays came in through the window. 30. We sat in the garden for a long time after the moon

PHONETIC NOTES

THE USE OF TONES IN SENTENCES

containing more than one sense-group

If a sentence consists of two or more sense-groups, the intonation of the last sense-group is determined by the type of the sentence. The intonation of non-final groups depends on their semantic importance and connection with the following group.

e. g. If you are 'fond of 'serious music, you can 'go to the opera.

As the non-final sense-group is incomplete, closely connected with the following sense-group and it is not of great semantic importance, it is pronounced with the rising tone.

e. g. 'Don't be ↘angry with me, I was 'going to 'see you to ↘day.

Here the non-final sense-group is pronounced with the falling tone because it is semantically important, more or less independent and complete in meaning.

Ex. 1. Read the following sentences with the intonation marked:

1. I have 'just 'finished with my ↗home-tasks and I'm 'going to have a 'breath of 'fresh ↘air.

2. 'Let's 'take a ↘stroll, and on the 'way to my ↗place you will 'tell me about your 'stay in ↘Moscow.

3. There were 'lots of 'people 'queuing 'up at the ↘box-office and 'tickets were 'rather ex ↘pensive.

4. I 'couldn't have ↗bought them if I had 'not 'got some 'more 'money from 'my ↘people.

5. It would have 'been de ↗lightful if you had 'been ↘there with me.

Ex. 2. Transcribe the following and put it on staves:

1. If I hadn't caught such a bad cold, I would have gone with you.
2. But you know, you ought to have gone on the stage yourself.
3. Everyone says so, after seeing you acting.
4. I think you did almost as well as a professional.
5. As you have talent, you should have entered the Theatre Institute.
6. If you come to our first-night performance, I shall get two passes for you.

Ex. 3. Discuss the choice of tones in the sentences, given in ex.2.

DIALOGUE 1

Mary: Oh, hullo, Ann, glad to see you. You might have let me know you were back from Moscow!

Ann: Hullo, Mary dear. Don't be angry with me, I was going to drop in and see you today.

Mary: Where are you going? Shopping or some other business?

Ann: No, I have just finished with my home tasks and I thought I would have a little walk and get a breath of fresh air.

Mary: So we have heaps of time¹, it seems. Let us take a stroll², and on the way to my place you will tell me about your stay in Moscow, won't you?

Ann: Oh, by all means³. I had a wonderful time, and I even had the good fortune to see⁴ Peter Brook's production⁵ of "Hamlet".

Mary: You don't say so! You mean the Tennent company⁶? Oh, how you must have enjoyed "Hamlet" performed by English actors.

Ann: Didn't I just. You know, the acting was perfect, and the cast⁷ was wonderful, with Paul Scofield and Mary Ure in the title roles⁸. I am delighted to have seen it.

Mary: It must have been pretty difficult to get tickets, wasn't it?

Ann: I should say so. There were lots of people queuing up at the box-office, and tickets were rather expensive. I could not have bought them if I had not got some more money from my people. Anyway, I managed to get seats in the twelfth row of the pit.⁹ It would have been delightful if you had been there with me.

Mary: Well, it was my own fault, if I hadn't caught such a bad cold¹⁰ I would have gone with you. But you know, Ann, you ought to have gone on the stage yourself. You certainly have talent. Everybody says so after seeing you acting in those amateur theatricals¹¹ at your Institute. You really made a sensation,¹² and as for me, I think you did almost as well as a professional. You really should have entered the Theatre Institute.

Ann: Well, no ... I am looking forward to teaching. I am just crazy about kids¹³. But I do enjoy theatricals, and besides that experience will come in useful when I am a teacher. By the way, we are rehearsing for another play now.

Mary: I still remember how perfectly at ease¹⁴ you were on the stage.

Ann: I should like you to come to our first night performance¹⁵. I shall get two passes for you.

Mary: It would be awfully kind of you. I'll come with pleasure, and I'll bring my father along. He used to be a great theatre-goer, and he has often told me that in his student days he used to take part in all the amateur performances at his Institute.

WORD LIST

heap n.	queue v.	theatricals n.
stroll n.	box-office n.	cause v.
fortune n.	row n.	sensation n.
production n.	pit n.	professional n.
company n.	fault n.	crazy adj.
perform v.	stage n.	rehearse v.
cast n.	talent n.	ease n.
title adj.	amateur adj.	pass n.
role n.		

WORD COMBINATIONS

to get a breath of fresh air	to catch cold
to take a stroll	to make a sensation
by all means	to be crazy about smth.
to have the good fortune to do smth.	to come in useful
to queue up	to be at ease

NOTES

1. **heaps of time** — a lot of time, plenty of time.
2. **take a stroll** — take a walk.

3. **by all means** — აუცილებლად.
ant.: by no means.

4. **I even had the good fortune to see** — I was even lucky enough to see.

5. **production** n. — the staging of a play, performance.
to produce v. get ready (a play, film) for the stage or screen.

producer n. a person who is in charge of the production of a play or motion picture.

6. **company** — actors who perform plays together — დასი.

7. **cast** — the actors in a play.

8. **title roles** — leading roles.

9. **the pit** — the ground floor of a theatre — პარტერის უკანა რიგები.

the stalls — პარტერის წინა რიგები.

the dress circle — ბელეტაჟი.

upper circle — ბალკონი.

parquet circle — ამფითეატრი.

gallery — ქანდარა.

10. **if I hadn't caught such a bad cold** — ასე ძალიან რომ არ გავციებულობოვო.

The verb *catch* is used in different word combinations:

to catch cold — გაციება.

e. g. Put on your coat, or you will catch cold.

to catch sight of — თვალის მოკვრა.

e. g. I was walking along the street when I suddenly caught sight of a friend of mine.

to catch a glimpse of — თვალის მოკვრა (ერთი წამით).

e. g. He caught a glimpse of a fish in the water.

to catch a person's meaning — to understand what smb. means.

e. g. I can't catch the meaning of your words.

to catch smb.'s eye — თვალის თვალში გაყრა.

e. g. Though he tried to avoid my look, I finally managed to catch his eye.

to catch a likeness — მსგავსების დანახვა და გადმოცემა.

e. g. The picture is good. You've caught the likeness.

to catch a disease — გადამდები დაავადებით ავად გახდომა.

e. g. My little boy has caught measles. (წითელა)

to catch fire — აალება, ცეცხლის წაქიდება.

e. g. If you are not careful with the matches, the film will catch fire.

to catch a train — to come to the station in time for a train.

e. g. If I hadn't hurried, I should not have caught the train.

11. **amateur theatricals** — performance of a play by amateurs.

amateur — an actor who is not a professional.

12. **You really made a sensation** — ნამდვილად სენსაცია გამოიწვიე.

sensation n. 1. feeling; e. g. a sensation of warmth;

2. great excitement.

13. **I'm just crazy about kids** — colloq. — I am very fond of kids.

14. **at ease** — in a state of freedom from anxiety.

ant.: ill at ease.

15. **first night performance** — the first performance of a new play, premiere.

LEXICAL EXERCISES

Ex. 1. Answer the following questions:

1. Who came back from Moscow? 2. What did she see there? 3. Whose production of "Hamlet" did she see? 4. Was the play performed by English actors? 5. What is a company of actors? 6. What is a cast? 7. Who acted the title roles? 8. Was it easy or difficult to get the tickets? 9. Were the tickets for the play cheap or expensive? 10. Where did she sit? 11. Mary didn't see the play, did she? 12. Why did it happen so? 13. Whose fault was it? 14. Who ought to have gone on the stage? 15. Did she take part in amateur theatricals? 16. Ann has talent, hasn't she? 17. How did everybody come to this conclusion? 18. Do you take part in amateur theatricals? 19. Do you attend them? 20. Do you have amateur theatricals at your Institute? 21. What is Ann looking forward to? 22. Is she crazy about kids? 23. Will her theatrical experience be useful for her? 24. What are they rehearsing for? 25. Who is at ease on the stage? 26. What does she invite her to? 27. What does she promise to get for Mary? 28. Whom does Mary want to bring along? 29. Her father used to be a great theatre-goer, didn't he? 30. He would take part in all amateur performances at his Institute, wouldn't he?

Ex. 2. Give words of the same root:

business; breath; production; cast; rehearse; care; prefer; fault; talent; ease; stage; success; certain; fortune; act.

Ex. 3. Give synonyms to the following words:

busy; to perform; title role; to enjoy; to play; theatre-goers; to take a stroll.

Ex. 4. Give antonyms to the following words and word combinations:

expensive; to manage; to do smth.; amateur; to be at ease; to be a success with; to be free.

Ex. 5. Paraphrase the following sentences:

1. I decided to have a little walk and get a breath of fresh air.
2. I had the good fortune to see Peter Brook's production of "Hamlet" there.
3. You ought to have gone on the stage yourself.
4. You really made a sensation.
5. You did almost as well as a professional.

Ex. 6. Fill in the blanks with prepositions (or adverbs) wherever necessary:

1. "Let's go ... the refectory, Mary, and have our dinner there." 2. "Do you see George? He is sitting ... a table ... the corner. There are places ... his table. Let's sit there, it is a very cosy place." 3. "Have you got any interesting books ... home? I'd like something to read." — "What kind ... book would you like?" — "I am fond ... Dickens. Give me something ... Dickens if you can." 4. "I say, Anna, they've got ice cream ... the buffet. Let us take some ... dessert." "... pleasure." 5. "What were you laughing ... when I came ... the room?" 6. When do you intend to start ...? 7. Excuse me, will you get ... the next stop? 8. The sky is covered ... heavy clouds. It is going to rain, I think. 9. I have to do everything ... myself. Nobody can help me .. my work. 10. Before the great October Revolution many revolutionaries had to leave ... Russia and go ... abroad. They lived ... abroad ... many years. 11. Last Sunday our group went ... an excursion ... Vardzia, one ... the most beautiful places ... Georgia. 12. We live ... the second floor. 13. As Mary was fond ... milk, she had a glass ...

milk ... breakfast ... every morning. 14. Dreiser, the great American writer, was born ... the 27th... August, 1871 ... one ... the small towns ... America. 15. What novels ... Jack London are popular ... the Soviet reader? 16. When I went out, it was very dark... the street. I looked ... but could not make anything. 17. There are some capable young singers ... my friends. Let us invite them ... our party. I am sure they will sing ... us ... great pleasure. 18. Why were you late ... the play? I was waiting ... you there ... seven ... eight. 19. When I came ... the room my children were playing ... the piano. 20. The children jumped ... joy when they saw their mother.

Ex. 7. Translate into English:

- დევი, რატომ დაგაგვიანდა კინოში გუშინ?
- საიდან იცი?
- დაგინახე, როგორ ეძებდი შენს ადგილს.
- მართალი ხარ. გუშინ ამხანაგთან ვიყავი და დროზე მოსვლა ვერ შევძელი.
- საინტერესოა, როგორ იშოვე ბილეთი? ძნელი იყო, არა?
- რას ამბობ, საკმაოდ ადვილი იყო. მხოლოდ ერთი ბილეთი მჭირდებოდა. ერთი ბილეთის შოვნა კი ყოველთვის უფრო ადვილია.
- მოგეწონა ფილმი?
- მართალი გითხრა, არა. ფილმი არასაინტერესო მომეჩვენა.
- არა ხარ სწორი, ფილმი ძალიან საინტერესოა. შენ ფილმის დასაწყისი გამოტოვე და დასაწყისის გარეშე ძნელია მხატვრული ფილმის გაგება.

Ex. 8. Complete the following sentences:

1. Last week I had the good fortune ... 2. Yesterday we went to the theatre. Our tickets were ... 3. He was ill at ease ... 4. If we want to say that someone became an actor we say ... 5. When a play was enjoyed by the public we say...

Ex. 9. Make up sentences of your own according to the model given below and translate them:

Model: He used to be a great theatre-goer.

Ex. 10. Choose the correct word:

1. A very popular Greek theatrical ... visited our city in 1964. I happened to see them only once, but the ... that day was not as good as I had expected (cast, company). 2. As she works at the theatre she does not have to buy ..., she has a ... and so she has the good fortune to see the most interesting performances (pass, ticket). 3. When we go to the theatre we buy tickets at the ... , when we pay for our purchases we do it at the ..., while at the station we buy tickets at the ... (cash-desk, box-office, booking-office). 4. Who ... Hamlet last night? The children like ... in the sun. (play, to act). 5. A raised platform in a theatre on which a performance takes place is called He is a wonderful actor and in the last ... he was superb. (scene, stage). 6. The usher saw the girls to their We call theatres, cinemas and concert-halls ... of amusement. (place, seat). 7. Volley-ball is a popular ... with our girls. Have you seen any of Bernard Shaw's ... ? (play, game).

DIALOGUE 2

Davy: Have you got anything special to do tonight?

Bob: Well, I intended to do some reading. Why?

Davy: What do you say to going to the pictures?

Bob: I'd love to. But where shall we go? and when?

Davy: What about the 6 o'clock show at the Rustaveli Cinema?

Bob: I am afraid I can't. I don't expect my parents to be home before seven.

Davy: Let's make it eight o'clock then.

Bob: But what's on?

Davy: An English film, a screen version of a new novel¹ by John Braine, the author of "Room at the Top."

Bob: Is it dubbed? If so, it is not worth seeing.

Davy: It is not. But we don't care, do we?

Bob: Why, all the better for us. We shall not look at the subtitles. We don't often have the chance to see films produced by British film studios. Who is director?

Davy: The well-known actor N. I consider him to be an outstanding director too. The stars are B. and F., and the whole cast is splendid, they say. The film was released quite recently², just a few months ago, and it was a great hit.³ A friend of mine writes it had a most successful run⁴ in Moscow.

Bob: Such a pity I missed seeing "Room at the Top." I meant to have gone, but I somehow couldn't manage it.

Davy: I'll get my brother to take tickets for you and your sister too, and I'll meet you at the entrance at a quarter to eight. Will it be all right for you?

Bob: That suits me to a T.⁵

Davy: You will be punctual, won't you?

Bob: Of course. We shan't keep you waiting.

Bob: What a nice film. I enjoyed every minute of it.

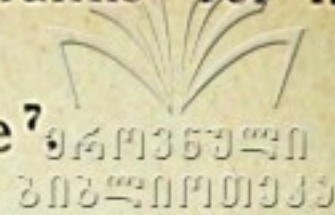
Davy: So did I. The performance of the actors is unforgettable and the director made a good job of it⁶ too, didn't he?

Bob: Yes, so did the cameraman. Some shots were splendid. Except for one thing: he is a bit too keen on close-ups, and sometimes the stars' make-up was too evident.

Davy: Now don't be so critical. I am delighted to have seen this picture. The idea of the novel is faithfully rendered, which seldom happens when a book is screened. The script-writer must have worked with the author, or maybe John Braine wrote the scenario himself? He might have done so. I didn't notice the name of the script-writer.

Bob: Anyway, it was a most enjoyable evening. Thanks for inviting us.

Davy: Oh, don't mention it. The pleasure is all mine?



WORD LIST

screen n.
version n.
studio n.
director n.
consider v.
star n.
release v.
recently adv.
hit n.

run n.
pity n.
punctual adj.
author n.
dub v.
cameraman n.
shot n.
close-up n.
make-up n.

evident adj.
critical adj.
faithfully adv.
render v.
script-writer n.
scenario n.
subtitle n.
chance n.

WORD COMBINATIONS

to be a great hit
to have a successful run
to suit to a T
to make a good job of smth.

NOTES

1. a screen version of a new novel — a new novel turned into a scenario and shot as a film.
2. The film was released quite recently — the film appeared on the screen not very long ago.
3. ... was a great hit — was a great success.
4. it had a most successful run — it was a great success and was on a long time.
5. That suits me to a T — That is quite all right for me.
6. The director made a good job of it — The director did his share of work quite well.
7. The pleasure is all mine — It was I who was especially pleased with it. A polite way of answering when someone thanks you for the pleasure you have given them.

LEXICAL EXERCISES

Ex. 1. Answer the following questions:

1. What did Bob intend to do in the evening?
2. Did he like the idea of going to the pictures?
3. Who suggested going to the pictures?
4. Why couldn't Bob go to the six o'clock show?
5. When did he expect his parents to be home?
6. What was on that night?
7. Who is the author of the novel "Room at the Top"?
8. Is John Braine an English writer or an American one?
9. Do we often have the chance to see films produced by British film studios?
10. Was the film the boys wanted to see dubbed?
11. The film was released quite recently, wasn't it?
12. What was a great hit?
13. Did it have a successful run in Moscow?
14. Where was Davy to meet Bob?
15. The boys enjoyed the film, didn't they?

16. Who had made a good job of the film? 17. The cameraman was good too, wasn't he? 18. Was the idea of the novel faithfully rendered? 19. Is it an easy thing to do? 20. Did the boys know who the script-writer was?

Ex. 2. Give synonyms to the following words:

special; to intend; to expect; to consider; pity; to meet; splendid; evident; to invite; well-known.

Ex. 3. Give your own definitions of the following words and word combinations:

to intend; a screen version; to release a film; to be a great hit; to have a successful run; punctual; unforgettable; to make a good job of smth.; to be keen on smth.

Ex. 4. Insert prepositions or adverbs wherever necessary:

1. If you are staying ... London ... a few days you'll have no difficulty whatever ... finding somewhere to spend an enjoyable evening. 2. Films are shown ... the cinemas ... the greater part ... the day. 3. The best seats ... theatres are those ... the stalls, the circle and the upper-circle. 4. If you are not fond ... music and singing, opera won't interest you. ... the West End theatres you can see most ... the famous English actors and actresses. 6. Choose a good play and you'll enjoy yourself thoroughly ... the moment the curtain goes up ... the end ... the last act. Get your seat beforehand, either ... the box-office ... the theatre itself or ... one ... the agencies. 7. When you go ... a theatre, you will probably want to sit as ... the stage as possible. But if you are ... a cinema, you may prefer to sit some distance ... the screen. 8. Well, what did you think ... the play? I enjoyed every minute ... it. I have not laughed so much ... a long time.

(After "An English Linguaphone Course").

Ex. 5. Translate into English:

1. გუშინ თეატრში გადაწყვიტე წასვლა. ახალი პიესა მიდიოდა. სალაროსთან ბევრი ხალხი იდგა. რიგში ჩავდექი. ნახევარი საათის განმავლობაში ვიდექი, სანამ ბილეთებს ავიღებდი. ამხანაგები იქვე მელოდებოდნენ. წარმოდგენის დაწყებამდე ხუთი წუთი იყო დარჩენილი და ამიტომ მაშინვე შევედი. თეატრი სავსე იყო. ჩვენი ადგილები მოვნახეთ და დავსხედით. ფარდა აიხადა და წარმოდგენა დაიწყო. მას დიდი წარმატება ხვდა წილად. ყველას მოეწონა მთავარი როლის შემსრულებელი მსახიობი. წარმოდგენა თერთმეტის ნახევარზე დამთავრდა. როდესაც თეატრიდან გამოვედი, ძალიან წვიმდა. ავტობუსის გაჩერებასთან უამრავი ხალხი იდგა. ბოლოს მოვახერხეთ ავტობუსში ჩაჯდომა და სახლში წავედი.

2. — ალო, მერი. ნელი ვარ. როგორა ხარ?

— გმადლობ, არა მიშავს, შენ?

— მეც კარგად ვარ, რას აკეთებ? თუ თავისუფალი დრო გაქვს, წამ სალამოს წავიდეთ კინოში. ახალი ფილმი გადის.

— სიამოვნებით, რომელ სეანსზე წავიდეთ?

მეორეზე. რვა საათზე იწყება, მაგრამ რადგან ფილმი მხოლოდ დღეს გამოუშვეს, ძალიან ძნელი იქნება ბილეთების შოვნა. მე მგონი, ექვს საათზე იქ უნდა ვიყოთ.

— კარგი, მაშ შევთანხმდით. ექვს საათზე რუსთაველის კინოთეატრის შესასვლელთან შევხვდებით.

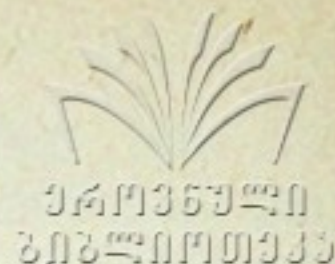
კინოსურათი ათ საათზე დამთავრდა. მეგობრებმა ფეხით ირჩიეს სახლში წასვლა, რადგან ამინდი კარგი იყო. გზაში ისინი ნანახ სურათზე ლაპარაკობდნენ.

— ძალიან მომეწონა სურათი. ძალიან კარგი გადაღებულია, თუმცა, როგორც სჩანს, ოპერატორს ძალიან უყვარს ახლო კადრები.

— ჟურნალი არ მოგეწონა? ძალიან მიყვარს სპორტული ჟურნალები. საერთოდ ძალიან ვისიამოვნე. დიდი ხანია არ მინახავს ასეთი კარგი სურათი.

PHONETIC NOTES

THE INTONATION OF PARENTHESES



A parenthesis is a word, phrase or clause inserted into a sentence or attached to it. A parenthesis is used to show the speaker's attitude towards the thought expressed in a sentence, to connect a sentence with another one, to add some details to what is said in the sentence.

e. g. You *certainly* have talent.

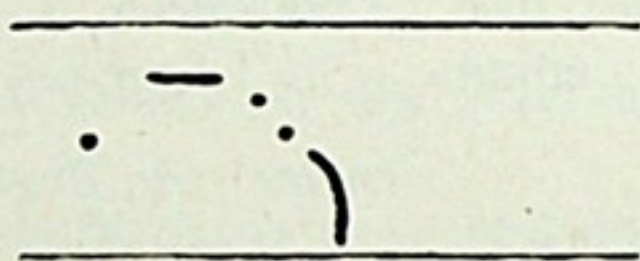
There was a long queue at the box-office, *anyway*, I managed to get seats in the twelfth row of the pit.

The intonation of a parenthesis depends on its semantic importance and its position in the sentence.

When a parenthesis is semantically important, it is usually placed at the beginning of a sentence and stressed. Sometimes it can form a separate sense-group by itself, which can be pronounced with the rising tone or with the falling tone.

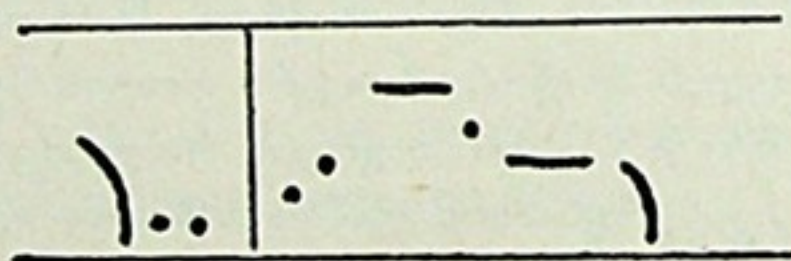
Of course he is right.

[əf 'kɔ:s hɪ ɪz ɹraɪt]



Certainly, he will come by all means.

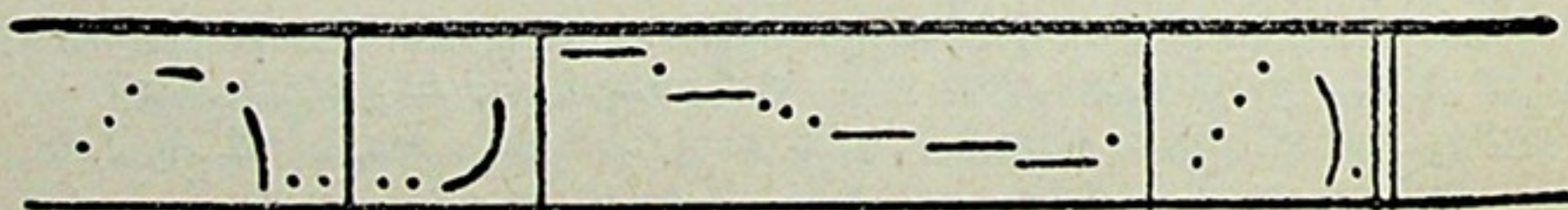
[ɹsə:tənli hɪ wɪl 'kʌm baɪ 'ɔ:lɹmi:nz]



A semantically important parenthesis can also be placed in the middle or at the end of a sentence. Then it is stressed and may form a separate sense-group.

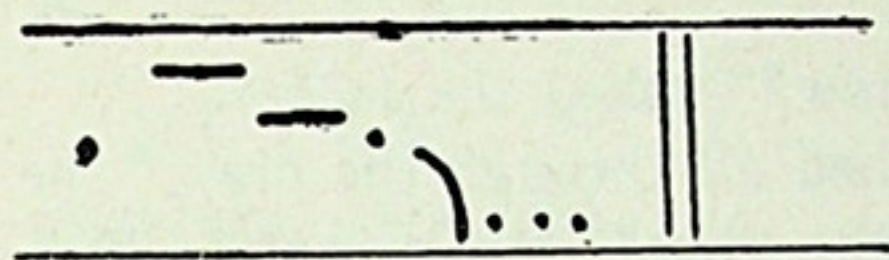
But I enjoy theatricals, and *besides*, that experience will come in useful when I am a teacher.

[bət aɪ ɪn 'dʒɔɪ θɪətrɪkəlz ənd bɪ'saɪdz 'ðæt ɪks 'pɪəriəns wɪl 'kʌm 'ɪn ɹju:sful wɛn aɪ əm ə'ti:tʃə]



A parenthesis which is not very important semantically is placed in the middle or at the end of a sentence. It does not form a separate sense-group and is pronounced as the final unstressed syllables of a sense-group.

e. g. The whole cast is splendid, *they say*.
 [ðə'houl 'kɑ:st ɪz \splendɪd ðeɪ seɪ]



PHONETICAL EXERCISES

Ex. 1. Read and explain the intonation of the parentheses in the following

1. I (hope) 'everything will be all \right.
2. I 'shan't be 'able to \come, I'm afraid.
3. Of \course } I am 'quite \serious.
4. 'Such a \pity I'missed 'seeing "Room at the \Top."
5. Perhaps he will 'come \later.
6. Maybe he is 'still \there.

Ex. 2. Explain the meaning of the parenthetical words and groups in the following sentences. Discuss their position and intonation.

1. So we have heaps of time, it seems.
2. Well, it was all my fault.
3. You really made a sensation.
4. As for me, you did almost as well as a professional.
5. I am glad you liked it and by the way we are rehearsing for another play now.

Ex. 3. Read, transcribe and put on staves the sentences given in ex. 2.

ADDITIONAL MATERIAL

JOKES

The usual crowd of small boys gathered near the entrance of a circus tent in a small town one day, pushing each other and trying to look inside. A man standing nearby watched them for a few minutes, then walking up to the ticket collector, he ordered: "Let these boys in, and count them as they pass." The ticket collector

did as he was told and when the last one had gone in, he turned and said, "Twenty-eight, sir," "Good," said the man, smiling as he walked away, "I thought I had guessed right."

ገገገገገገገገ
ገገገገገገገገገገ

— ... —

"I say, dad," said a schoolboy, returning home, "we gave a wonderful performance at school. A lot of parents came, and though some of them had seen it before, they all had a jolly good time."

"How do you know?" asked the father.

"Why, they laughed all through the play," the boy replied.

"And what was the play?" the parents asked.

"Hamlet," said the boy.

ENGLISH PROVERBS AND SAYINGS

EXPLAIN THESE PROVERBS AND SAYINGS:

Art is long, life is short.

As fit as a fiddle.

He dances well to whom fortune pipes.

Nothing succeeds like success.

The audience is the reward of the speaker.

A FEW WORDS ABOUT ENGLISH PLAYWRIGHTS¹

Who has not heard of William Shakespeare, one of the greatest playwrights of all time. He is famous for his comedies such as "Twelfth Night", "As you Like it", "The Taming² of the Shrew", and equally famous for his magnificent³ tragedies, such as "Macbeth", "Hamlet" and "Othello". Shakespeare lived in the reign of Queen Elizabeth I, which was a great age for English Literature. The great playwright W. Shakespeare was born in 1564 and died in 1616.

Of later plays there's "She Stoops to Conquer"⁴ by Oliver Goldsmith, and "The School for Scandal"⁵ by Richard Sheridan, both eighteenth-century dramatists. Then coming almost to the present day, we have the brilliant dramas of the Irish author, Bernard Shaw. Possibly his best known plays are "Widower's Houses", "Caesar and Cleopatra", "Man and Superman" and "Saint Joan".

(After "An English Linguaphone Course").

WORD LIST

playwright n.	queen n.
taming n.	stoop v.
shrew n.	conquer v.
equally adv.	scandal n.
magnificent adj.	brilliant adj.
tragedy n.	superman n.
reign n.	



NOTES

1. **playwrights** (pl.) — playwright — dramatist.
2. **Taming** — to tame — to make obedient (usually of animals).
3. **magnificent** — splendid.
4. **Conquer** — gain possession of smth. by force.
5. **Scandal** — gossip that is bad for a person's reputation.

Herbert Ernest Bates.

A COMIC ACTOR (adapted)

Of all the farmers of our district William Twelvetree was the poorest and most unlucky. It was not easy for him to keep his wife and four children. Despite their poverty William and his family were devoted to one another. They were like a little community, naive, honest, strangely refined and bound up in themselves. One thing was startling about him¹ and that was William's ambition to act in a play. Every Christmas, for many a year, the family played "The Midsummer Night's Dream" in the big kitchen, and the children were the fairies. The little girls played well and sweetly. Isabel, who was very tall, was a splendid Titania, but only William could act his part, he alone remembered to employ his hands, to flourish his dirty overcoat as though it were a cloak, and to make his voice touching. And when at the end the family applauded each other, again William was the important figure. It was he whom they cheered. And it was he who bowed low and deep, with grave smiles as if he were indeed some great actor, very bold and very successful.

One autumn the local journal printed an announcement. All those interested in drama and the birth of a dramatic society for the town were requested to attend a meeting there. There followed days of unprecedented excitement at the farm; then William drove to the meeting in a milk-float.

He was told that the society was going to stage a musical drama called "The Prisoner of Love".

William read the play. Each act, each scene, each line filled him with the conviction that he must apply for the part of a certain Duke.

Gradually he began to rehearse the part, then to take it into the fields with him, then to dream of it at nights. But at the first rehearsal it appeared that seven men besides William had pictured themselves as Dukes. This amused the company. William tried to laugh too, though the memory of his secret rehearsals was painful.

Eventually the play was cast. Then it was announced that he had been chosen for a monk.

Many weeks passed. There was in the play a young girl of extraordinary talent who took the part of the imprisoned maiden. From the first rehearsal her acting was remarkable. By intuition she knew how to look, move, speak and carry herself. Half the actors fell at once in love with her. William himself felt that in the scenes with her he acted more certainly, inspired by her extraordinary cleverness and beauty. When the time of the first performance approached, he felt he bore a curious, worshipping kind of love² towards this girl.

At last the playbills were out. The name of this girl was displayed in larger and heavier type than the rest.

William implored Isabel not to attend the first performance of the play. "Please don't be there. Come to the matinée instead. I shall be so terribly nervous," he said.

And since he seemed nervous even at the dress-rehearsal,³ Isabel agreed not to go.

He arrived early at the theatre. After sorting out his monk's costume, he sat down on a property basket⁴ and thought seriously and for the first time of speaking to the girl.

Soon completely dressed, he left the room; he must be made up, his wig must be found. Then as he shuffled past the wings he heard the low, bee-like voice of the young actress calling out after him. "I say, Brother Bono, don't be in a hurry." He was confused. He wanted to tell her something in return, but of the flattering speech he had composed in the dressing-room, he could remember nothing. So he shuffled away. Painted up and wearing a wig, he made a more excellent monk than he himself had ever dreamed.

Amid much noise of the orchestra and singing of actors and actresses whispering in the passages and rustling their strange costumes, he shuffled to the wings to watch the girl act. She acted magnificently, singing as sweetly as a May thrush after rain. The house clamoured for her.⁵ When she bowed and smiled at the end of the act his whole frame softened in a sort of a proud, lovable admiration for her.

During the interval he had an inspiration.⁶ He would take her a cup of coffee, and as she drank it, speak his thoughts upon her acting and her singing.

Then his cue came. Although he had stood in readiness for half an hour, he was taken by surprise. He tumbled on to the stage more like a clown than a monk, and was greeted by a burst of laughter. His self-control vanished and he burst into tears.⁷

He stumbled forward drying his tears. The audience was much moved. He began to stammer. He had a lump in his throat.⁸ His tongue was like glass paper. And then, worst of all, he forgot the lines he could once repeat so well. Then when everything seemed quite lost and hopeless, the unfortunate man invented some lines. They were hopeless.

The young actress was infuriated. He knew from the repeated glances of scorn she gave him, that he had offended her. He fled to the dressing-room. Hiding his face in his hands, he called himself a fool, a hopeless idiotic failure.

WORD LIST

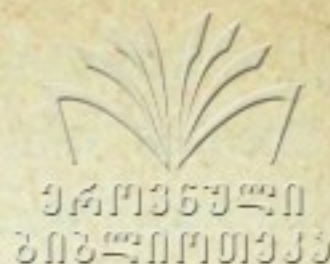
despite prp.
poverty n.
devoted p. p.
community n.
refined p. p.
bound up p. p.
startling adj.
ambition n.
Christmas n.
dream n.
fairy n.
sweetly adv.
employ v.
flourish v.
cloak n.
touching adj.
applaud v.

eventually adv.
monk n.
extraordinary adj.
remarkable adj.
intuition n.
inspire v.
approach v.
bear v.
curious adj.
worshipping adj.
playbill n.
type n.
implore v.
matinée n.
terribly adv.
nervous adj.
dress-rehearsal n.

cue n.
tumble v.
clown n.
burst n.
self-control n.
vanish v.
stumble v.
stammer v.
lump n.
glass-paper n.
invent v.
infuriate v.
glance n.
scorn v.
offend v.
flee v.
fool n.

cheer v.
 bow v.
 grave adj.
 bold adj.
 local adj.
 journal n.
 print v.
 announcement n.
 society n.
 request n.
 unprecedented p. p.
 excitement n.
 drive v.
 milk-float n.
 prisoner n.
 conviction n.
 apply v.
 realise v.
 painful adj.

sort out v.
 property basket n.
 completely adv.
 wig n.
 shuffle v.
 wings n.
 bee-like adj.
 confuse v.
 flattering adj.
 compose v.
 dressing-room n.
 rustle v.
 costume n.
 thrush n.
 clamour v.
 frame v.
 soften v.
 admiration n.
 interval n.



WORD COMBINATIONS

1. to fall in love with
2. to have an inspiration
3. to be taken by surprise
4. a burst of laughter
5. to burst into tears
6. to have a lump in one's throat

NOTES

1. One thing was startling about him — one thing was surprising about him.
2. he bore a curious, worshipping kind of love — he loved (her) with a strange love, full of respect and admiration — უცნაური, თაყვანისცემის გრძნობით აღსავსე სიყვარულით უყვარდა.
3. dress-rehearsal — the final rehearsal of a play performed in exactly the manner in which it is to take place — გენერალური რეპეტიცია.
4. a property basket — a basket in which clothes and things used by actors and actresses on the stage, are kept.
5. The house clamoured for her — the audience shouted and asked her to appear before them after the curtain had fallen.
6. he had an inspiration — a bright idea came to his mind.
7. he burst into tears — he began to cry.
8. He had a lump in his throat — he was choking and was unable to speak.

LEXICAL EXERCISES

Ex. 1. Give words of the same root:

poverty; devoted; honest; ambition; splendid; employ; flourish; dirty; applaud; deep; successful; announcement; request; appear; conviction; amuse;

remarkable; inspire; cleverness; performance; curious; terribly; completely; compose; magnificently; clamour; proud; admiration; invent.

Ex. 2. Give synonyms to the following words:

startling; splendid; bold; request; to realize; to picture; to choose; remarkable; curious; to display; to improve; to attend; to arrive; magnificently; to tumble; to vanish; unfortunate.

Ex. 3. Give antonyms to the following words:

unlucky; honest; important; deep; bold; extraordinary; cleverness; to arrive; failure.

Ex. 4. Give your own definitions of the following words and word combinations:

ambition; to employ one's hands; unprecedented; to fill smb. with conviction; rehearsal; matinée; property basket; wig; to shuffle; wings; admiration; inspiration; to stammer; to be infuriated.

Ex. 5. Translate into English:

1. ისინი ასეთი ერთგულები რომ არ იყვნენ ერთმანეთის, ასე კარგად ვერ იცხოვრებდნენ. 2. ასე ცოტა რეპეტიციები რომ არ გვქონოდა, ასე ცუდად არ ვითამაშებდით. 3. ეს ქალი ასეთი ნიჭიერი და ლამაზი რომ არ ყოფილიყო, ყველა მსახიობს არ შეუყვარდებოდა. 4. მას რომ ცოლ-შვილი არ ჰყავდეს შესანახი, ასეთი ღარიბი არ იქნებოდა. 5. უილიამი ასეთი გაუბედავი რომ არ ყოფილიყო, თავის როლს კარგად შეასრულებდა. 6. მას რომ კარგად ემღერა, ყველა დაუკრავდა ტაშს. 7. უილიამს ეტლი რომ ჰქონოდა, ქალაქში რძის სატარებელი ურმით არ წავიდოდა. 8. მას რომ ახალი პალტო ჰქონოდა, ამ ძველსა და ჭუჭყიან პალტოს არ ჩაიცვამდა. 9. თუ პიესა საინტერესო იქნება, გაზაფხულზე დავდგამთ. 10. ბილეთი რომ მქონდეს, პრემიერაზე წავიდოდი. 11. ქარი რომ ასეთი ძლიერი არ იყოს, სარეცხს ეზოში გავფენდი. 12. თუ ამ საღამოს ჩემთან გამოივლი, გემრიელ ნამცხვრებს გაქმევ.

PHONETIC NOTES EMPHATIC INTONATION

The speaker may emphasize the meaning of the whole sense-group, or he may emphasize one or more words contained in the sense-group. In both cases the sense-group becomes emphatic.

THE MEANING OF THE WHOLE SENSE-GROUP EMPHASIZED

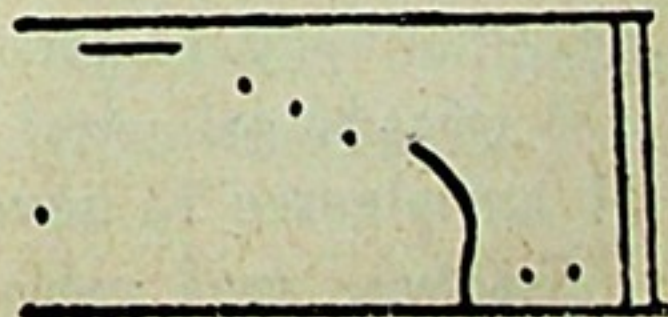
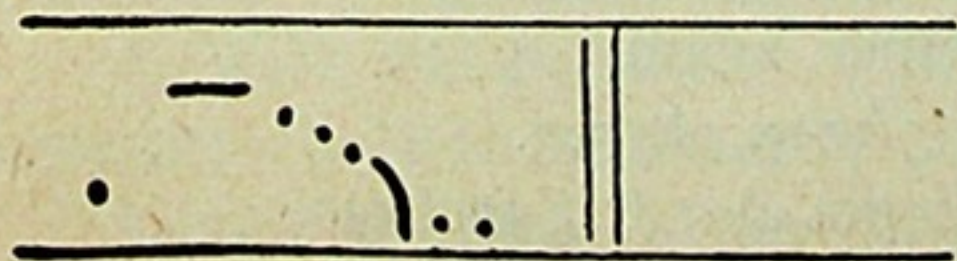
The meaning of the whole sense-group can be emphasized:

1) by widening the range of pitch:

e. g. Her acting was remarkable.

hər 'æktɪŋ wəz rɪ'mɑ:kəbl

hər "æktɪŋ wəz rɪ "mɑ:kəbl

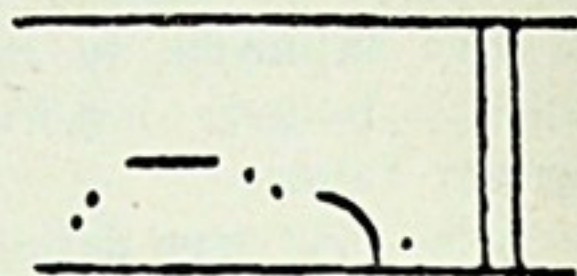
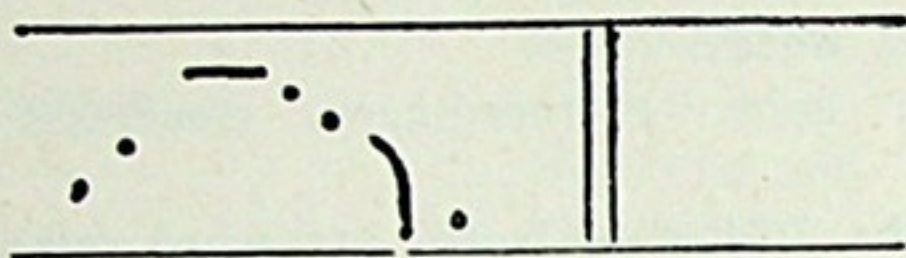
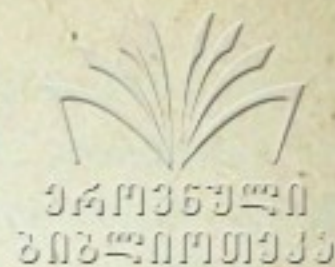


2) by narrowing the range:

e. g. He was terribly nervous.

hi wəz 'teribli 'nə:vəs

hi wəz ''teribli ''nə:vəs



The emphasizing of a whole sentence in order to intensify its meaning is called **intensity emphasis**.

PHONETICAL EXERCISES

Ex. 1. Read the following sentences. Emphasize their meaning by a) widening the range and b) narrowing the range:

a) What a nice film!

How lovely!

Certainly.

She acted magnificently.

It's quite impossible.

I can't believe it.

b) I'll be terribly nervous.

The young actress was infuriated.

It's hopeless.

Awful!

How can you say that?

Ex. 2. Transcribe and put on staves the sentences given in ex. 1.

Ex. 3. Read the following sentences, using both a) widening the range, b) narrowing the range.

Why have you done it?

I don't believe a word of it.

What nonsense!

It can't be so bad.

Quite improbable!

GRAMMAR NOTES

OBJECTIVE STRUCTURES WITH PREDICATIVE ADJECTIVES + PERFECT INFINITIVE

The infinitive is used in the function of an object not only after verbs, but also after adjectives expressing feelings, such as—glad, sorry, happy, pleased, surprised, delighted, etc.

I am happy to see them together again.

ბედნიერი ვარ, რომ მათ კვლავ ერთად ვხედავ.

I am pleased to have let you know about it in time.

მიხარია, რომ დროზე შეგატყობინეთ ამის შესახებ.

I am delighted to have seen "Hamlet" performed by English actors.

აღფრთოვანებული ვარ, რომ ვნახე „ჰამლეტი“ ინგლისელი მსახიობის შესრულებით.

In the last two examples the perfect infinitive shows that the action expressed by it took place before that of the finite verb.

THE OBJECTIVE-WITH-THE-INFINITIVE CONSTRUCTION

1) You will remember the following constructions from the first-year material: to see smb. do smth.; to make smb. do smth., etc.; to want smb. to do smth. The construction is called the Objective with the Infinitive. Its syntactical function is that of a complex object.

2) The Objective-with-the Infinitive Construction is also found after verbs denoting mental activity, such as to know, to think, to consider, to believe, to suppose, to expect, to imagine, to find, to feel, to trust.

After these verbs the verb *to be* is usually used in the Objective-with-the-Infinitive Construction.

I know *him to be* a good doctor.

მე ვიციან მას როგორც კარგ ექიმს.

I suppose *him to be* a liar.

მე ვფიქრობ, რომ ის მატყუარაა.

We expected *her to marry* Pete.

ჩვენ მოველოდით, რომ ის პიტს ცოლად გაყვებოდა.

I consider *him to be* a gifted singer.

მე მიმაჩნია, რომ ის ნიჭიერი მომღერალია.

I don't expect my parents to be at home before seven.

მე ვფიქრობ (მოველი), რომ ჩემი მშობლები შვიდ საათამდე სახლში არ იქნებიან.

MUST

The modal verb *must* has several meanings, depending also on the forms of the following infinitive.

1. With the Indefinite infinitive *must* expresses obligation, necessity, duty in affirmative and interrogative sentences:

I must go there — უნდა წავიდე იქ.

Must I go there? — უნდა წავიდე იქ?

In negative sentences "must" expresses prohibition

You must not go there.

არ უნდა წახვიდე იქ.



2. In combination with the Continuous infinitive and also with the Indefinite infinitive of the verbs which have no continuous forms *must* expresses strong probability with reference to the present.

She must be sitting at the fire now.

ის ალბათ ცეცხლთან ზის ახლა.

He must be ill (that's why he hasn't come).

ის ალბათ ავად არის. (ავად უნდა იყოს).

He must know English well (he translates English articles easily).

მან კარგად უნდა იცოდეს ინგლისური (ალბათ კარგად იცის).

3. *Must* in combination with the Perfect infinitive refers the action to the past and expresses supposition implying strong probability.

He must have finished his work.

ალბათ მან დაამთავრა სამუშაო.

It must have been raining all night, it's very wet in the garden.

ალბათ მთელი ღამე წვიმს, ბაღი წყლითაა სავსე.

When *must* expresses supposition implying strong probability, its use is restricted in two respects:

a) It is not used with reference to the future. In this case its equivalents (modal words) are used.

He will probably come tomorrow.

ის ალბათ ხვალ მოვა.

b) It is found only in affirmative sentences; in negative and interrogative sentences the equivalent expressions fail to, miss or verbs with negative prefixes are used.

He must *have failed to* get a ticket for the concert, that's why you didn't see him there.

ალბათ ვერ მოახერხა კონცერტზე ბილეთის აღება, ამიტომ ვერ ნახეთ.

He must *have misunderstood* me, that's why he is angry with me.

ალბათ ვერ გამიგო, ამიტომაცაა გაჯავრებული ჩემზე.

MAY, MIGHT

May has the following meanings:

1. Supposition implying uncertainty:

He *may* be at home now.

In this meaning; *may* occurs in affirmative and negative sentences and can be followed by different forms of the infinitive, depending on the time reference expressed.

Phone him later. He *may* be doing his lessons now.

მოგვიანებით დაურეკე, შეიძლება (იქნებ) ახლა გაკვეთილებს ამზადებს.

He *may* have fallen ill, that's why he hasn't come.

შეიძლება (იქნებ) ავად გახდა და ამიტომ არ მოვიდა.

He *may* have been waiting for us for an hour.

შეიძლება ერთი საათის განმავლობაში გველოდებოდა.

In this meaning of supposition implying uncertainty, the form *might* is also frequently found. It is usually followed by the indefinite or continuous infinitive, and expresses greater uncertainty than *may*.

He *might* come soon.

შეიძლება მალე მოვიდეს.

He *might* be doing his lessons now.

2. Possibility due to circumstances.

a) *May*, in this meaning, occurs only in affirmative sentences, and it is followed only by an indefinite infinitive.

You *may* see many interesting pictures at the exhibition.

გამოფენაზე შეიძლება ბევრი საინტერესო სურათი ნახოთ.

b) *Might* followed by a perfect infinitive indicates that the action was not carried out owing to certain circumstances.

Luckily he wasn't driving the car. He *might* have been hurt.

საბედნიეროდ ის არ მართავდა მანქანას, შეიძლება დაშავებულიყო.

3. Permission:

You *may* take my book.

შეგიძლიათ ჩემი წიგნი აიღოთ.

In this meaning *may* is combined only with the Indefinite Infinitive and is found in a) affirmative sentences, b) in interrogative sentences which usually express a request, and c) in negative sentences where it denotes prohibition. This use of *may* is not common, as the meaning of prohibition is generally expressed by other modal verbs (*can* or *must*).

You *may* take my book.

May I take your book?

You *may* not smoke here.

The form *might* is found only in interrogative sentences expressing a more polite request.

Might I join you?



4. Reproach for the non-performance of an action.

You *might* have helped me (but you didn't).

ხომ შეგეძლო დამხმარებოდი.

In this case we find only the form *might* followed by a Perfect Infinitive in affirmative sentences.

CAN, COULD

with the Perfect Infinitive

Can with the perfect infinitive refers to the past and expresses doubt, uncertainty and improbability in negative and interrogative sentences.

e. g. She can't have seen me yesterday. I was in the country

შეუძლებელია ვენახე გუშინ. სოფელში ვიყავი.

Can she have stolen the money? ნუთუ ფული მან მოიპარა?

Could with the perfect infinitive has almost the same meaning as *can*, only it is not so categoric in character as *can*.

e. g. *Could* he have forgotten to pay his debt?

ნუთუ დაავიწყდა ვალის გადახდა?

Sometimes *could* with the perfect infinitive expresses mild reproach; in affirmative sentences it indicates that the action was not carried out in the past.

e. g. You *could* have bought a ticket for me too.

ხომ შეგეძლოთ გეყიდათ ბილეთი ჩემთვისაც.

SHOULD AND OUGHT

with the Perfect Infinitive

The meaning of the combinations *should* and *ought* with the *perfect infinitive* depends on whether the sentence is affirmative or negative. In an affirmative sentence "should or ought with the perfect infinitive" indicates that a desirable action has not been carried out.

He should have gone there. ის უნდა წასულიყო იქ.

You ought to have been more polite. უფრო თავაზიანი უნდა ყოფილიყავი.

You should have told me about it. თქვენ უნდა გეთქვათ ის ჩემთვის.

In a negative sentence "should or ought with the perfect infinitive" serve to show that an undesirable action has been carried out.

They *shouldn't* have concealed it from their friends.

მათ ეს არ უნდა დაემალოთ ამხანაგებისაგან.

You *oughtn't* to have done it. არ უნდა გაგეკეთებინა ეს.



საქართველოს ენის ინსტიტუტი

GRAMMAR EXERCISES

Ex. 1. Write three forms of the following verbs. Pay attention to the spelling of the regular verbs on the list:

to suit; to prefer; to entertain; to announce; to introduce; to maintain; to delight; to perform; to increase; to enlarge; to continue; to drive; to feel; to fall; to lie; to lay; to find; to found; to rise; to raise.

Ex. 2. Answer the following questions:

What would you do if you wanted to go to the theatre? Where would you go if you wanted to get tickets? Whom would you ask to get tickets if you were going to the theatre with a boy-friend? What seats would you buy if you didn't have enough money? What dress would you put on if you had a seat in the stalls? Would you take the trouble to dress up if you had a seat in the gallery? What would you do if you had left your opera glasses at home? What would you say if a friend invited you to the theatre? Would you applaud if you did not enjoy the play? Would you go to the Bolshoy Theatre if you went to Moscow? Would you take part in amateur theatricals if you were asked?

Ex. 3. Put the verb in brackets in the correct form:

If you (to be fond) of serious music I (to invite) you to a symphony concert. I (to get) tickets for a variety show if you (to prefer) it. If the conductor (to be) more experienced the orchestra (to play) better. He (to make) a splendid master of ceremonies if he (to try). If my little girl (to be) old enough, I (to take) her to the Puppet Theatre. I (to go) to that concert if the programme (to be) more interesting. If you (to get) the tickets I (to see) that play with great interest. If she (to be) more musical she (to play) that concert better. If their repertoire (to be) more varied, they (to be) more popular with the student audience.

Ex. 4. Use the expressions listed at the end of the exercise to answer the following questions (the number of expressions that may be used is indicated):

Model: If I wanted to ... I would say ...

What would you say:

If you wanted to suggest going for a walk? 3.

If you wanted to suggest seeing a new picture on your way home? 1.

If you wanted to find out whether a friend was free to go out in the evening? 2.

If you wanted to know whether a friend was already invited out in the evening? 1.

If you wanted to invite a friend out? 2.

If you wanted to know whether your suggestion suited your friend? 2.

If you wanted to see a friend home? 1.

If you wanted to know whether the question of going out together was settled? 2.

If you liked a friend's suggestion? 2.

If you were very pleased with an invitation or suggestion? 2.

If a suggestion, arrangement or offer suited you? 3.

If a friend wanted to know what plans you had for the evening; what

you were doing that evening? 1.

If you could not accept an invitation? 2.

That is a good idea. I am afraid I cannot. Oh, nothing much I'd love to. Oh, nothing special. I am otherwise engaged. I am afraid. That will suit me to a T. I shall be most delighted. That suits me very well. I am sorry, but I cannot manage it. That is all right with me.

Ex. 5. Put the verb in brackets in the correct form.

If I not (to be) otherwise engaged yesterday I (to go) out with you with pleasure. If you not (to see) me home someone else (to do) it. If my cousin not (to queue up) for tickets we (can) not (to go) to the theatre, which (to be) a pity, because the play was wonderful. If he (to pay) more attention to his studies while he was at the Conservatoire, he (to be) a soloist in the symphony orchestra at the Philharmonic. If you (to take) my advice and (to book) the tickets beforehand, we (to have) seats in the pit instead of sitting here in the gallery. If she (to tell) me before that she (to be fond of) theatricals, I (to give) her a role in the skit we are rehearsing. If the composer (to conduct) himself, his new quartet (to be) a greater success. If she not (to lose) her voice as a result of illness, she (to make) a celebrated singer. If the master of ceremonies (to be) wittier he (to be) better received by the audience. If you (to see) that variety show, you (to enjoy) it thoroughly; such a pity you could not come with us. If he (to think) better he not (to put) that tasteless item on the programme of the new variety show.

Ex. 6. Answer the following questions, using the notional verb to need or the modal need. Give full answers, then short ones.

Shall I wait for you? Do you need your opera glasses this evening? Do you need this dictionary just now? Must we memorize this dialogue? Shall I call for you on the way to the theatre? Shall I buy a programme? Do you need three tickets? Must I send this letter at once? Do you need this dance record tonight? Shall I get a ticket for you? Must we stay at the Institute after classes today?

Ex. 7. Make up 10 negative sentences, using the notional verb to need and modal need.

Ex. 8. Paraphrase the following sentences, using the model: It was not necessary for you to do it. You need not have done it.

Note: The modal "need" with the perfect infinitive means that it was not necessary to perform an action.

	for him to buy tickets for us.
	for you to speak about it.
	for you to tell me all about that.
It was not necessary	for her to take all that trouble.
	for her to go there.
	for you to send that letter.
	for them to wait for us.
	for us to take a taxi.
	for them to write this exercise.

Ex. 9. Make up 20 sentences, using the construction need not with the Perfect Infinitive.

Ex. 10. Change these sentences, putting a prepositional object after the predicate and making another necessary change:

I suggested going to the variety show. He suggested getting tickets for a symphony concert. Bella suggested taking a stroll along the embankment. Our YCL organizer suggested staging an English play. They suggested joining our amateur group. I suggested staying in the country for a week. Our monitor suggested going to Bakuriani for the holidays.

Ex. 11. Make up 10 sentences, using the construction "suggest" with a subordinate object clause.

Model: He suggested that I should go there.

Ex. 12. Open the brackets putting the verb in the appropriate tense:

1. She says she not (to see) her parents for a long time. 2. I not (to have) a letter from them for ages. 3. I came home late and Mother said, "Where you (to be) all this time?". 4. My cousin (to be) very busy these last few weeks, she (to read) for her exams. 5. What you (to do) these last few weeks? You (to finish) collecting material for your paper? 6. When you (to finish) that picture at last? I think I (to finish) it by the end of next month. 7. Yesterday I (to get) a wire from a friend telling me she (to arrive) next week, but I (to go) to the country by then. 8. I (to read) for such a long time that now my eyes (to ache). 9. I (to be) ill for a week and I not yet (to be allowed) to go out. 10. What you (to do) with yourself since I (to see) you last? 11. I (to help) you long enough, now do the exercises yourself. 12. No use phoning her now, she already (to go) to her office. 13. It is too late to trouble them now, they (to go) to bed. 14. They (to climb) up hill for at least five hours when at last they (to reach) the top of the mountain. 15. How long you (to know) Ann? 16. She (to stay) with our family for 20 years. 17. After her marriage we (not to see) her for a long time, but last week she (to drop) in to see us. 18. It (to be) ten years since I (to leave) school. 19. We (not to see) John for two months. 20. He (to finish) that exercise five minutes ago. 21. He said he would sit there as long as he (to want) to. 22. Our volley-ball players are in excellent form. They (to train) every day for the last month. 23. When I met him at the sanatorium he (to rest) for two weeks and (to look) fine. 24. It was difficult to believe that he (to be) seriously ill. 25. Now he is back in town and I hear that he (to do) important work. 26. As I (to get off) the train I (to slip), (to fall) and (to hurt) my arm badly. 27. "You already (to see) the new Indian film"? — "Yes. I (to manage) to see it yesterday. 28. I (to go) to the cinema in the evening and (to get) two tickets quite easily. 29. You (to be) of great help to us since you (to come) to work with us.

Ex. 13. Open the brackets, putting the verb in the appropriate tense, then memorize the dialogue:

A Very Busy Girl

Annie: Hullo, is that you? I not (to hear) your voice for ages.

Bella: Oh, hullo, Annie! And where you (to be) all this long time?

Annie: You see, I (to be) very busy these last few weeks.

Bella: Why, what you (to do)?

Annie: Oh, lots of things. First of all, I (to read) for my exams, then I (to collect) material for the paper I (to be) to read at the beginning of the next term, and lastly, I (to write) that paper.

Bella: Well, you (to finish) it?

Annie: Not yet, unfortunately. You see it is like this: I (to write) it for ten days, and I almost (to come) to the end, when I (to go) to consult my supervisor. She (to find) fault with it, (to give) me some pointers, and (to tell) me to rewrite it.

Bella: Oh dear, that is too bad. And when you (to finish) it?

Annie: I think I (to finish) it by next Sunday, and then I (to come) to see you.

Bella: I (to go) to the country by then. I tell you what I (to come) myself in a day or two, if you phone me and let me know when you (to be) free.

Annie: Why not come today. I not (to intend) to work this evening. I (to read) such a lot that my eyes (to ache). But I cannot go out. I (to be) unwell for a week and my mother still (to keep) me in.

Bella: Very well, I (to be) at your place at eight sharp.

Annie: I (to expect) you then.

Bella: So long then.

Annie: So long.

Ex. 14. Open the brackets, using the appropriate tense or mood form. Talk about your plans for seeing in the New Year.

Nunu: Hullo, Tsitsino, how are you? Getting better?

Tsitsino: I am quite well, thanks. Glad to see you. I (to come) to the Institute tomorrow.

Nunu: The girls want to know whether you (to go) to spend the New Year holidays with your husband in the country or whether you (to stay) in town.

Tsitsino: I (to stay) in town. My husband (to come) here to see in the New Year. Why?

Nunu: You (to see) we (to decide) to have a party on New Year's Eve. We not (to be) together next year, as we (to graduate).

Tsitsino: That (to be) a good idea. All the girls (to come)?

Nunu: Of course. They (to like) to know about your plans.

Tsitsino: Why, I certainly (to take) part, with the greatest pleasure. At whose place we (to get) together?

Nunu: At Inga's. She is a good housewife, you know, she (to promise) (to do) the cooking, if we (to help) her, of course.

Tsitsino: That (to go) without saying. I (to be) glad to give her a helping hand. And who (to do) the marketing?

Nunu: Iamze, Isabella and Maqvala said they (to go) to market to buy the meat, the fruit and the vegetables.

Tsitsino: Well, no, why (to get) the meat here? I (to write) to my husband and he (to buy) a nice little pig and some fowls on a market day in his town. It (to be) cheaper and better.

Nunu: That (to be) fine, but it not (to be) too much trouble for him?

Tsitsino: No trouble at all. All the same he (to get) all sorts of provisions for us, and he (to do) it at the same time. And what about the wine?

Nunu: Inga's husband said he (to see) to that. He told Inga he (to take) his cousin's car and he (to go) to his grandfather's place in Kakheti. The old people (to be) glad to let him have all the wine we (to want) for a song.

Tsitsino: Well, it (to be) very kind of them, but we (to have) to do something for them in return.

Nunu: Certainly. We (to send) them a nice present. As for other things Helen (to say) she (to bring) the plates and dishes; Ninely (to promise) to bring a record-player; Lily (to provide) the records: her brother has some jolly new ones and he (to lend) them to us.

Tsitsino: Well, he (to come) too, won't he?

Nunu: Certainly, we (to miss) him if he didn't, he (to be) such a good dancer.

Tsitsino: That (to be) ever so nice. What other young men we (to have)?

Nunu: That is a secret. Each of us (to invite) one young fellow and we (to see) only when we (to get) together.

Tsitsino: What sort of secret that (to be)? We (to know) each other's secrets and each other's boy-friends perfectly well.

Nunu: But you see, they (to come) dressed up and they (to wear) masks, and we (to have) to find out who is who.

Tsitsino: That (to be) great fun. But we (to quarrel) if we all (to take) somebody else's boy for ours.

Nunu: Oh, well, we (to find out) in the end, and we (to laugh) all the more.

Tsitsino: I (to be) sure we (to have) a very good time. I (to make) some nice cakes.

Nunu: And Iamze said she (to make) cheese cakes.

Tsitsino: We all (to help) to prepare everything and some of us (to stay) here to wash up and put things in order. I not (to be) able to stay long, my people (to say) they (to be offended) if we not (to come) to see them on New Year's day.

Nunu: Oh, that is quite right. We (to manage) very well without you, not you (to worry). So it (to be) settled.

Tsitsino: It (to be) settled. I (to see) you all tomorrow.

Nunu: So long, then not (to forget) to write at once. Good-bye dear, thanks for coming.

Ex. 15. Translate into English:

ა) 1. როცა დრო მქონდა, მთებში დავდიოდი ექსკურსიებზე. 2. რომ მოგეცადათ, თეატრში წაგიყვანდით ახალი წარმოდგენის სანახავად. 3. თუ არ იწვიმებს, სახლში ფეხით წავალთ. 4. პოეტი რომ ვიყო, ლექსს დავწერდი თქვენზე. 5. ამ ქალს რომ მოვწონდე, ცოლად წაგიყვანდი. 6. ამ კაცს რომ ვიცნობდე, ვთხოვდი ბილეთები ეზოვა ჩვენთვის. 7. თუ არ დაგავიწყდებათ, თქვენი ჩანაწერები მომიტანეთ. 8. რომ შეგვეძლოს, ამ სიმღერას ვიმღერებდით. 9. ზარმაცი რომ არ იყოთ, საუკეთესო სტუდენტი იქნებოდით. 10. თუ მოთოვს, მთაწმინდაზე წავალთ სათხილამუროდ. 11. თქვენ ადგილას რომ ვიყო, ამდენს არ ვილაპარაკებდი. 12. დრო რომ მქონდეს, ამ უცხოურ ეურნალებს დავათვალიერებდი. 13. როცა გარეთ ცივა, სასეირნოდ წასვლა არ მიყვარს. 14. შენ რომ არ გეზარებოდეს, ექსკურსიაზე წავიდლოდით. 15. თუ დღეს ხელფასი მივიღე, თეატრში დაგპატიყებ.

ბ) 1. გუშინ რომ დრო მქონოდა, ბილეთებს ავიღებდი ახალ პიესაზე. 2. თქვენ რომ მას იცნობდეთ, არ იტყოდით, სულელიაო. 3. თქვენ რომ ჩემი რჩევისათვის ყური დაგეგდოთ, არ გაცივდებოდით და ავად არ გახდებოდით. 4. ბევრი რომ არ გამეცდინა, კურსზე არ დავრჩებოდი. 5. დროზე რომ მოსულიყავი, ბილეთების აღებას მოვახერხებდით. 6. მეტი რომ გევარჯიშათ, შეჯიბრში არ დამარცხდებოდით. 7. მეტს რომ ვარჯიშობდე, უკეთესად იციგურავებდი. 8. ნანა ასეთი ამაყი რომ არ იყოს, ყველა მოეხმარებოდა. 9. მათი ტელეფონის ნომერი რომ ვიცოდეთ, სახლში მისვლა არ დაგვჭირდებოდა. 10. ნებას რომ მომცემდნენ, პერცოგის როლს შევასრულებდი.

11. შენი ხმა რომ გამეგონა, აუცილებლად მოვიდოდი. 12. შენ რომ საგანი კარგად მოგემზადებინა, გამოცდაზე არ ჩაიჭრებოდი. 13. თუ სახლიდან აღრე გამოსვალს, მატარებელს მიუსწრებ. 14. მდინარე ასეთი ცივი რომ არ იყოს, ვიბანავებდი. 15. გუშინ ლექცია რომ არ მქონოდა, კონცერტს არ გავაცდენდი.

Ex. 16. Answer the following questions:

Who was America discovered by? The new continent was named after Amerigo Vespucci, wasn't it? Why was Moscow University named after the great Russian scientist Lomonosov? When was the new Moscow University built? Did any of your friends happen to be in Moscow when the University was being built? Who was the radio invented by? What changes took place in traffic after the new bridge had been built? When was the new bridge across the Mtkvari built?

Ex. 17. Open the brackets, using the correct tense of the given verb (Passive voice).

Next month an English evening party (to be held) at our Institute. Many invitations (to be sent) to the schools of our city. At the present moment the hall (to be decorated), pictures (to be hung up) on the walls, slogans (to be put up). Beautiful costumes (to be made) already for the performance. In a word everything (to be prepared) for the party by the time the first guests appear. Such evening parties (to be arranged) often at our Institute. In this way students (to be given) an opportunity to display their talents.

Ex. 18. Insert articles wherever necessary:

1. When you go to ... concert, you may ask for ... ticket at ... box-office. On entering ... concert-hall, you ask ... usher to show you to your seats. Then you take your seat and wait for ... beginning. ... orchestra is already on ... stage, ... conductor comes in and ... concert begins. 2. "I have tried to give you seats in ... centre facing ... stage. Some seats, no doubt, are better than others. On ... whole every part of ... stage is visible from any seat. Here is ... seating plan of ... theatre. 3. ... lights are going down, and I hear ... orchestra tuning up. 4. At ... West End theatres you can see most of ... famous English actors and actresses. As ... rule ... plays are magnificently staged. Choose ... good play, and you will enjoy yourself thoroughly from ... moment ... curtain goes up to ... last act. Get your seats beforehand either at ... box-office of ... theatre itself, or at one of ... agencies. 5. When you go to ... theatre you will probably want to sit as near to ... stage as possible. But if you are at ... cinema you may prefer to sit at some distance from ... screen. In fact I would say ... further away... better. 6. In ... evening we would all meet for ... dinner and go on to ... play. 7. We saw several plays, including ... new one with ... very promising young actress. 8. When I was younger I used to go to theatre ... lot. I used to queue up for ... seat in ... gallery in those days. 9. I must say I enjoy being able to have ... good seat in ... stalls now, and I like to book ... seats beforehand to save ... trouble. 10. We saw ... very good revue too. ... music and costumes were ... attractive. 11. ... last evening before our visitors had to go home we saw ... musical comedy. It made ... change from ... serious drama that we had seen ... night before. 12. Go and have ... wash. 13. Let us step out on ... balcony and have ... smoke. 14. We had... pleasant chat. 15. How did you enjoy ... chat you had with her? 16. We had ... long talk. 17. ... talk I had with him was most instructive. 18. I like to take ... stroll

after ... supper. 19. After ... lot of work, you should go for ... walk. 20. ... long walks in the country are very pleasant, especially in ... spring. 21. I am going to ... country for ... rest. 22. ... rest I had at my aunt's was wonderful. 23. I am rather tired, I think I shall go and take ... nap. 24. My father likes to take ... nap after ... dinner. 25. Look at your beard, you should go and have ... shave. 26. Hallo, Jim, isn't it ... hot day. Let us have ... cooling drink. 27. I must have ... rest before my guests arrive. 28. I have music lessons twice ... week. 29. I allow my children to watch T. V. shows once ... week. 30. ... students of ... evening department come to ... Institute four times ... week. 31. She calls on her in-laws twice ... month. 32. This magazine appears four times ... month, and that one only six times ... year. 33. We write compositions three times ... month. 34. He goes to Moscow five times ... year. 35. These cigarettes are fifteen copecks.... box. 36. These peaches cost fifty copecks ... kilogram. 37. Milk costs twenty copecks bottle. 38. This wine costs one fifty ... bottle. 39. I bought some cloth at twenty roubles ... metre. 40. What did you pay for this silk? Nine roubles ... metre.

Ex. 19. Ask a comrade the following questions and get her (him) to answer:

1. What she (he) was asked to do for her (his) sick friend.
2. Where she was asked to go to fetch some magazines.
3. What she was advised to read during the holidays.
4. What play she was advised to see.
5. What birthday presents she was given.
6. What wedding presents she was given (if she is married).
7. Where she was invited last Sunday.
8. Why she was not invited to another comrade's birthday party.
9. Where she was told to go to find the book she needed.
10. What she was told to do when her mother went out.
11. What language she was taught at school.

Ex. 20. Change the following sentences, using passive constructions:

1. I felt quite ill and they sent for the doctor.
2. A friend gave me a pretty brooch.
3. They asked me a lot of questions.
4. Just listen to what they have told me.
5. Others have already discussed this subject.
6. A stranger kindly showed me the way to your house.
7. Everybody laughed at him.
8. Everyone makes fun of her.
9. I have told you over again not to do that.
10. When I was a child they often told me to mind my manners.
11. They listened to the monitor's speech attentively.
12. Her sister being ill, they sent for Jane.

Ex. 21. Use the Complex Object (objective with the Infinitive construction) to paraphrase the following:

What you saw:

a) A boy ran out into the street. A man came up to the door of his house and knocked at it. The librarian took a book from the shelf and gave it to a student. A young man jumped down from a moving tram. A young ballerina danced beautifully. The teacher took a student's notebook and looked through it. The moon rose over the sea. The captain of the team scored another goal.

b) What you noticed:

A girl dropped her handkerchief. A woman looked out of a window on the second floor. Two boys stopped near my window. A girl turned her head to look at you. A bird flew out of its nest. A cat came out on the roof. A butterfly settled on a flower. A fish came up to the surface of the stream.

c) What you felt:

A snowflake fell on your nose. You stepped into a puddle, and the water

got into your shoe. Your face reddened. Your friend's hand trembled. The cool wind blew in your face. A cold shiver ran down your back.

d) What you heard:

Somebody entered the next room. A girl laughed at the top of her voice. A man spoke angrily. A child began to cry. An airplane roared in the sky. The dean spoke at the meeting. A mother called her children in from the garden. A dog barked in the yard. Your neighbour shouted at his son. The telephone bell rang.

Ex. 22. Use the Complex Object (objective with the infinitive construction) to paraphrase the following situation:

a) You were in the hall at the Opera. This is what you saw: the lights went down; the conductor raised his hands; the curtain rose.

b) You were at the cinema. This is what you saw on the screen: Your favourite actress ran out on the platform at the railway station; she looked up and down the platform. Just then the train moved off; she ran after the moving train, then she sat down on a bench and began to cry.

c) You were in the street. This is what you saw: an old man dropped his walking-stick. A man handed it to the old man and walked away.

d) You saw an amateur performance of "Romeo and Juliet". Your friend Mzia played the part of Juliet. She acted beautifully. She came out on the balcony and gazed around the garden before she began to speak.

e) You were sitting in the park. You noticed a pretty girl. She came up to a bench, sat down, took out a book and began to read.

f) You were at home in your room. This is what you heard: the hall door opened, your father came in, he said something to your mother who had come out to meet him.

g) You were sitting on the river bank. This is what you heard: a bird began to sing in the tree above you; a little boy swimming in the river called out to his father who was standing on the bank; the father told the boy to come out of the water.

h) You were at a concert at the Conservatoire. This is what you heard: a young pianist played a sonata by Mozart; a violinist played "The Golden Cockerel" by Rimsky-Korsakov; a young singer sang an aria from "Carmen" and another sang an aria from "Daisi".

Ex. 23. Use the Complex Object (objective with the infinitive construction) to say: what you saw, what you noticed, what you felt. Make up 20 sentences of this kind.

Ex. 24. Put the following statements into Indirect speech (use the verb *to add* where necessary):

1. Jack said to his sister, "I have got three seats in the gallery." 2. Laly said to Manana, "My brother and I saw a splendid feature film yesterday; the newsreel was most interesting too." 3. Jane said, "My mother never took me to the Puppet Theatre, but I shall take my kids there whenever something suitable is on." 4. He said to me, "My friends and I were at the musical comedy last Saturday and now we are always singing a catchy tune from it." 5. Mary said, "I can get tickets for a symphony concert at the Philharmonic. They will be performing Chaikovsky's concerto for the pianoforte and orchestra." 6. Lily said, "My sister has gone on a concert tour, she won't be back before the end of this month." 7. Nunu said, "The Georgian Film studios have released some

lovely animated cartoons. My favourite one is "The Jays' Wedding", screened after a story by Vazha Pshavela." 8. He said, "Our amateur song and dance group have changed their repertoire. It is much more interesting now." 9. She said, "T. V. is getting more and more popular with the public, still Soviet people are and will remain great theatre-goers." 10. The Rector said, "We are going to buy several cinema installations, our students will be able to see instructive and entertaining films." 11. Mzia said, "The film I saw yesterday is a science film." 12. Robert said to his friend, "I cannot be the master of ceremonies at the concert. I am not witty enough to maintain the interest of the spectators and to amuse them."

Ex. 25. Put the following questions into indirect speech. (Use the verb *to inquire (of)* if the question is about smth. official).

Ted said to Susie, "Will you take part in the skit we are staging?" "The dean said to the YCL organizer, "Have you been to the box-office to buy tickets for your group?" I said to the Rector's secretary, "When does the Rector receive students?" He said to his wife, "Where shall we go next Saturday, to the Marjanishvili or to the Rustaveli Theatre?" Bob said to the clerk at the box-office, "Who is singing Aida tomorrow?" Leyla said to me, "Do you like classical music or do you prefer Jazz?" Merab said to his cousin, "Have you ever seen Chabukiani dance the part of Othello, the Moor of Venice?" My friend said, "Where were you last night? I phoned but nobody answered". I asked, "What is the price of stalls?" She asked, "At what time does the train leave?"

Ex. 26. Make up pairs of sentences and explain the difference in meaning.

You should go

You should have gone

You ought to take

You ought to have taken

You should put

You should have put

You ought to pay

You ought to have paid

You ought to visit

You ought to have visited

You should help

You ought to have helped

to see that play.

your sister with you.

your things in order.

more attention to your spelling.

your sick friend.

your mother with the spring cleaning.

Ex. 27. Advise a friend to do something. Use a modal predicate with *should or ought to* and an Indefinite Infinitive. Make up 10 sentences of this kind.

Ex. 28. Reproach a friend for not having done something. Use *should or ought to* and a Perfect Infinitive. Make up 10 sentences of this kind.

Ex. 29. Make your reproach milder by using *might* instead of *should or ought to*. Make up 10 sentences of this kind.

Ex. 30. Advise a friend not to do something. Use a modal predicate with *should or ought to* in the negative form and an Indefinite Infinitive. Make up 10 sentences of this kind.

Ex. 31. Reproach a friend for having done something. Use a modal predicate with *should or ought* in the negative form and a Perfect Infinitive. Make up 10 sentences of this kind.

Ex. 32. Tell a friend it is not necessary for her or him to do this or that.
Use a modal predicate with *need not* and an Indefinite Infinitive.
Make up 10 sentences of this kind.

Ex. 33. Make up pairs of sentences and explain the difference in meaning.

They must	work in the garden;	be working in the garden.
He must	rest after dinner;	be resting after dinner.
She must	do her homework;	be doing her homework.
They must	spend the summer in the country;	be spending the summer in the country.

Ex. 34. Make up 10 sentences expressing certainty with a modal predicate. Use *must* and a Continuous Infinitive.

Ex. 35. Make up pairs of sentences and explain the difference in meaning:

She may	
She must	be working in the library.
They may	
They must	be playing in the yard.
I may	
I must	have left my notebook in the classroom.
You may	
You must	have forgotten my name.
He may	
He must	have told you not to come.

Ex. 36. Make up 10 sentences expressing uncertainty, with a modal predicate.
Use *may* and an Indefinite, Continuous or Perfect Infinitive.

Ex. 37. Change the sentences you have made substituting *might* for *may* to show somewhat greater uncertainty.

Ex. 38. Find a sentence in Dialogue I with a modal predicate expressing mild reproach. Make up 10 sentences of this kind.

Ex. 39. Answer the following questions:

1. Could you have entered the Institute if you had not worked hard for the entrance exams? 2. Could you have gone to Bakuriani if your parents had not allowed you to do so? 3. Could you have gone to the theatre if your friend had not got the tickets? 4. Could you have bought a new coat if you had not had enough money?

Ex. 40. Make up 10 sentences modelled on the answers to the questions in ex. 39.

Ex. 41. Make up sentences of this table, using the models:

Models: A. says to B., "You *could have written* to me this summer."
(Did B. write to A.?).

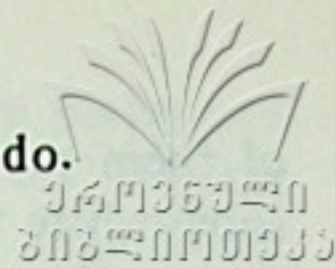
A. says to B., "You *could have told* me about it."
(Did B. tell A. about it?).

A. says to B., "You *could have helped* me."
(Did B. help A.?).

What *would* you say
if your friend didn't

write to you,
come in time to meet you.
tell you she was going to the refectory.
tell you she was going to the pictures.

tell you what home-reading you were to do.
bring the book he had promised you.
ring you up.



Ex. 42. Complete the modal predicates, using *may* or *might* to express a greater or lesser degree of probability.

Don't wait for me, I ... be late. I don't think it's our bus, it ... be one going to the station. Where can my gloves be? — Look in that drawer, they ... be there. Why don't they come? — They ... come yet, it's not so late. Where could I buy a tennis racket? — You ... go to the shop in Rustaveli Avenue, they ... have them. Don't put your money in your pocket, you ... lose it. You'd better not try to skate today, the ice is thin and you ... fall in. There's three minutes left, our team ... score another goal and win the game. If you haven't got a ski-suit, you ... ask your sister to lend you hers. Take your mac, it ... rain. Don't take my tennis racket, I ... want it if Jim calls for me.

Ex. 43. Complete the following sentences:

1. It would be wonderful if ... 2. It would have been wonderful if ... 3. I would be delighted if ... 4. It would be nice if ... 5. It would have been nice if ... 6. It would be difficult if ... 7. It would have been difficult if ... 8. It would be awful if ... 9. It would have been awful if ...

Ex. 44. Note the sentence in Dialogue I.

"I am looking forward to teaching." Say what you are looking forward to.

Ex. 45. Give the four forms of the following verbs:

to spend, to prefer, to get, to make, to drive, to release, to hold, to mean, to perform, to cast, to cause, to rehearse, to lay, to hear, to star, to dub, to produce, to consider, to manage, to suit, to keep, to enjoy, to render, to happen, to screen, to notice.

Ex. 46. Insert articles wherever necessary:

1. Some people like ... musical comedy. Others prefer ... variety shows, in which ... actors entertain ... audience. 2. This actor is ... success with ... audience. 3. There are twelve months in ... year, ... names of ... months are: January, February, March, April, May, June, July, August, September, October, November, December. January is ... first month and December is ... twelfth or ... last month. 4. I cannot find ... letter which you gave me this morning. 5. I have received ... letter of great importance. 6. ... chief aim of ... Soviet Philharmonic society is to develop ... love for ... good music among ... Soviet people. 7. They were born on ... same day in ... same town. 8. What ... cold weather we are having. 9. home of ... elephant is ... deep shady forest. It lives in ... Asia and in ... Africa. 10. Last night I went to ... Abbey Theatre on ... invitation of ... charming woman who directs it. 11. My brother has ... little place ... mile or so from here, and I have been spending ... couple of ... days with him. 12. There came ... knock at ... door and ... servant entered with ... tea-tray and set it down upon ... small Japanese table. 13. Jack was ... tremendously good fellow. But he did not know ... geography. To him ... geography meant ... different places for ... sport. India represented ... tigers and ... elephants. It had no towns or history; it had ... jungles and ... forests. 14. Our Institute dining-room is ... large square room with ... white ceiling and ... green walls. ... dining-room is full of light as ... windows are large. In ... evening many lamps light up ... room. There are many tables in ... room. Some

of them are round and ... others are square. All ... tables are covered with ... snow-white table-cloths. There is ... menu-card on each table. ... choice of dishes is usually wide. You can find ... soup, ... fish, ... meat, ... potatoes, ... macaroni, ... cutlets, ... beefsteak, ... sausages and other things there.

Ex. 47. Open the brackets putting the verb in the appropriate tense:

1. "I (to be) on the stage for thirty-one years now," said Diana Wynyard, "In that time I (to perform) in almost every country and in all sorts of plays. My favourite playwrights (to be) Shaw and Shakespeare, my favourite roles Lady Macbeth and Desdemona. 2. I am sure that his work (to complete) by the end of the month. 3. He (not to see) me as he (to read) when I (to come) into the room. 4. We (to see) your brother a week ago, but we (not to see) him since. 5. He generally (to play) tennis very well, but today he (to play) very badly. 6. I (to know) him ever since my childhood. 7. The scientists (to carry) out dozens of experiments before they (to get) satisfactory results. 8. "When you (to come) back to town?" "Ten days ago. I (to spend) a week there." 9. You (to enjoy) the week you spent at the sea? 10. She (to study) the subject thoroughly and she can read a paper on it. 11. When I (to wake up) this morning, the sun (to shine) high in the sky. 12. You (to keep) late hours this week and you (to look) quite worn out. 13. At last the postman (to bring) the letter which I (to expect) several weeks.

Ex. 48. Fill in the blanks with can, may, must, need, shall, should, will, would.

1. I ... finish the work tomorrow if no one bothers me any more. 2. ... we come and see you next Saturday at 3 o'clock in the afternoon? 3. — "What time is it?" — "It ... be about 6, but I am not sure." 4. You ... not come to help them tomorrow. The work is all done. 5. If you wish to succeed you ... have more patience. 6. We ... like to know what he is going to do next. 7. He ... like to know when this lesson is going to end. 8. You ... come to your lessons in time. 9. You ... read this book, it is very easy. 10. ... you be so kind as to lend me your dictionary? 11. The doctor told her not to go out, but she ... not listen to him. 12. ... you mind wiping your feet before entering? 13. We told him that we ... let him know the day of our arrival. 14. You ... come in when you have taken off your galoshes. 15. ... you see anything in this darkness? 16. You ... not alter the whole text, the beginning is all right. You ... re-write only the second half of it. 17. I ... like you to play some Chopin for me. 18. He ... be more careful about his health. 19. I ... gladly do this for you, but I am too busy now.

Ex. 49. Fill in the blanks with "ought to", "had to", "was (were)".

1. I thought we had decided that you ... wait for me at the corner by the theatre. 2. I ... rub my hands for a long time before they got warm again. 3. I ... squeeze in front of a number of people before I could reach the platform. 4. The doctor said I ... eat plenty of fruit. 5. The father told the boy that he ... be ready at seven. 6. When I asked him why he was so late, he told me that he had missed an earlier train and ... wait for another one. 7. We agreed that the one who came first ... reserve seats for the rest of us. 8. Why do you ask my opinion? You have been in the business much longer. You ... know better. 9. You ... brush your dress with a stiff brush. That will take off these stains.

Ex. 50. Make the following sentences passive:

1. Shakespeare wrote "Hamlet". 2. The students of our Institute performed "Hamlet" last year. 3. Robert took the part of Hamlet. 4. They are staging "Othello" again this year. 5. Robert will take the part of Othello this time. 6. Someone stole my car last night. 7. Some day they may make all our clothes from synthetic materials. 8. You should keep butter in the refrigerator. 9. They made this film in Hollywood.

Ex. 51. Translate into English:

1. შარშან ბევრი ახალი ფილმი იყო გამოშვებული ეკრანზე.
2. ჩვენს ქვეყანაში უცხოური წიგნები ითარგმნება და გამოიცემა არა მარტო რუსულ, არამედ ბევრ სხვა რესპუბლიკის ენებზეც.
3. გირჩევთ წახვიდეთ ამ კონცერტზე; თქვენი საყვარელი ნაწარმოებები იქნება შესრულებული.
4. ეს ნაჭერი ყველას აცვია ახლა. ლამაზია. მასთან კარგი სატარებელია და კარგად ირეცხება.
5. მაჩვენეთ, სად შენდება ახალი თეატრი თქვენს ქალაქში.
6. რატომ გრილა ასე დარბაზში? სწორედ ახლა ანიავენს სამკითხველოს, როგორც იცით, დღეში რამდენჯერმე ანიავენს.
7. ვაშლი გარეცხილია.
8. გაზეთები ეს-ეს არის მოიტანეს.
9. მე მგონია, რომ ეს წიგნები ყველა წიგნის მაღაზიაში იყიდება.

Ex. 52. Make up pairs of sentences and explain the difference in meaning expressed by the Infinitive used as object:

I intended to do some reading.

to have done some reading.

to see the new production of "Hamlet".

to have seen the new production of "Hamlet".

I meant to speak to her about it.

to have spoken to her about it.

to take part in amateur theatricals.

to have taken part in amateur theatricals.

I hoped to meet them at the theatre.

to have met them at the theatre.

to get tickets for the eight o'clock show.

to have got tickets for the eight o'clock show.

Ex. 53. The following sentences show that the intention expressed in them was not carried out. Paraphrase them, using the proper form of the Infinitive.

He had intended to take his wife to the opera.

I had intended to get seats in the pit.

She had intended to marry my cousin.

We had intended to go out of town last Sunday.

She had hoped to graduate this year.

He had hoped to see her home after the play.



I had meant to tell you everything before.
She had meant to stay at home all the evening.
He had meant to buy a car.

Ex. 54. Repeat the paraphrased sentences, explaining why the intention was not carried out.

(Find a sentence in Dialogue 2 to serve as a model).

Ex. 55. Make up pairs of sentences and explain the difference in meaning expressed by the Infinitive used as an object:

I am glad	to go there.
	to have gone there.
I am sorry	to say that about you.
	to have said that about you.
I am happy	to see them together again.
	to have seen them together again
I am pleased	to inform you about it in time.
	to have informed you about it in time.
I am surprised	to find them at home.
	to have found them at home.
I am delighted	to meet you.
	to have met you.

Ex. 56. Your friend tells you that he (she):

- saw an awfully interesting film the other day.*
Ask him (her) if he (she) is glad ...
- has lost the tickets that were so hard to get.*
Ask him (her) if he (she) is sorry...
- has passed all his (her) exams successfully.*
Ask him (her) if she (he) is happy...
- made the acquaintance of some very nice people.*
Ask him(her) if he (she) is pleased ...
- saw you at the theatre.*
Ask him (her) if he (she) is surprised ...
- got a letter from an old acquaintance.*
Ask him (her) if he (she) is delighted ...

Ex. 57. Make up 10 questions like those in ex. 56.

Ex. 58. Note the following sentences in Dialogue 2:

"I consider him to be an outstanding director."

Note: If we do not wish or need to mention the person whose opinion it is we use a Subjective Infinitive Construction (complex Subject, Nominative with the Infinitive).

Change the following sentences, using the model:

Model: He is considered to be an outstanding director.

We consider her to be a splendid actress.

We consider him to be a gifted singer.

I consider her to be a talented dancer.

They consider her to be a promising student.

They expect him to become a film director.

I expect them to get tickets for us.

They expect her to take the part of Ophelia.

Ex. 59. Make up sentences from this table, completing them:

he, she is considered....

they, you are expected...

Ex. 60. Ask a friend and get him (her) to answer:

1. What film that is on now is worth seeing. 2. What play that is on now is worth seeing. 3. What book by Galsworthy is worth reading. 4. What stories by modern writers are worth reading. 5. What music he (she) thinks is worth hearing. 6. Which of the singers at our opera he (she) thinks is worth hearing.

Ex. 61. Complete the following sentences:

1. I shall get my brother to ...

2. Mother will get me to

3. We shall get them to

4. She will get them to ...

5. She will get her husband to ...

6. I got my friend to ...

7. He got his daughter to ...

8. We got our friends to ...

9. I shall get my sister to

Ex. 62. State what object of the verb in a corresponding active construction is subject of the given passive construction:

1. He was asked a lot of questions. 2. A very funny story was told to me yesterday. 3. I was told a very funny story the other day. 4. She was given a lot of birthday presents. 5. He was joked about by all his acquaintances. 6. Their marriage was talked about for a long time. 7. His new novel was well received by the public. 8. She had a heart attack and her husband was sent for immediately. 9. The unfortunate child was laughed at by everybody. 10. I hate being stared at. 11. The play was hooted by the audience. 12. This matter has been discussed in all detail. 13. It is time we came to a decision. 14. They were given a fine set of dinner plates on the occasion of their silver wedding. 15. My children were looked after by my mother. 16. I was told to decide the question myself. 17. I am very glad to hear you are so well spoken of. 18. I hate my papers being touched when I am out. 19. I want everything to be left as it is on my desk. 20. The translation not being in my line, I was given a reference book which proved very handy. 21. This matter should be looked into at once. 22. He is made too much of by his mother that is why he is so conceited. 23. He must be taken down a peg or two. 24. This film was talked about for a week or two, and then it was forgotten. 25. This play was sharply criticized. 26. The new text was very difficult, lots of words had to be looked up in the dictionary. 27. Tea, tobacco, oranges, tangerines and lemons are grown on the Black Sea coast of Georgia. 28. Lovely silk fabrics are produced at the Tbilisi Silk Weaving Mill. 29. The things I was told about him amazed me. 30. The review my book was given was quite favourable.

Ex. 63. Change the following sentences, using passive constructions:

1. They finished the work by evening. 2. The secretary will post this letter tomorrow. 3. Can you tell me who founded Tbilisi? 4. They are building a

lot of houses in our city. 5. By night they had ploughed all the vast field. 6. I sent Tom for the doctor. 7. Billy gave me a pretty brooch. 8. I hope they will meet me at the station. 9. The task they set me was very difficult. 10. Others have already touched upon this subject. 11. We shall discuss this question at our next meeting. 12. On his way home somebody attacked him. 13. I shall always remember the lesson they gave me. 14. They say he is a very clever man. 15. They expect him to make a speech at the meeting. 16. They suppose she is writing another book about her discoveries. 17. They speak badly of her, but I know it is not true. 18. I am glad to hear they speak very well of him. 19. They accused him of theft, they found him guilty and sentenced him to a term of imprisonment. 20. They told me to decide the matter as best I could. 21. People have been growing the grape vine in Georgia since time immemorial. 22. The canning factory in Gori puts out very good fruit and vegetable preserves. 23. Hurry up, we have got to pack all our things in twenty minutes if we do not want to miss our train. 24. I have got to do such a lot of things in such a short time that I am quite at a loss where to begin.

Ex. 64. Translate the following into English, using the Passive Voice:

1. აფთიაქში გამგზავნეს მამაჩემისათვის წამლის მოსატანად. 2. ეს წერილი ათი დღის წინათ იყო გაგზავნილი. 3. ეს ხიდი დიდი ხნის წინათ ააშენეს. 4. თქვენს კლუბში არასოდეს არ მოგწყინდება. დგამენ ახალ პიესებს, სწავლობენ სიმღერებს, იხილავენ წიგნებს, კინოსურათებს, დადგმებს. 5. როცა ჩრდილოეთიდან დაებრუნდი, ჩემი ოჯახი ახალ ბინაში გადავიდა, რადგან ძველ სახლს ანგრევდნენ. 6. ამ წიგნზე ძალიან ბევრს ლაპარაკობენ, მაგრამ მე ჯერ არ წამიკითხავს. 7. მინდა გთხოვოთ, რომ ჩემი წერილები ახალი მისამართით გაიგზავნოს. 8. ეს საკითხი საკმაოდ კარგად იყო განხილული. დროა გადაწყდეს. 9. თქვენ ყველანი ძალიან ბევრს ლაპარაკობთ და კითხვაზე ჯერ არ გაგიციათ პასუხი. 10. ბავშვი არა მარტო უნდა დასაჯოთ, არამედ შეაქოთ კიდევ. 11. წვიმა შეწყდა. შეიძლება ბავშვების სასეირნოდ წაყვანა. 12. ის ძალიან დასუსტებულია ავადმყოფობის შემდეგ, კარგად უნდა კვებოთ. 13. მისი სახლში მკურნალობა არ შეიძლება, საავადმყოფოში უნდა გაგზავნოთ. 14. ჩვენი ბინა უნდა გარემონტდეს. უნდა შეიღებოს ჭერი, კარები, ფანჯრის რაფები და კედლები. 15. მოხსენებისათვის ძალიან საინტერესო თემა მომცეს. 16. დაბადების დღეზე მას საათი აჩუქეს. 17. გაზაფხულზე ბევრ ყვავილებს დარგავენ ქალაქის ქუჩებსა და პარკებში. 18. ჩვენ არ გვჭირდება იმის თქმა, თუ რა უნდა გავკეთოთ. ჩვენ თვითონაც ვიცით. 19. სულ მიკვირს, რომ მასზე ცუდს ლაპარაკობენ. ის ძალიან კარგი ბიჭია. უბრალოდ მას ვერ უგებენ. 20. ის ისე იცვამს, რომ მულამ ყველა დასცინის. 21. ფიქრობდნენ, რომ მცხეთის ხიდი პომპეოსის მიერ იყო აშენებული, მაგრამ ეს აზრი უარყოფილი იქნა.

Ex. 65. Put the following sentences into Indirect Speech:

1. Mary said to Ann, "Did you enjoy seeing "Hamlet" performed by English actors?" 2. Jim said, "The Shakespeare Memorial Theatre at Stratford-on-Avon will present "Twelfth Night" next week." 3. Jane asked her husband, "Have you reserved tickets for the premiere?" 4. Our teacher told us, "The first Memorial Theatre at Stratford was opened on April 23, Shakespeare's birthday." 5. I said to my niece, "Have you seen Vivien Leigh play the part of Lady Macbeth?" 6. He said to his friend, "What plays are running now at the Marjanishvili Theatre?" 7. He said, "I think the Old Vic is the best theatre in London." 8. My sister said to me, "It is your fault that we have to sit so near the screen." 9. She said to her friend, "Does your daughter really intend to become a professional

actress?" 10. They said to me, "Will you take part in an amateur performance?" 11. She said, "We do not often have the chance to see films produced by British film studios." 12. Nelly said, "I am sorry I missed seeing that animated cartoon. I am told it is funny." 13. They said to us, "The latest film released by the Tbilisi Film Studios is having a most successful run." 14. My neighbour said, "My son is studying at the Institute of Cinematography in Moscow. He will be a script-writer."

Ex. 66. Translate into English:

ა) 1. უნდა წავიდეთ ინსტიტუტში დღეს? — არა, არ არის საჭირო, დღეს ინსტიტუტში კრება არ იქნება. გარდა ამისა, არ შემიძლია ინსტიტუტში წასვლა, რადგან ზვად ვარ. 2. სად არის ნელი? — თავის ოთახშია. შეიძლება შევიდე? — არა. მოხსენებას წერს. გუშინ ვერ დაწერა, რადგანაც ინსტიტუტში კრება იყო და მასზე დასწრება მოუხდა. 3. რა ვქნა? არ შემიძლია ამ სტატიის თარგმნა. ძალიან ძნელია. შეიძლება ნელი მოვიდეს. თუ მოვა, ვთხოვ დამეხმაროს. 4. ნუ დაგავიწყდება, რომ შეიძლება შენი ამხანაგები მოვიდნენ შენს სანახავად. უნდა დაამთავრო შენი სამუშაო, რადგან ხვალ მის დამთავრებას ვერ შეძლებ. 5. ნუთუ შესაძლებელია, რომ ნიკო გამოცდაზე ჩაქრილიყო? ის ყოველთვის ბევრს მეცადინეობს. 6. შეუძლებელია მოგწოდეს ასე ცუდად დახატული სურათი. 7. შეუძლებელია მას დავიწყებოდა ჩემი წიგნის მოტანა. ალბათ მიმაღავ. 8. არ იყო საჭირო შენი ქუჩაში გასვლა. ბობს შეეძლო საჭირო სანოვაგის მოტანა. 9. ჩვენ შევძლებთ ნამცხვრების გამოცხობას. ეს სულ ადვილია. 10. გუშინ ვერ მოგიტანეთ ლექსიკონი. დრო არ მქონდა. ალბათ იფიქრეთ, რომ დამავიწყდა. 11. ნიკო თავს უკეთ გრძნობდა და სასიერნოდ შეეძლო წასვლა. 12. ნუთუ ამ მიაშიტი შესახედაობის ბიჭმა ჩაიღინა ასეთი საშინელი საქმე? ვერ დავიჯერებ. 13. შეუძლებელია გენახათ ჯონი დღეს, იგი ლონდონში წავიდა გუშინ. 14. ნინომ მითხრა, შეგიძლია ჩემი ხორცის საკეპი მანქანა იხმარო. 15. არ იყო საჭირო ამდენი სანოვაგის ყიდვა. გაფუჭდება. 16. შეგეძლო უფრო თავაზიანად მოპყრობოდი შენს სტუმრებს. 17. არ წახვიდე. შეიძლება კიტი მოვიდეს. მან თქვა ერთ საათში დავბრუნდებიო. 18. ისინი შეიძლება დამის მატარებლით ჩამოვიდნენ. თუმცა მეექვსეა. 19. ვერ გამიგია, რატომ არ მოვიდა ჰენრი რეპეტიციაზე. შეუძლებელია დავიწყებოდა ამის შესახებ. შეიძლება ავად გახდა. 20. ვფიქრობ, უმჯობესია მოვიცადოთ კიდევ ნახევარი საათი. შეიძლება შემდეგი მატარებლით ჩამოვიდნენ. 21. რატომ ხარ ასე ადელვებული? — მერის დაველაპარაკე და ხმა არ გამცა. იქნებ (შეიძლება) ვერ გაიგონა შენი სიტყვები. ოთახში საშინელი ხმაური იყო. შეუძლებელია ვერ გაეგონა. ჩემს გვერდით იჯდა. 22. ბობს დიდიხანია არ დაურეკია ჩემთან. როგორც ჩანს, ჩვენი ტელეფონის ნომერი დაავიწყდა. 23. სად არიან თქვენი ძმები? ალბათ ბაღში მუშაობენ. 24. ეს წიგნები დაუყოვნებლივ უნდა ითარგმნოს. ძალიან გვჭირდება. 25. მათ ალბათ იშოვეს ბილეთები ამ სპექტაკლზე, თორემ აუცილებლად დაგირეკავდნენ. 26. ადრე უნდა გეფიქრა ამ წიგნის შოვნაზე. უკვე გვიან არის. 27. მეტი ყურადღებით უნდა მოექცე შენს მშობლებს. მათ გაგზარდეს და კაცად გაქციეს. 28. თბილად უნდა ჩაიცვა, თუ ავად გახდომა არ გინდა. 29. უფრო თავაზიანი უნდა ყოფილიყავი, თუ გინდოდა აქ დარჩენა. 30. მეტი თავდაჭერა გმართებს, თუ გინდა, რომ ხალხი პატივისცემით გეპყრობოდეს.

ბ) 1. ნელიმ კაბა შეკერა? — არა, თვითონ უჭირს. — რომ უნდოდეს, დიდი სიამოვნებით შევუკერავდი. 2. ნიკომ გაკვეთილი ისწავლა? — არა, გაკვეთილი ძალიან გრძელი და ძნელია. — რომ მთხოვოს, დავეხმარებოდი. 3. დედამ მოიტანა სანოვაგე ბაზრიდან? — არა, არ სცალია. — რომ მეტყოდეს, მე წავიდოდი ბაზარში მის მაგივრად. 4. მინდა გაკვეთილის სწავლაში დამეხმარო. სამწუხაროდ არ შემიძლია. გუშინ რომ გეთქვა ამის შესახებ, სიამოვნებით დავეხმარებოდი. 5. მინდა უნივერსიტეტში

ში წამომყვე დღეს. სამწუხაროდ არ შემიძლია. ეს რომ გუშინ მცოდნოდა, ნელის არ
შევპირდებოდი სასეირნოდ წაყვანას. 6. ამას წინათ მერიმ რუსთავეში წასვლა შემოგვ-
თავაზა. მე ვუთხარი, წამოსვლას ვერ შევძლებ მეთქი, რადგან დედა ავად არის.
7. დილიდან ვამზადებ სადილს და გაკვეთილები ჯერ არ მომიმზადებია. 8. როცა მეგის-
თან მივედი, სუფრა უკვე გაშლილი იყო. 9. წინააღმდეგი ხომ არ იქნები ეს პალტო რომ
ვიყიდო? ლამაზია და ძვირიც არ არის. — სრულიადაც არა. 10. საინტერესოა,
დელეგაცია როდის მოვა. მე მგონი, იმ დროისათვის, როცა კრებას დავამთავრებთ,
უკვე მოსულები იქნებიან. 11. როცა სახლში მივედი, ხორცი იწვებოდა, დედამ მითხ-
რა კარტოფილი გაფცქვენო. 12. არდადეგებზე ბაკურიანში ვიყავი. — მეც. საინტე-
რესოა, რატომ ვერ გნახე. 13. მე არ შემიძინებია, როგორ ჩაიცვა კიტიმ პალტო და
ოთახიდან გავიდა. როცა კითხვას თავი დავანებე, დავინახე, რომ უკვე წასულიყო.
14. მე მოვითხოვე, რომ ყველა დარჩეს. კიდევ ორი საკითხი გვაქვს გადასაწყვეტი.
15. შეწყვიტეთ ვარჯიში, შესვენების დროა. 16.— უმჯობესია ცირკში წავიდეთ. დღეს იქ
მაიმუნების ორკესტრი უკრავს. — მე საესტრადო კონცერტზე წასვლა მირჩევნია. იქ
ახალი მსახიობია. ამბობენ კარგი მომღერალიაო. გარდა ამისა, ცირკი არ მიყვარს.

TOPIC 5

ILLNESS AND MEDICAL AID

“Citizens of the U. S. S. R. have the right to maintenance in old age and also in case of sickness or disability.”

Constitution of the U. S. S. R.
Article 120.

Medical aid is free of charge¹ in the Soviet Union.

INTRODUCTORY TEXT

Part I

The public health services in the Soviet Union embrace the whole population. The medical services are constantly expanding. The network of out-patient hospitals, dispensaries, maternity homes and hospitals is growing from day to day.

You will find medical centres not only in your neighbourhood, but at all big factories and farms as well.

The patient pays nothing for his treatment. Great attention is paid to prevention of sickness. The saying has it² that “an ounce of prevention is worth a pound of cure.”³

Such diseases as the plague, cholera, malaria and many others have been stamped out.⁴

There is nothing more unpleasant than falling ill. If that ever happens to you, go and see a doctor or send for him at once, he will come and feel your pulse,⁵ take your temperature,⁶ sound your lungs⁷ and examine you thoroughly. If necessary, he will have you X-rayed⁸ and have your blood-count taken.⁹ He will prescribe a diet for you, and tell you what to eat, and what not to eat. He will probably advise you to give up¹⁰ drinking coffee and strong drinks and, of course to smoke less, if you can't give up smoking altogether. He will give you a prescription that you can have made up at a chemist's.

Medicines are made up in different forms: pills, tablets or lozenges, powders, mixtures and ointments.

(After “An Advanced Course of Everyday English”,
Cooper and Rubalsky).

Part II

My mother suddenly fell ill¹¹ (was suddenly taken ill). She had a high temperature and felt very bad. She had a splitting headache and a cough. We sent for our district doctor. The doctor came, took off her coat and put on the white overall which she kept in her bag. Then the doctor asked my mother to strip to the waist.¹² She examined her, felt her pulse and took her temperature. The doctor said it was the 'flu and told my mother to keep her bed.

The doctor wrote out a prescription for some pills and mixture. Besides, the doctor prescribed cups or mustard plasters as well as a hot-water bottle to the feet. Next the doctor wrote out a slip for X-ray and the blood-count.

The prescription which the doctor left was made up at the chemist's. My mother followed the doctor's instructions.¹³ For a fortnight she was on sick leave, and when she was fully recovered she went back to work.

Our Constitution, as we know, provides for the medical care of the sick, the disabled and the aged. This is not the case in capitalist countries, where medical care is no problem only for the rich and the well-to-do. As for the poor, especially for the unemployed, illness in the family is a great trouble, for they can't afford the treatment that is necessary.

WORD LIST

aid n.
sickness n.
disability n.
constitution n.
article n.
charge n.
public adj.
service n.
constantly adv.
thoroughly adv.
X-ray v.
blood-count n.
prescribe v.
diet n.
altogether adv.
chemist n.
medicine n.
pill n.
tablet n.
lozenge n.

expand v.
out-patient n.
dispensary n.
maternity n.
patient n.
prevention n.
ounce n.
pound n.
cure n.
powder n.
ointment n.
splitting pr. p.
headache n.
cough n.
overall n.
strip v.
waist n.
'flu n.
mixture n.
plaster n.

disease n.
plague n.
cholera n.
malaria n.
stamp (out) v.
pulse n.
temperature n.
sound v.
lung n.
hot-water bottle n.
slip n.
instruction n.
sick leave n.
recover v.
provide v.
case n.
unemployed adj.
trouble n.
treatment n.

WORD COMBINATIONS



ქართული
ენის ინსტიტუტი

to have the right (to smth.)	to prescribe a diet for smb.
in case of	to give up smth.
to be free of charge	to have a high temperature
to be worth smth.	to have a splitting headache
to fall ill	to have a cough
to feel one's pulse	to keep one's bed
to take one's temperature	to be on sick leave
to sound one's lungs	

NOTES

1. **Medical aid is free of charge** — სამედიცინო მომსახურება უფასოა — the patient pays nothing for his treatment.
2. **The saying has it** — as the saying goes.
3. **an ounce of prevention is worth a pound of cure**—a saying — it is better to take care of one's health than to fall ill and take treatment for a long time.
4. **have been stamped out** — have been done away with.
to stamp out — to destroy, to put an end to, to do away with—დანგრევა, მოსპობა, განადგურება, აღმოფხვრა.
5. **feel your pulse** — to feel smb.'s (one's) pulse —^{ქაჯის} პულსის გასინჯვა.
to feel (here) — touch with the hand; learn about by touching.
6. **take your temperature** — to take smb.'s (one's) temperature — ტემპერატურის გაზომვა.
7. **sound your lungs** — to sound smb.'s lungs — to examine smb.'s lungs by listening.
8. **he will have you X-rayed** — to X-ray—გაშუქება, სურათის გადაღება (რენტგენის აპარატით).
9. **have your blood-count taken** — to take smb.'s blood-count — სისხლის ანალიზის გაკეთება.
10. **to give up** — to stop doing smth. e. g. to give up smoking.
11. **My mother suddenly fell ill** — my mother was suddenly taken ill—დედაჩემი მოულოდნელად ავად გახდა.
The verb *to fall* can be used in the following word combinations:
to fall asleep — to go to sleep.
to fall ill (with) — to be taken ill.
to fall in love (with) — to begin to love.
to fall short (of) — not to have enough.
12. **to strip to the waist** — to take off one's clothes down to the waist — წელამდე გაშიშვლება.
13. **My mother followed the doctor's instructions** — დედამ ექიმის დარიგება შეასრულა.
To follow is a polysemantic word. Here are some of its meanings:
1. come or go after—e. g. You go first and I'll follow you. Follow this road until you reach a garden, then turn to the left.
2. understand clearly — e. g. He spoke so fast that I couldn't follow him.
3. obey, act as one is advised — e. g. He₁ followed his sister's advice and didn't cut class any more.

LEXICAL EXERCISES



Ex. 1. Give words of the same root:

maintenance, sickness, disability, service, embrace, expand, treatment, prevention, prescribe, advise, instruction, recover, unemployed, provide.

Ex. 2. Give synonyms to the following words and word combinations:

disease, to fall ill, suddenly, to strip, to keep one's bed, especially, trouble.

Ex. 3. Give your own definitions of the following words and word combinations:

maintenance, network, outpatient hospital, maternity home, to stamp out, blood-count, prescription, to be on sick leave, to be fully recovered, the well-to-do, the unemployed.

Ex. 4. Insert prepositions and adverbs wherever necessary:

a) 1. If you feel too ill to go ... the doctor's you'll have to send ... him. He'll ask you to describe the symptoms ... your illness. Then he'll feel your pulse, look ... your tongue and examine you thoroughly. Finally he'll prescribe the treatment and write ... a prescription. Doctor's prescriptions are made ... a chemist's.

2. If you don't take care ... yourself, you may have a nervous breakdown and have to go ... hospital.

3. If possible, give ... smoking, at least ... a time. Have this tonic made ..., and take two tablespoonfuls three times ... day ... meals.

(After the "English Linguaphone Course".)

b) 1. Medical aid ... the Soviet Union is free ... charge. 2. Many diseases have been stamped ... our country. 3. The doctor will prescribe a diet ... you. 4. The doctor asked me to strip ... the waist. 5. The doctor told the patient to keep ... her bed. 6. The doctor wrote ... a prescription ... some pills and mixture. 7. I'll try to follow ... the doctor's prescriptions.

Ex. 5. Compose sentences, using the following words and word combinations:

disease; to have the right; constantly, treatment; thoroughly; prescription; to give up; to be free of charge; to prescribe a diet; to take one's (smb.'s) temperature; to have a splitting headache; to have a cough.

Ex. 6. Insert suitable words and word combinations:

1. Medical aid in the U.S.S.R. is free 2. The number of maternity homes, hospitals and dispensaries in our country is 3. The plague, small-pox, cholera are 4. You can have your prescriptions made up

5. Medicines are made in different forms, such as ... , ... , ... ,

6. Last night I had a ... headache. 7. The doctor asked the patient to

8. As I coughed all day yesterday I had to use

Ex. 7. Give antonyms or opposites to the following:

patient (adj.); disability; thoroughly; to be ill; constantly; to feel bad; a high temperature.

Ex. 8. Paraphrase the underlined words and word combinations:

1. The doctor *prescribed a diet* for me. 2. Medical aid in the Soviet Union *is free of charge*. 3. Many diseases *have been stamped out* in our country.

4. When one has the 'flu, it is recommended *to keep one's bed*. 5. I often have *splitting headaches*. 6. If you feel bad, you should *take your temperature*.

7. You should *stay in bed for a couple of days*. 8. *What's the matter with you?* 9. I *call on* my friends *pretty often*.

Ex. 9. Translate into English:

1. — რა დაგემართა? რატომ წევხარ საწოლში? — გრიპით ვარ ავად. სიცხე მაქვს, საშინლად მტკივა თავი და მახველებს. — სურდოც გაქვს? საბედნიეროდ, არა. არაფერია სურდოზე უფრო უსიამოვნო. 2. — სიცხე გაიზომე? — დიახ, ტემპერატურა ნორმალური მაქვს. მე მგონი, ხვალ ადგომას შევძლებ. — არა. არ ადგე ხვალ. კიდევ ორი დღე უნდა იწვე. 3. — გაიკეთე სისხლის ანალიზი? — ჯერ არა. ხვალ ვაპირებ პოლიკლინიკაში წასვლას. იქნებ გამაშუქონ კიდევ. 4. — რა გამოგიწერა ექიმმა? — მალამო. უკვე ვიხმარე და მარგო. 5. — ექიმმა ჩემ ბავშვს მლოგვის საფენები გამოუწერა. ორი დღეა ვეძებ და ვერ მიშოვნია. — უმჯობესია კოტონები გაუკეთო. 6. — რატომ არ დადის კატო ინსტიტუტში? — ავად არის და ბიულეტენზეა. — რამდენი ხანია, რაც ავად არის? — ორი კვირაა ლოგინში წევს. — მე ვფიქრობ, უნდა ვინახულოთ. 7. დარწმუნებული ხარ, რომ უკვე მთლიანად გამოჯანსაღდი? მე მგონი, კიდევ ორი დღე რომ არ გამოხვიდოდე სახლიდან, უკეთესი იქნება. 8. საინტერესოა, როდის დაბრუნდება ალექო სამუშაოზე. უკვე სამი კვირაა ბიულეტენზეა.

DIALOGUE 1

Nick: Good morning!

Doctor: Good morning! What's the matter with you?

Nick: I feel bad. I have a headache, and I am running a temperature.¹

Doctor: What's your temperature?

Nick: Thirty-seven and five.

Doctor: Now, let's have a look at your tongue and throat. Yes, your tongue is coated² and you surely have a sore throat.³

Now let me listen to your heart and sound your lungs.

Nick: Shall I have to stay in bed?⁴

Doctor: Yes, you should stay in bed for two days until your temperature is normal and you stop coughing.

Nick: How I hate being ill and staying in bed!

Doctor: Now I'll prescribe some medicine for your cough. Ask your mother to go to the chemist's and have the prescription made up.

Nick: How do I take the medicine?

Doctor: A tablespoonful three times a day before meals.

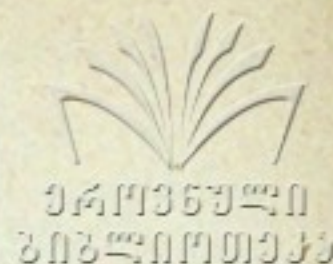
Nick: I hope it doesn't taste too bitter. And what should I take for headache?

Doctor: I'll give you a powder for your headache. But the main thing is for you to go home and stay in bed.

Nick: Yes, I think I'd better do it, as I feel my temperature rising. Thank you very much and good-bye.

WORD LIST

coated p. p.
normal adj.
tablespoonful n.



WORD COMBINATIONS

What's the matter with you?
to run a temperature
to have a sore throat
to stay in bed

NOTES

1. I am running a temperature — to run a temperature — to have a high temperature.
2. your tongue is coated — ენა თეთრი გაქვთ.
3. you surely have a sore throat — ნამდვილად ყელი გტკივათ.
4. to stay in bed — to keep one's bed.

LEXICAL EXERCISES

Ex. 1. Compose sentences, using the following words and word combinations:
to run a temperature; one's tongue is coated; to have a sore throat; to cough;
tablespoonful; headache; the main thing; lungs; powder.

Ex. 2. Insert prepositions:

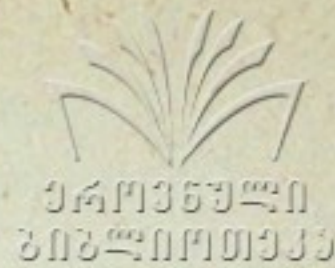
1. What's the matter ... you?
2. You should stay ... bed ... a couple ... days.
3. Go ... the chemist's and have the prescription made
4. I'll give you some ointment ... your hand.
5. Let me listen ... your heart and lungs.
6. You'd better take care ... yourself.
7. You'd better look ... your health.
8. Remember the saying; "An apple a day keeps the doctor ...".
9. What has happened ... your nose?
10. Let me have a look ... your throat.
11. You look like a sick man ... me.

Ex. 3. Translate into English:

1. ექიმმა რეცეპტი გამომიწერა და მითხრა წამალს ყველა აფთიაქში დაგიზადებენო. 2. დღეს ცუდად გამოიყურებით. რა დაგემართათ? ცუდად გეძინათ? 3. თქვენ ადგილას რომ ვიყო, ექიმს მივმართავდი. 4. — რა დაემართა მერის? — ავად გახდა მოულოდნელად. მალალი სიცხე აქვს და ახველებს. ექიმმა კოტოშები ან მდოგვის საფენები გამოუწერა. 5. თუ ექიმის დარიგებას შეასრულებთ, მალე გამოჯანმრთელდებით. 6. სიცხე გაიზომეთ? 7. — დღეს ძალიან მტკივა თავი. — მიიღეთ ეს თავის ტკივილის წამალი. 8. — პირი გააღე და ენა მაჩვენე. მართალი ხარ, ყელი გტკივა. ახლა გაიხადე წელამდე და გაგსინჯავ. 9. თუ თავს არ მოუვლი და პაპიროსის წევას თავს არ დაანებებ, სერიოზულად გახდები ავად. 10. წაიღე ეს რეცეპტი და წამალი დაუკვეთე აფთიაქში. 11. — რამდენჯერ უნდა მივიღო ეს წამალი, ექიმო? — სუფრის კოვზით სამჯერ დღეში ჭამის შემდეგ.

PHONETIC NOTES

THE MEANING OF SEPARATE WORDS EMPHASIZED



The emphasizing of one or more words in a sentence in order to express contrast is called *contrast emphasis*.

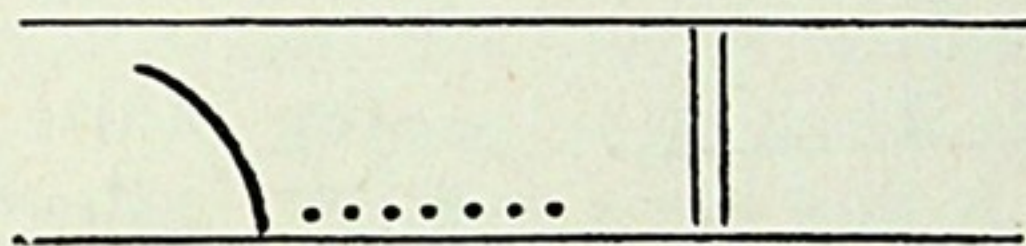
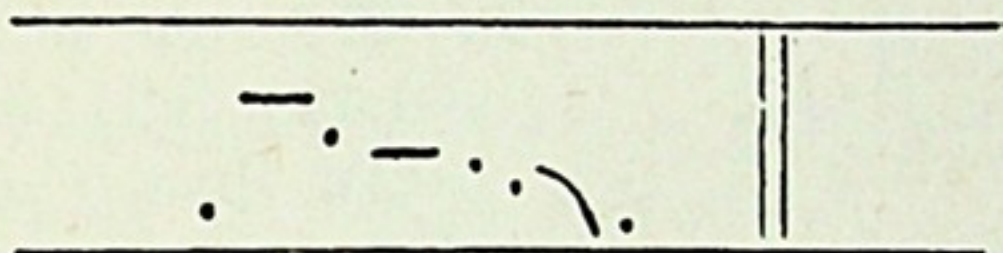
The meaning of one or more words in a sentence can be made more prominent. In this case the logical relations between the words are changed and the distribution of stress is changed accordingly. Any word may become prominent in emphatic speech.

Unemphatic

[ʃɪ 'ræŋ mɪ 'ʌp ɪn ðə mɔ:nɪŋ]

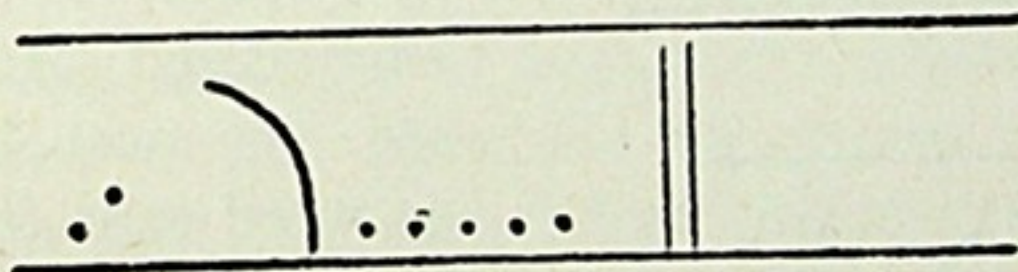
Emphatic

['ʃi: ræŋ mɪ ʌp ɪn ðə mɔ:nɪŋ]



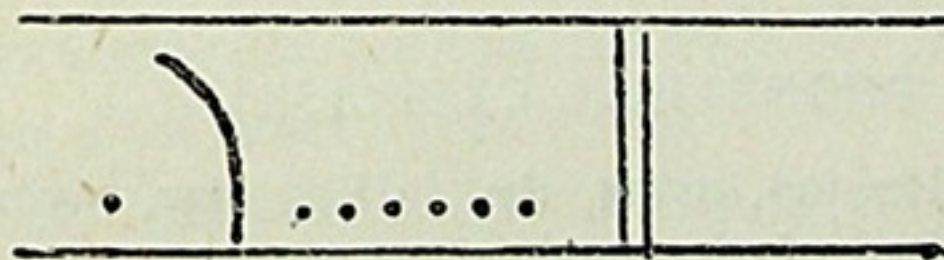
(It was she, not anyone else)

[ʃɪ. ræŋ 'mi: ʌp ɪn ðə mɔ:nɪŋ]



(me, not anybody else)

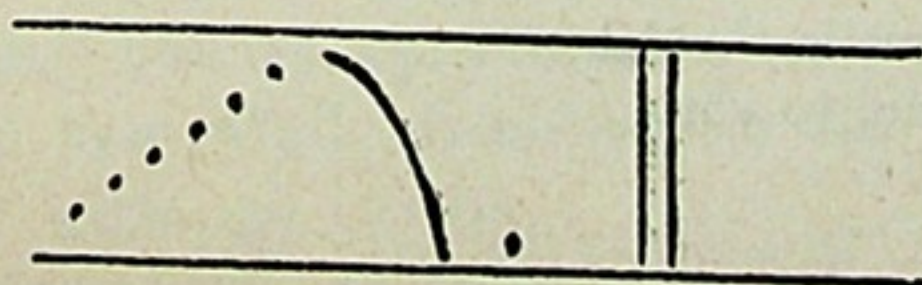
[ʃɪ 'ræŋ mɪ ʌp ɪn ðə mɔ:nɪŋ]



(she rang me up, but didn't come)

[ʃɪ ræŋ mɪ ʌp ɪn ðə 'mɔ:nɪŋ]

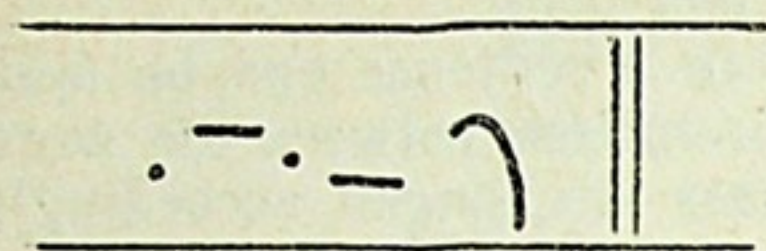
(not in the evening)



ONE OR MORE EMPHASIZED WORDS IN THE SENSE GROUP
PRONOUNCED WITH THE FALLING TONE



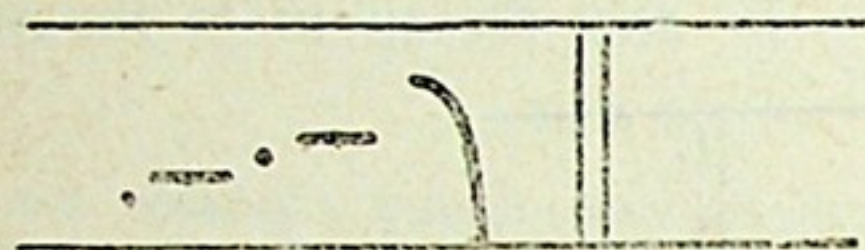
1. The last stressed word is emphasized, the rest are pronounced unemphatically.



My mother felt "bad.

a) [maɪ 'mʌðə 'felt 'bæd]
(the descending scale).

b) [maɪ 'mʌðə 'felt 'bæd]
(the ascending scale).



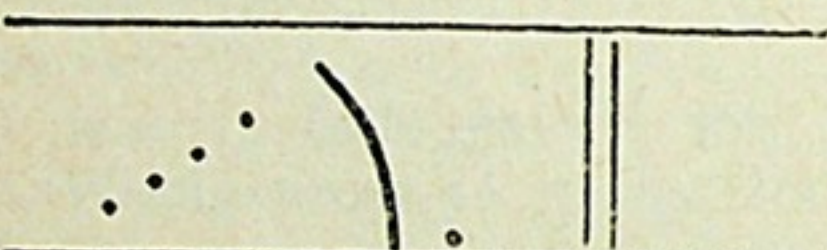
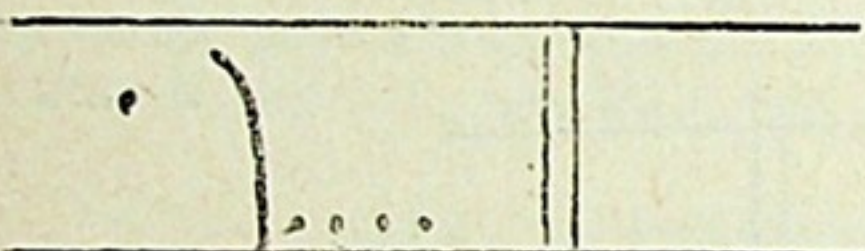
The voice of the emphasized syllable falls from a greater height than it would in unemphatic pronunciation.

2. One word is emphasized, the rest unstressed.

Her "acting was splendid.

a) [hər 'æktɪŋ wəz splendɪd]
(the descending scale).

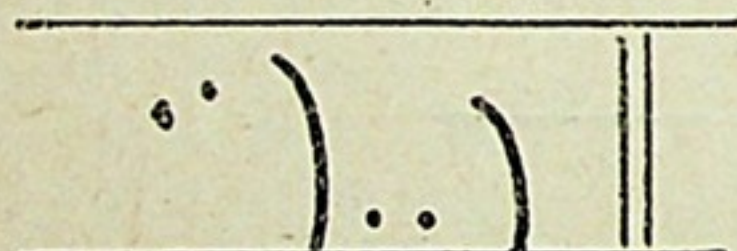
b) [hər æktɪŋ wəz 'splendɪd]
(the ascending scale).



3. Two or more words are emphasized, the rest are unstressed. The most strongly emphasized word falls from the greatest height.

How I "hate being "ill.

[haʊ aɪ 'heit biŋ 'ɪl]



PHONETICAL EXERCISES

- Ex. 1. Read the following, using the falling tone, paying special attention to the pronunciation of the emphasized words:

What's the "matter with you?

I have a "terrible headache.

He is running a "high temperature.

Your illness is "quite serious.

You must 'see the 'doctor im"mediately.

'This 'medicine 'smells "awful.

I am "very "grateful to you.

- Ex. 2. Transcribe the sentences given in ex. 1. and put them on staves.
- Ex. 3. Transcribe and put on staves the following sentences, emphasizing all possible words. Discuss the meaning of all possible variants.
- I enjoyed every minute of it.
I shall send you all the necessary documents.
You should really take better care of yourself.
How I hate being ill!
It tastes too bitter.
You surely have a sore throat!
The main thing is for you to go home.

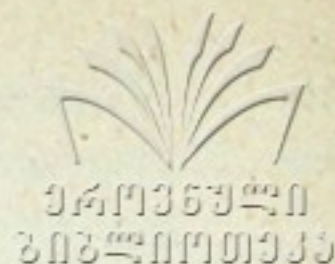
DIALOGUE 2

- A: Hullo, it's ages since I've seen you. Why, you look rather pale.
Was anything the matter with you?
- B: Yes, I've been down with the 'flu¹ with severe complications.
- A: That's too bad! Sorry to hear it. I didn't know anything about it. Couldn't your wife have let me know?
- B: You see, the 'flu's catching,² so the doctor told us to keep visitors off. Besides, I had such a bad time of it³ with earache, headaches and a terrible cough that I wasn't fit to⁴ receive anyone.
- A: I had no idea you were so seriously ill.
- B: It wouldn't have been so bad if it weren't for those complications. There was a danger of pneumonia developing⁵ and I was pricked all over with penicillin injections. Then I had an abscess in my left ear and I had to undergo a very painful operation.⁶
- A: Hard lines⁷ old chap! But how are you feeling now? Better, I hope?
- B: Oh, yes, of course, but I felt awfully shaky⁸ the first time I went out, and I'm still feeling seedy.⁹
- A: You should go somewhere for a rest.
- B: Yes, I'm still on sick leave, and I intend to spend a week with my in-laws in the country. I'm sure I'll come back as fit as a fiddle.
- A: A good idea. It's sure to do you a world of good¹⁰. Let me know when you get back, I'll drop in.
- B: Thanks, I'll wire the day of my arrival.
- A: Fine! I'll meet you at the station.
- B: Very kind of you. Well, good-bye for the present. I've got an appointment with my doctor.
- A: Good-bye! Remember me to your wife.

WORD LIST

pale adj.
complication n.
catching adj.
ear-ache n.
danger n.
pneumonia n.
develop v.
prick v.
penicillin n.

injection n.
abscess n.
undergo v.
painful adj.
operation n.
chap n.
shaky adj.
seedy adj.
appointment n.



WORD COMBINATIONS

to keep smb. off
to undergo an operation
hard lines
to feel shaky
to feel seedy
to do a world of good
to wire the day of one's (smb.'s) arrival

NOTES

1. I've been down with the 'flu — გრიპით ვიყავი [ავად].
to be down with smth. — to be ill with smth.
'flu — shortened for influenza, is used in colloquial speech.
2. the 'flu's catching — გრიპი გადამდებია.
3. I had such a bad time of it — I felt so bad.
to have a bad time of it — to feel very bad.
4. I wasn't fit to — I was in such a state that I couldn't...
5. There was a danger of pneumonia developing — არსებობდა ფილტვების ანთების საშიშროება.
6. I had to undergo a very painful operation — ძალიან მტკივნეული ოპერაციის გაკეთება მომიხდა.
7. Hard lines — bad luck; is used to express sympathy.
8. I felt awfully shaky — სუსტად ვგრძნობდი თავს.
to feel shaky — to feel weak.
9. I'm still feeling seedy — ჯერ კიდევ ცუდად ვგრძნობ თავს.
to feel seedy — to feel unwell.
10. a world of good — a lot of good.

LEXICAL EXERCISES

Ex. 1. Give synonyms to:

to let smb. know; catching; to receive; to feel shaky; to intend.

Ex. 2. Give words of the same root:

terrible; to receive; seriously; injection; painful; operation; to intend; arrival; appointment; severe: danger.

Ex. 3. Compile a dialogue, using the following word combinations:

to consult a doctor; to have a headache (ear-ache, cough); to run a temperature; to sneeze; to feel shaky; to be on sick leave; to write out a prescription; to have the prescription made up; to undergo an operation; painful; to be as fit as a fiddle.

Ex. 4. Give English equivalents of the following words and word combinations and make up situations, using them:

სერიოზული გართულებები; ცუდად ყოფნა; გადამდები; ფილტვების ანთების საშიშროება; ოპერაციის გაკეთება; კაჟივით ყოფნა; სარგებლობის მოტანა; შეტყობინება; ფერმკრთალი; ჩამოსვლის დღე; პაემანი; მტკივნეული; ყურის ტკივილი.

Ex. 5. Insert prepositions and adverbs wherever necessary:

1. Hullo, haven't seen you ... ages. You look pale. What's the matter ... you? — I am ill. I have been down ... the 'flu ... a week. I'm still ... sick leave. I am hurrying ... the clinic. I have an abscess ... my right ear and the doctor is going to operate ... me ... tomorrow.

2. I'm leaving ... Sochi ... a rest tonight. It's sure to do me a world ... good. I'm rather run down ... a year's work, and now I'm badly ... need ... a rest.

3. You must take good care ... yourself. If you go ... your work, you're sure to get a nervous breakdown.

4. Tell me, doctor, is there anything very wrong ... me? — Oh, no, you needn't worry. If you follow my advice, you'll be quite all right ... a very short time. There is no danger ... an abscess.

5. When will you be back ... the rest-home? — I'll return ... a month's time. — Wire the day ... your arrival and I'll meet you ... the station if I'm still ... town. If not, my wife will do so.

Ex. 6. Use these words and word combinations to make up dialogues.

Asking after a person's health.

How are you feeling now? Are you better? What was (is) the matter with you? You don't look well at all! You look rather (very) pale (tired, seedy, ill, poorly, washed out). You look (you're looking) fine (as fit as a fiddle, the picture of health).

Answers to such questions:

Thanks, I'm all right (quite well) now. I'm not quite well. I'm a bit out of sorts. I'm as fit as a fiddle. I feel fine. I've been down with the 'flu (pneumonia, malaria, appendicitis, rheumatism, quinsy, a bad cold, a sprained (strained) ankle, a broken leg, complications after an illness). I've had to keep my bed for ... (days, weeks). I've been laid up for ... (days, weeks). I've had rather a bad time of it. It's taken me long to recover. My convalescence was rather long. I'm still feeling weak (shaky, seedy, rather unwell). I'm not myself yet. I'll have to take a rest, to continue my treatment. I'll have to go for a cure. The doctor recommends a rest at the sea-side (in the hills, at a rest-home, in a sanatorium, in the country, at a health resort, at a watering-place).

Ex. 7. Make up dialogues, using the following:

Aches and pains.

I've got a headache (bad, splitting, awful, slight). I've got a toothache (bad, awful, terrible). I must have that tooth out (extracted, filled). I've got a

stomach-ache (a pain in my stomach, indigestion). Something must have disagreed with me. I've got ear-ache. I feel sick. I've got a sore throat. I've got a sore toe (finger). I've hurt (injured) my foot (leg, hand, arm). I have a stiff neck (knee). I have a pain in my side (leg, arm, heart, head, etc.). I have a weak heart (weak lungs). Something's wrong with my heart (lungs, liver, kidneys, stomach, etc). To sneeze. To cough. To be hoarse.

Good wishes, advice.

I hope you will soon get well (recover). You'll feel better by and by. Don't let that worry you, it will pass. You should think of your health (take better care of yourself). You should give up smoking (keeping late hours, overworking). Why don't you consult a good doctor? (take a rest, go for a cure, see a good dentist, consult a specialist).

Ex. 8. Translate into English:

1. შენ რომ ჩემთვის დაგეჯერებინა, გარეთ არ გახვიდოდი და არ გაცივდებოდი. ახლა კი, ფილტვების ანთების საშიშროება არსებობს. 2.—ხომ არ მირჩევთ ვინმე კარგ ექიმს? ძალიან მახველებს და სიცხეს მაძლევს. — წადი ნ-თან, მე ვიცნობ მას, როგორც კარგ ექიმს. იგი გულდასმით გაგსინჯავს და საჭირო წამლებს გამოგიწერს. 3. — რას უჩივით?— რამდენიმე დღეა მაღალი ტემპერატურა და თავის ტკივილები მაქვს. გარდა ამისა, თავს ცუდად ვგრძნობ. ხშირად მეხვევა თავბრუ. 4. — თუ არ გინდათ თქვენს ავადმყოფობას სერიოზული გართულებები მოჰყვეს, უნდა შეასრულოთ ჩემი რჩევა— თავი უნდა შეიკავოთ ალკოჰოლისაგან და თავი დაანებოთ პაპიროსს. ეს ძალიან მოგიხდებათ. 5. — რატომ არ მოხვედით კონცერტზე გუშინ? — არ შემეძლო, თავი მტკიოდა და თავს ცუდად ვგრძნობდი. მოგეწონათ პიანისტი? — ძალიან. ის ცნობილია, როგორც ჩვენი დროის საუკეთესო პიანისტი. 6.—სად მიდიხარ? — 8 საათზე პაემანი მაქვს ჩემს საცოლესთან. — სად უნდა შეხვდე? — ოპერის თეატრის შესასვლელთან. დღეს ახალი ბალეტის პრემიერაა.

Ex. 9. Speak about visiting a sick friend.

Ex. 10. Make up a dialogue between a sick person and a visitor.

PHONETIC NOTES

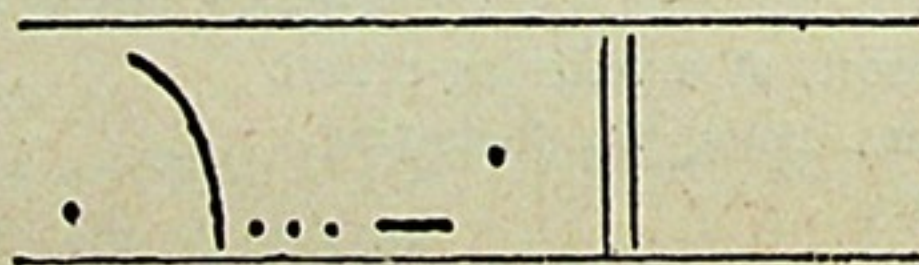
ONE OR MORE EMPHASIZED WORDS IN THE SENSE GROUPS PRONOUNCED WITH THE RISING TONE

In sentences pronounced with the rising tone the emphasized syllable is pronounced with a fall and the end of the sense-group is pronounced with a rise.

a) One non-final word is emphasized, the rest are pronounced unemphatically: e. g.

It's "ages since I've \uparrow seen you.

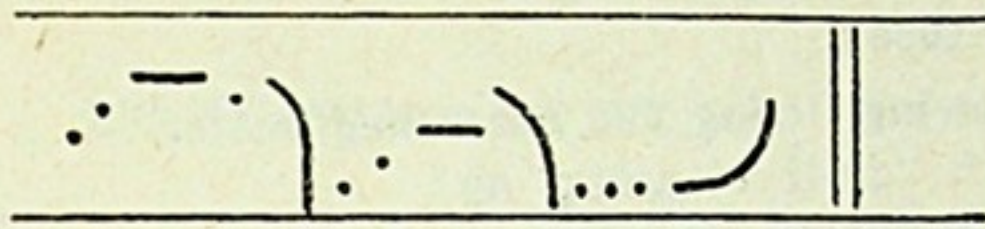
[Its "eɪdʒɪz sɪns aɪv \uparrow si:n ju)



b) two or more words are emphasized, the rest are pronounced unemphatically. e. g.

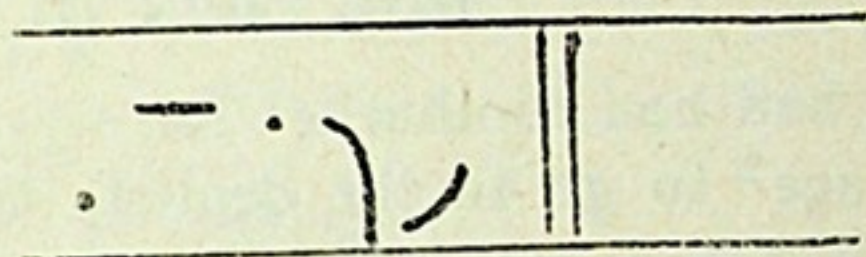
I had no i"dea you were so "seriously ↑ ill.

[aɪ həd 'nou aɪ'diə ju wə 'sou 'sɪəriəsli ↑ɪl]



c) the last word is emphasized. It is pronounced with a fall-rise which can be spread over two or more syllables or compressed into one syllable.

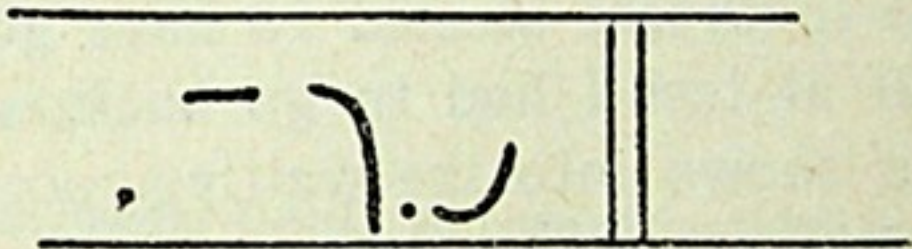
'flu: ɪz "kætʃɪŋ



(the fall is spread over two syllables).

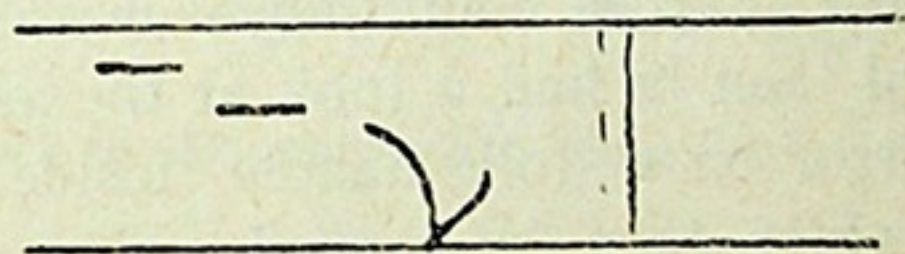
ju 'lʌk "rɑ:ðə peɪl

(the fall-rise is spread over a few syllables).



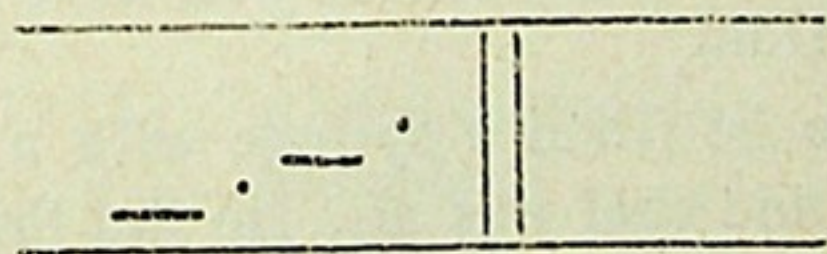
'ðæts 'tu: "bæd

(the fall-rise is compressed into one syllable).



The sense groups with the last word emphasized may be pronounced with an ascending scale.

'ɑ: ju 'betə?



PHONETICAL EXERCISES

Ex. 1. Read the following sentences with one or more words emphasized, using the rising tone:

I had such a "bad time of it with "earache.

I "hope there is no 'danger of "pneumonia.

I "hate 'all 'kinds of in"jections.

It's too "late. I am quite "sure.

I was "pricked all over.

I had to undergo a "very "painful operation.

"Better, I hope?

I felt awfully "shaky.

You should "rest a little.

- Ex. 2. Transcribe the sentences given in ex. 1. and put them on staves.
- Ex. 3. Transcribe and put on staves the following sentences, emphasizing one or more words. Use the rising tone. Give your reasons.
- I intend to spend a week in the country.
 It's sure to do you a world of good.
 It's a good idea. It's very strange.
 I'm still feeling seedy.
- Ex. 4. Read the following, using the ascending scale.
- Are you "ready? "Still cleaning up?
 Feeling "worse? How is your "wife now?

ADDITIONAL MATERIAL

HOB GOES TO THE DENTIST

I had had toothache¹ for several days, but just hadn't enough courage² to go to the dentist. As a matter of fact I went twice, but just as I got on his doorstep and was going to ring the bell, the toothache seemed to have gone away, so I went home again. But at last I had to go back, and this time I rang the bell and was shown into the waiting-room.

When I went into the surgery the dentist told me to sit in a chair that he could move up and down, backwards and forwards, and then he had a look at the inside of my mouth. He put a little mirror on a long handle inside my mouth and poked about for a while, then he looked serious and said, "Yes, I'm afraid we can't save that one, it will have to come out. I'll just give you an injection."

So he filled a syringe with a liquid. I felt a little prick on the gum and that was all. He did this in two or three places and waited for a minute or so. My mouth felt rather dead,³ but otherwise it was all right. Then he took an instrument, got hold of my tooth, gave a twist, then a quick pull, and the tooth was out and he was saying, "Yes, it's all over, Spit in there and then wash your mouth out with this." And he handed me a glass. "There's the tooth, a very nasty one."

(After Eckersley, Book 2).

WORD LIST

toothache n.
 courage n.
 dentist n.

doorstep n.
 waiting-room n.
 surgery n.

prick n.
 gum n.
 instrument n.
 twist n.

handle n.
poke v.
save v.
syringe n.
liquid n.

pull n.
spit v.
nasty adj.



WORD COMBINATIONS

to have toothache
as a matter of fact
to poke about

to give an injection
to get hold of smth.
to give a twist

NOTES

1. I had had toothache — კბილი მტკიოდა.
2. hadn't enough courage — გამბედაობა არ მყოფნიდა.
3. My mouth felt rather dead — პირი დამიბუჟდა.

LEXICAL EXERCISES

Ex. 1. Make up situations, using the following words and word combinations:
to have toothache; to have not enough courage; surgery; waiting-room; dentist; to look serious; to give an injection; to get hold of smth.; to give a twist; to wash out one's mouth; nasty.

Ex. 2. Open the brackets, putting the verb in the appropriate tense:

At the Dentist's

Here are a few new words:

a wisdom tooth	to decay	to stop (fill) a tooth
steady	a drill	cotton-wool
to proceed	to drill	permanent
to apply	temporary	to extract
to rinse	anaesthetic	filling
	false	

Dentist: What (to trouble) you?

Patient: One of my front teeth (to work) loose, and there is a wisdom tooth at the back that (to want) seeing to.

Dentist: You (to have) to have this one out. It (to be) a pity you not (to have) it seen to before.

Patient: I wish to goodness I (to have).

Dentist: That other tooth (to hurt) you now?

Patient: Not particularly, just a dull steady pain.

Dentist: The tooth (to decay) and must be stopped (filled) ...

The dentist (to reach) for his drill, then (to clean) and (to drill) the tooth with it, (to insert) a piece of cotton-wool in the cavity (hole) and (to proceed) to make a filling.

Dentist: This (to be) a temporary filling, I (to make) a permanent filling next time ... Now we (to attend) to the front tooth. I (to apply) an anaesthetic to deaden the pain?

Patient: Yes, if you please.

Dentist: Here (to be) your tooth extracted (pulled out). Now rinse your mouth, please.

Patient: The empty space not (to look) very nice, does it?

Dentist: I (to put) in a false one. You (to have) two gold crowns and the false tooth (to be) between them.

Patient: That (to be) all right. When I (to come) again?

Dentist: The day after tomorrow, at this time, if it (to suit) you.

Patient: It (to suit) me to a T.

(From "Handbook of Conversational English", Jakobson, Silin, Fradkin).

A PRIVATE SANATORIUM

(After "Say No to Death" by D. Cusack)

(Jan Blakeley has TB. Her fiancé Bart has sent her to a private sanatorium, but she is very ill and the owner of the sanatorium wants to send her away. The matron is talking to Bart).

"Miss Blakeley needs a great deal of extra attention. You'll have to get her a night special... We don't expect to have to nurse the patients, we only take them here on condition that they can look after themselves."

Bart's temper flared. "Then what do we pay six guineas a week for?" The matron's eyes slewed round at him. "You're paying six guineas for what you'd get in any sanatorium, and that certainly doesn't include attention at night. Miss Blakeley has to have a night special if she is to stay here."

"Then why don't you get a night special?"...

"I suppose you know you'll have to pay her."

"Pay? Surely we're already paying enough?"

"You're not paying for special nursing at all. If Miss Blakeley is to stay here, you'll have to pay for a special nurse."


"Then we'll pay for a special nurse! What will it cost?"

"It'll run out about nine pounds a week."

Bart stared at her speechlessly.

Matron looked at him with grim satisfaction. She smiled triumphantly. "Well, shall I get a special?"

"But surely, Matron..." It did not sound like his own voice. "Surely we could get someone else. I mean just someone who'd keep an eye on her, not a trained nurse?"



"If we get a special she'll have to be a trained nurse. I have the reputation of my sanatorium to think of, and if we get a trained nurse it will cost roughly nine pounds a week extra."

"But we can't afford it. You know very well we can't afford it."

She made a movement of her thin shoulders, too violent to be called a shrug.

"If that's the case, you'll have to take her out of here."

WAIT TILL SOMEBODY DIES

(After "Say No to Death" by D. Cusack)

(Bart had to take Jan away from the private sanatorium. He tries to get her into a public sanatorium).

Bart waited self-consciously in the hallway outside the TB Division of the Health Department. When at last he was shown into the office and sat down at the desk to which the doctor motioned him, his impatience was a fever. He poured out his story, without waiting to be questioned. The doctor listened, alert brown eyes staring into his, interposing questions now and then. He wrote down the details of Jan's case.

"Not Jan's case," Bart wanted to shout, "not just a case, but Jan's life, my life."

When all the particulars were taken, the doctor rested his hands on the blotting paper before him.

"You're certainly in a jam." His voice was sympathetic. "Now the best thing I can do for you is to put your fiancée on the waiting list."

"How soon will she be able to get in?"

The doctor shook his head slowly; a pitying smile lit up his seamed face.

"It may be a month, it may be three months before there's a vacancy in one of the sans for Miss Blakeley."

"But, good God, she can't wait three months, or even a month!"

"She'll have to wait, I'm sorry to say."

"But she's sick, desperately sick."

"So are the other waiting patients."

"But surely, just a question of one bed."

"Beds come at the best two a week. It depends upon somebody dying."

“But I don't understand,” Bart stammered, “surely in a public sanatorium...”

“Public sanatoria are short of beds. I get two beds a week for women. Now your fiancée is the fourteenth on the list, and all those other thirteen women before her are waiting for a death vacancy.”

A VERY STRANGE BOY

There was a boy at our school, we used to call him Sandford and Merton. His real name was Stivvings. He was the most extraordinary lad I ever came across. I believe he really liked study. He used to get into awful rows for sitting up in bed and reading Greek; and as for French irregular verbs, there was simply no keeping him away from them. I never knew such a strange creature.

Well, that boy used to get ill about twice a week, so that he couldn't go to school. There never was such a boy to get ill as that Sandford and Merton. If there was any known disease going within ten miles of him, he had it, and had it badly. He would take bronchitis in the dog-days, and have hay-fever at Christmas. After a six weeks' period of drought, he would be stricken down with rheumatic fever; and he would go out in a November fog and come home with a sunstroke. They put him under laughing-gas one year, poor lad, and drew all his teeth, and gave him a false set, because he suffered so terribly with toothache; and then it turned to neuralgia and ear-ache. He was never without a cold, except once for nine weeks when he had scarlet fever; and he always had chilblains. During the great cholera scare of 1871, our neighbourhood was singularly free from it. There was only one reputed case in the whole parish: that case was young Stivvings. He had to stop in bed when he was ill, and eat chicken and custards and hot-house grapes; and he would lie there and sob, because they wouldn't let him do Latin exercises, and took his German grammar away from him.

(After “Three Men in a Boat” by J. K. Jerome).

GRAMMAR NOTES

THE OBJECTIVE PARTICIPIAL CONSTRUCTION

In the Objective Participial Construction the participle is attached to a noun in the common case or a pronoun in the objective case. So the participle together with the preceding noun or

pronoun forms a kind of secondary predication and performs the function of a complex object.

This construction is usually found after the verbs—hear, feel, see, watch, etc.

He felt his temperature rising.

მან იგრძნო, რომ ტემპერატურა მალე იწევდა.

She heard Bob coming downstairs, whistling all the way.

მას ესმოდა, როგორ ჩარბოდა კიბეზე ბობი და თან უსტვენდა.

In the above examples the present participle refers to an action being in progress and having a certain duration. In the corresponding construction with the infinitive the action is not viewed as in progress, the infinitive merely denotes this or that action.

She saw the postman *cross* the street.

მან დაინახა, როგორ გადავიდა ფოსტალიონი ქუჩაზე.

She saw the postman *crossing* the street.

მან დაინახა, როგორ გადადიოდა ფოსტალიონი ქუჩაზე.

In this case the Georgian language mostly uses a subordinate clause with different aspect forms of the verb.

APPOSITION

An apposition is a special kind of attribute which is expressed by a noun (with or without accompanying words) which characterizes or explains the word modified by giving the person or thing another name.

There are two kinds of apposition, the close apposition and the loose apposition.

The close apposition denotes a title, profession, relationship, etc. e. g.

Aunt Nino was there.

Professor Shanidze works in Georgian grammar.

The loose apposition is not closely connected with the noun. It is always separated by commas and has a stress of its own. Nouns in apposition are used with the indefinite article if the noun in apposition belongs to a certain class. e. g.

I'll introduce you to my friend, *a doctor*.

If the person denotes a well-known person, the definite article is generally used.

Ilia Chavchavadze, *the great Georgian writer*, was born in Kvareli.

ASPECT PREDICATES

“Used to” or “Would+Infinitive”



The compound aspect predicates *used to* and *would+infinitive* usually denote repeated actions in the past:

He *used to be* a great theatre-goer and he has often told me that in his student days he *would take part* in all amateur performances at his Institute.

But these combinations are not always synonymous because “used to” does not always express repeated actions.

She *used to* live in the country.

ის სოფლად ცხოვრობდა.

There *used to* be a house there.

იქ სახლი იყო.

Would is often used in descriptions for the sake of vividness, with emotional colouring.

He *would loll* on the sofa and watch me doing things by the hours. (Jerome).

ის ტახტზე წამოგორდებოდა ხოლმე და საათობით მიყურებდა, როგორ ვაკეთებდი საქმეს.

Negative and interrogative sentences are formed without *to do*, by means of inversion:

Used he always to go out into the garden after dinner?

He used not [ju:snt] to answer.

In colloquial English forms with “did” occur.

Did he use to take the bus?

He didn't use to [’ju:stu] answer.

GRAMMAR EXERCISES

Ex. 1. Write the four forms of the following verbs:

embrace; expand; stamp out; feel; prescribe; keep; strip; write out; fall ill; run; hear; cough; sneeze; develop; undergo; cure; hate; stay; let.

Ex. 2. Open the brackets, putting the verb in the appropriate tense.

Visiting a Sick Friend

The other day I (to hear) that Nana, one of my fellow-students, (to fall) ill and so I (to decide) to call on her to see how she (to be). On my way I (to think) what I could (to buy) for her. I (to choose) an interesting book at a book-stall. Nana (to prefer) books to cakes and sweets, and so I (to be) sure it (to please) her better than anything else. Then I (to take) a bus and in less than a quarter of an hour I (to walk) up the stairs in her house. I (to stop) at the door and (to ring) the bell. Nana's mother (to open) the door. She (to say), “Oh Mary, it (to be) you? I (to be) very glad to see you! You not (to be) to see us

for a long time." — "I (to be) very busy this month. But how (to be) Nana, I (to hear) she not (to be) well?" — "Thanks, she (to be) better now, but she (to be) very poorly, I (to be) quite anxious about her. But not (to stand) here in the hall, (to take) off your coat and go in and (to see) her."

I (to take) off my coat and (to go) into Nana's room. She (to be) in bed. A lamp (to burn) on her night-table. Her eyes (to be) closed and she (to look) very wan. Hearing me (to enter), she (to open) her eyes. — "Hullo, Mary," she (to say), — "how nice of you to come!" — "How you (to feel) now, dear?" I (to say). "I (to be) sorry to find you in bed. What (to happen) to you?" — "Oh, nothing unusual," she (to reply), "I (to have) a bath and mother (to open) the bathroom door: a breath of cold air always (to be) enough to make me catch cold. It (to happen) last week, and I (to be) in bed since then. And what you (to do) all this time? Why you not (to be) to see me?" — "You (to see), I (to work) hard these ten days. I (to prepare) for two seminars and I (to write) a paper I am to read next week. So you see I really (to be) very busy. But how you (to be) now?" — "Not very well. I (to feel) my temperature rising again and my head (to begin) to ache." — "Then I not (to stay) any longer. Here is a book for you, but I (to think) I (to give) it to your mother to keep until you (to feel) able to read it." — "It (to be) very kind of you. Why you (to trouble)?" — "No trouble at all. I (to come) again in a day or two and I hope you (to feel) quite well by then." — "Thanks for coming. Before you (to go), please (to ask) my mother (to give) me a glass of water. It's time I (to take) my medicine." — "Very well, dear. Take care of yourself, and you soon (to recover). Good-bye!" — "So long, and thank you!"

Then I (to go) home, and on my way I (to keep) thinking about poor Nana. She (to be) so delicate, she (to catch) cold so often and (to miss) so many lectures and classes, that I not (to know) how she (to manage) to prepare for the exams. We all (to help) her when she (to return) to her studies, it (to go) without saying, but it (to be) difficult for her to catch up with the group.

Ex. 3. Note the sentence in ex. 2. *I feel my temperature rising ... my temperature rising* is the Complex Object, the Objective with the Participle construction. Make simple sentences out of the following pairs, using the Objective with the Participle construction.

My head was beginning to ache. I felt it.

Her hands were burning. She felt it.

His temperature was rising. He felt it.

My temperature was falling. I felt it.

She was speaking to the doctor. I heard it.

The doctor was telling you to keep your bed. I heard it.

Somebody was asking for her. I heard it.

Somebody was knocking at the door. We heard it.

The doctor was examining a patient. I saw it.

She was crossing the street. He saw it.

He was taking some medicine. His wife saw it.

You were standing near my house. I saw it.

Ex. 4. Say what you heard, saw, felt or watched, using the Objective with the Participle construction.

Ex. 5. Explain the difference in meaning between the following pairs of sentences. Make up 10 such pairs.

a) I saw her come up to you. I saw her coming up to you.

b) I heard him tell you that. I heard him telling you that.

c) I felt a rain-drop fall on my face. I felt the rain-drops falling on my face.

Ex. 6. Note the following sentence in Dialogue 1: "How I hate *being* ill and *staying* in bed." State the function of the Gerund in this sentence.

Make up sentences of this type, saying what you enjoy, prefer, remember, forget, like, dislike, love, hate, intend.

Ex. 7. Note the following sentences in Dialogue 1: *I feel bad. I hope it doesn't taste too bitter.* Make up 20 sentences with Compound Nominal predicates, using the link-verbs *to feel, to seem, to taste,* and adjective predicatives.

Model: You seem tired.

Ex. 8. Advise a friend what he (she) should do:

— if he (she) feels tired.

— if he (she) feels bad.

— if he (she) feels his (her) temperature rising.

— if he (she) has a headache.

— if he (she) has a bad cold.

— if he (she) has a bad cough.

— if he (she) has a sore throat.

— if he (she) has ear-ache.

— if he (she) has a toothache.

Ex. 9. Make the following sentences interrogative:

1. Your tongue is coated.

2. I must examine your heart and lungs.

3. He had to keep his bed for a couple of days.

4. The medicine will be made up in half an hour.

5. He hates being ill and staying in bed.

6. The doctor is satisfied with my heart.

Ex. 10. Change the following sentences, using passive constructions:

1. They are gathering winter vegetables now.

2. Dinner will be ready in a minute; they are cooking the fish now.

3. When the commission entered the room, the teacher was explaining the use of the passive voice.

4. How the children enjoyed these big sweet apples!

5. Those students in the hall will make slogans for the demonstration.

Ex. 11. Open the brackets, putting the verb in the appropriate voice and tense:

1. Who (to invite) to your party next week?

2. Many telegrams (to send) from here last month.

3. The work (to continue) tomorrow.

4. When your compositions (to hand in) you may leave the room.

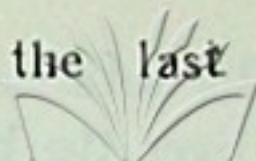
5. After her son (to examine) thoroughly she no longer felt worried.

6. Tbilisi (to situate) on the Mtkvari.

7. This package (to find) on your desk this morning.

8. A new metro line (to construct) now. One of its stations (to build) in our street.

9. Evidently the tea (to sweeten) before I put sugar into it.



10. I did not have to wait long for the professor: when I came the last patient (to examine).
11. A new foreign film (to dub) at the studio now.
12. The prescription (to sign) by the doctor.
13. St. Petersburg (to found) by Peter I in 1703.
14. The doctor is not at the hospital: he (to send) to a mining district.
15. Mustard plasters and cups (to use) for a cough by many people.
16. The plague, cholera and small-pox (to stamp out) in our country.
17. A new nursing centre (to build) in our district now.
18. My brother (to X-ray) before I came to the dispensary.
19. The hospital (to run) by the head doctor for a fortnight before a new director (to appoint).
20. The classroom (to air) after the lecture.
21. Medicines (to make up) by chemists.
22. Don't say such things or you (to laugh) at.

Ex. 12. Insert articles wherever necessary:

1. Last night I had ... splitting headache and ... cough.
2. Did you have ... high temperature when you had ... 'flu?
3. ... doctor wrote out ... prescription.
4. ... plague, ... malaria and ... small-pox have been stamped out.
5. ... citizens of ... U.S.S.R. have a right to ... work, to ... rest and ... education.
6. ... morning was bright and sunny.
7. It all happened on ... bright and sunny morning.
8. He spent ... sleepless night.
9. Have you got ... thermometer?
10. I take this mixture twice ... day, after ... meals.
11. "... ounce of prevention is worth ... pound of cure."
12. ... soup contains much water.
13. ... tea is ready.
14. ... ink is ... chemical product.
15. ... tablets for ... headache are on the table.
16. He spent ... sleepless night and now he has ... splitting headache.
17. Walter Page, as ... editor of several well-known magazines, was obliged to refuse many stories ... lady wrote to him: "Sir, you sent back, ... last week, ... story of mine. I know that you did not read ... story, for as ... test I had pasted ... pages 18, 19 and 20 together, and ... story came back with these pages still pasted". Mr. Page wrote back: "Madam, at ... breakfast when I open my egg, I don't need to eat ... whole egg in order to discover it's bad."

Ex. 13. Open the brackets, putting the verb in the appropriate tense:

There were four of us — George, and William Samuel Harris, and myself, and Montmorency. We (to sit) in my room, smoking and talking about how bad we (to be) — bad from a medical point of view, I (to mean), of course.

We all (to feel) seedy, and we (to get) quite nervous about it. Harris (to say) he (to feel) such extraordinary fits of giddiness come over him at times, that he hardly (to know) what he (to do). And then George (to say) that he (to have) fits of giddiness too, and hardly (to know) what he (to do). With me, it (to be) my liver that was out of order. I (to know) it (to be) my liver that (to be) out of order, because I just (to read) a patent liver-pill circular, in which (to

be detailed) the various symptoms by which a man (can) (to tell) when his liver (to be) out of order ...

In the present instance, I (to have) the symptoms, beyond any mistake, the chief among them being "a general disinclination to work of any kind."

What I (to suffer) in that way no tongue (can) (to tell). From my earliest infancy I (to be) a martyr to it. As a boy, the disease hardly ever (to leave) me for a day. They not (to know) then, that it (to be) my liver. Medical science (to be) in a far less advanced state than now, and they (to use) to put it down to laziness. And they (not to give) me pills; they (to give) me clumps on the side of the head. And, strange as it may appear, those clumps on the head often (to cure) me — for the time being. I (to know) one clump on the head (to have) more effect upon my liver, and (to make) me (to feel) more anxious to go straight away than there, and do what (to be wanted) to be done, than a whole box of pills (to do) now.

You (to know), it often (to be) so— those simple, old-fashioned remedies (to be) sometimes more efficacious than all the dispensary stuff.

I (to go) to my medical man. He (to be) an old chum of mine. He (to feel) my pulse, and (to look) at my tongue, and (to talk) about the weather, all for nothing, when I (to fancy) I (to be) ill; so I (to think) I (to do) him a good turn by going to him now. So I (to go) straight up and (to see) him, and he (to say): "Well, what (to be) the matter with you?" I (to say): "I not (to take) up your time, dear boy, with telling you what (to be) the matter with me. Life (to be) brief and you (may) pass away before I (to finish). But I (to tell) you what not (to be) the matter with me. I not (to have got) a housemaid's knee. Everything else, however, I (to have got)."

Then he (to open) me and (to look) down me, and (to clutch) hold on my wrist, and then he (to hit) me over the chest when I not (to expect) it. After that he (to sit) down and (to write) out a prescription, and (to fold) it up and (to give) it to me, and I (to put) it into my pocket and (to go) out. I not (to open) it. I (to take) it to the nearest chemist's, and (to hand) it to him. The man (to read) it, and then (to hand) it back. He (to say) he not (to keep) it. I (to say), "You (to be) a chemist?" He (to say), "I (to be) a chemist. If I (to be) a co-operative stores and family hotel combined, I (may) oblige you. Being only a chemist (to hamper) me."

I (to read) the prescription. It (to run):

1 pound beefsteak with

1 pint bitter beer

every six hours.

1 ten-mile walk every morning.

1 bed at 11 sharp every night.

And not (to stuff) up your head with things you not (to understand).

I (to follow) the directions, with the happy result — speaking for myself—that my life (to be preserved), and still (to go) on.

(After "Three Men in a Boat", Jerome. K. Jerome).

Ex. 14. Fill in the blanks with the verbs: say, tell, ask, talk and speak in the proper form:

1. Did he ... you his name and address?

2. He ..., "Shall I repeat the new words?"



3. She ... me that she took dancing lessons last year.
4. ... him to open the door.
5. He ... that he was not well yesterday.
6. My friend could ... many languages.
7. The friends ... over their coffee when I entered the room.
8. He ... that he can come here tomorrow.
9. I do not ... German.
10. They ... me that they went to the library yesterday.
11. She ... me she had a sore throat.
12. She likes to ... about her illnesses.
13. We ... to him for a long time, but still he ... he was as fit as a fiddle and we had better stop... about his going for a cure.
14. Two old ladies sat ... about their aches and pains.
15. She ... me her husband was taking a cure at Kislovodsk.
16. The dentist ... I must have a gold crown on that tooth.
17. Stop ... !
18. I ... my friend to consult a good doctor.
19. She ... her mother to give her the medicine the doctor had prescribed.
20. She ... I should take care of myself.

Ex. 15. Change the following, using passive constructions:

1. The doctor was examining the patient that day.
2. They are teaching French in many of our schools now.
3. They were selling new children's books in that shop when I entered it yesterday.
4. They will build many new houses in our town during the next few years.
5. Don't put the cup there or somebody will break it.
6. — Why didn't you come to the birthday party? — They didn't invite me.

Ex. 16. What would you say

- ... if you wanted to ask after somebody who has been ill?
- ... if you wanted to know why somebody is looking unwell?
- ... if you wanted to show your concern for somebody's health?
- ... if you wanted to remark that somebody is looking quite well?
- ... if you wanted to express good wishes to somebody who is ill?
- ... if you wanted to give a bit of advice to somebody who is not well?
- ... if somebody asked after your health and you were quite well? ... not quite well?
- ... if you were recovering from an illness? ...
- ... if you were in need of a rest? ... in need of a cure?
- ... if you had a pain in the head? ... in the ear? ... in the stomach? ... in the throat?
- ... if a finger or toe were giving you trouble?

Ex. 17. Use the following verbs with gerundial constructions:

- to insist (on), to think (of), to succeed (in), to prevent (from),
- to speak (of), to thank (for), to look forward (to), to object (to), to approve (of), to complain (of).

Models: My illness prevented me *from coming* to see you.

The doctor objected *to my going out*.

She complained *of having* a pain in her side.

She insisted *on giving* me a tablet to cure my headache.



Ex. 18. Ask a friend:

- What he (she) insisted on when
- How he (she) succeeded in
- What he (she) thinks of
- What prevented him (her) from
- what he (she) is looking forward to
- who objected to his (her) going
- whether he (she) approves of your
- what he (she) complained of to the doctor.

Ex. 19. Note the complex object after the verb *to know*:

I know her to be a talented actress.

Using this sentence as a model, express your opinion of a doctor, a dentist, a neighbour, an acquaintance, an actor, an artist, a student.

Ex. 20. Fill in the blanks with the articles wherever necessary:

1. My neighbour, ... young doctor, is going to work in ... Svaneti.
2. Meet ... Doctor Leslie, ... old friend of mine.
3. This young man, ... engineer, has invented ... machine for picking ... tea.
4. Nona Gaprindashvili, ... chess queen, is ... student of ... Tbilisi Institute of Foreign Languages.
5. Beso Gogvadze, ... poet, has just published his ... first book of poems.
6. Shota Rustaveli, ... great Georgian poet of ... twelfth century, is ... author of ... poem "... Knight in ... Tiger's Skin".
7. My friend, ... graduate of ... Conservatoire, is going to play at a concert ... next week.
8. This theatre is named after Kote Marjanishvili, ... well-known actor and producer.
9. William Shakespeare, ... great English playwright, lived and worked in ... reign of Queen Elizabeth ... First.
10. Konstantin Simonov, ... Russian poet, wrote ... script for ... film "... Living and ... Dead".
11. "... Dead Beech-tree", ... animated cartoon, was screened after ... story by Vazha Pshavela, ... famous poet, singer of ... Georgia's mountains.
12. Griboedov, ... great Russian writer, ... husband of Nino Chavchavadze, is buried in ... Tbilisi, on ... Mtatsminda.
13. Leyla Abashidze, ... well-known film star, is on ... cast of ... new film released by ... Tbilisi Film Studios.
14. Mzia Beltadze, ... young actress, will appear as Juliet in ... new production of Shakespeare's tragedy "Romeo and Juliet".
15. My favourite novel is ... "Martin Eden", by Jack London, ... famous American writer.
16. Sherlock Holmes, ... great detective, got his friend, ... Doctor Watson, to help him in his work.
17. My friend, ... film actor, is to star in ... comedy.

Ex. 21. Note the use of the articles in the following word combinations and make up sentences of your own with them:

at the beginning; at the end; to be in the habit of; by the way; nothing (something) of the kind; on the right; on the left; on the other hand; to play the piano; to play the violin; in the singular; in the plural; to tell the truth; as a rule; to be in a hurry; at a distance; a great deal; a great many; to have a mind to ... ; to put in a good word for; to suffer from a cold, a headache, a cough; to take a liking to; to take a pride in; to take a seat; to have a good time; it is a pity.

Ex. 22. Fill in the blanks with the definite or indefinite article where necessary:

- ... man who cannot see is ... blind; he is ... blind man.
- ... man who cannot hear is ... deaf; he is ... deaf man.
- ... man who cannot speak is ... dumb; he is ... dumb man.
- ... man who has something wrong with his legs is ... lame; he is ... lame man.
- ... man who has no work is ... unemployed; he is ... unemployed man.
- ... man who has no home is ... homeless; he is ... homeless man.
- ... man who has not enough money to live on is ... poor; he is ... poor man.
- ... man who has more money than he needs is ... rich; he is ... rich man.

Note: these adjectives become partially substantivized in the plural: a blind man — the blind (blind people).

There is ... school for ... blind in our town. ... blind use ... special alphabet. ... deaf and dumb use ... language of signs when they speak to one another. ... unemployed in ... capitalist countries have ... hard life. He lost his job and joined the ranks of ... unemployed and homeless. ... rich do not understand ... poor. In London, ... homes of ... rich are in ... West End, and ... homes of ... poor are in ... East End; ... homeless sleep everywhere, in ... doorways, under ... bridges and in ... parks.

Ex. 23. What would you say:

- ... if you had a pain in your head?
- ... if you had a pain in your ear?
- ... if one of your teeth was giving you trouble?
- ... if you had a pain in your throat?
- ... if your friend's face were rather white?
- ... if you hadn't seen a friend for a long time?
- ... if you wanted to know how somebody was feeling?
- ... if you heard a friend was or had been ill?
- ... if a friend were overtired?

Ex. 24. Make up 10 sentences, using *to have* + *noun (pronoun)* + *past* participle.

Model: You can have your prescription made up at the chemist's.

Ex. 25. Translate into English:

1. ვგრძნობ, რომ სიცხე გემატება. ლოყები წითელი გაქვს და თვალებიც გიბრწყინავს.
2. მინდა კბილის ექიმთან წამომყვე. არ მინდა მარტო წასვლა. მეშინია კბილის ბურღვას დამიწყებს.
3. — ხომ არ იცი, რატომ არ მოვიდა ნელი დღეს? — გუშინ საშინლად სტკიოდა კბილი და შეიძლება დღესაც სტკივა. — რატომ კბილის ექიმთან არ წავიდა? — ალბათ ეშინოდა.
4. — ამ ბოლო ხანებში თავის ტკივილი მაწუხებს. — ალბათ გადაღლილი ხარ. უმჯობესია ექიმს მიმართო.
5. როგორი გაფითრებული ხარ. ავად ხომ არა ხარ? — ჰო, გაციებული ვარ. გამუდმებით ვაცემინებ ცხვირს და მახველებს.
6. წაიღე ეს რეცეპტი და აფთიაქში წამალი დაუკვეთე.
7. — გააკეთებინე წამალი აფთიაქში? — დიახ, უკვე მივიღე კიდევ.
8. — კბილი როდის ამოიღე? — გუშინ. — ვინ ამოგიღო? — ჩვენი უბნის კბილის ექიმმა.
9. სისხლის ანალიზი გაიკეთე? — ჯერ არა. ხვალ მივდივარ საავადმყოფოში სისხლის ასაღებად.
10. — როდის დაიბლომბე ეს კბილი? — ორი კვირის წინ. — ვინ დაგიბლომბა? — ჩვენმა მეზობელმა. ის ძალიან კარგი კბილის ექიმია.
11. — რამდენი ხანია, რაც ნინო ლოგინში წევს? — უკვე ორი კვირაა. — წამოდგომას როდის შეძლებს? — ექიმი ამბობს, კიდევ ორი დღე უნდა იწვესო.
12. — რამდენი ხანია, რაც ყური გტკივა? — ერთი კვირაა. რატომ ექიმთან არ მიდიხარ? — არა მცალია.
13. — საშინლად მტკივა კბილი. ექიმთან უნდა წავიდე და ამოვალებინო.
14. თუ თავს არ გაუფრთხილდები, ავად გახდები და საავადმყოფოში დაწოლა მოგიხდება.
15. — ალბათ ბევრი იმუშავე გუშინ, ფერმკრთალი ჩანხარ. — არა, გუშინ სტუმრები მყავდა და გვიან დავიძინე.
16. — წინააღმდეგი ხომ

არ იქნები, თუ ნინოს შენს ოთახში დავუცდი?—სრულიადაც არა. შეგიძლია ამ სავარ-
ძელზე დაჯდე და ეს ჟურნალები დაათვალიერო, ვიდრე ის მოვა. 17. ზაზა მანქანა რომ
არ ყოფილიყო შარშან, კურსზე არ დარჩებოდა. 18. მანქანა რომ მყავდეს, ქალაქგა-
რეთ წავიდოდით სასეირნოდ. 19. შეუძლებელია მას ასეთი რამ გაეკეთებინა. იგი ცნო-
ბილია, როგორც პატიოსანი კაცი. 20. ისინი აუცილებლად მოვლენ. შეიძლება რაიმე
შეემთხვათ და ამიტომ დაიგვიანეს. 21. თუ კბილი ძალიან გაფუჭებულია, უნდა წახ-
ვიდე და ამოაღებინო. 22. არ არის საჭირო ამდენი ლაპარაკი შენს ავადმყოფობაზე. არ
უნდა შეაწუხო ხალხი შენი გასაჭირით. 23. — როდის აპირებთ თბილისში დაბრუნე-
ბას? — ვფიქრობ, ჩემ საქმეს ამ თვის ბოლოსთვის დავამთავრებ და თბილისში ივნი-
სის დასაწყისში დავბრუნდები. 24. როდესაც მოსკოვში წავედი, ვნახე, რომ იქ ბევ-
რი ახალი საცხოვრებელი სახლი შენდებოდა. 25. მე გთავაზობ, რომ მცხეთაში ჩემი
მანქანით წახვიდე. ეს უფრო მოსახერხებელი იქნება. 26.—რამდენი ხანია, რაც ავად
ხარ? — თითქმის ერთი თვეა. — დედაშენისთვის უნდა დაგეჯერებინა და ახლა ლო-
გინში არ იქნებოდი. 27. ფრენბურთის მატჩი ორმოცი წუთია მიმდინარეობს და ან-
გარიში ჯერ არ გახსნილა. 28. — დაგჭირდა საავადმყოფოში დაწოლა წარსულ თვეს?
— დიახ, ძალიან სერიოზულად ვიყავი ავად.

Ex. 26. Translate into English:

1. ვუყურებდი, როგორ ცეკვავდა ნინო და მიკვირდა, სად ისწავლა ასე კარგად
ცეკვა, 2. როდესაც სასადილო ოთახში შევედი, დავინახე, რომ ბელა სუფრას შლიდა
სადილისათვის. მეგობრები შეპირდნენ სადილად შენთან მოვალთო. 3. — თქვე-
ნი სიმღერა არასოდეს არ მომისმენია.— თუ ამ საღამოს ინსტიტუტში მოხვალთ, შეძ-
ლებთ ჩემი სიმღერის მოსმენას. 4. როდესაც სამზარეულოში შევედი, დავინახე, რომ
მანანა კარტოფილს ფცქვნიდა ბუღლამისთვის, შევეკითხე, სად ილი როდის იქნება
მზად-მეთქი. მიპასუხა, საათნახევარშიო. 5.—მასზე ამბობდნენ, სუსტი სტუდენტიაო.
ნახე, რა კარგად უთარგმნია ტექსტი — მართალი ხარ. მაგრამ გუშინ ვნახე, რო-
გორ მეცადინეობდა მერისთან ერთად. სტუდენტებმა მითხრეს, ორი კვირაა ერთად
მეცადინეობენო. 6. როცა ფონეტიკის ლაბორატორიაში შევედი, დავინახე, რომ სტუ-
დენტები ახალ ჩანაწერებს უსმენდნენ. 7. — მოგისმენია ჯონის დაკვრა როიალზე?
— არა. ბევრჯერ ვთხოვე, მაგრამ მუდამ უარს მეუბნებოდა. — წამოდი, დავაკრე-
ვინებ. დაინახავ, როგორ კარგად უკრავს. 8. როცა სახლში დავბრუნდი, გავიგონე, რომ
ვიღაცა როიალზე უკრავდა. 9. როცა სახლში დავბრუნდი, დავინახე, რომ მერი ნამ-
ცხვრებს აცხობდა. მითხრა, სტუმრებს ველოდებიო. ვაშლისა და ხორცის ნამცხვარი
უკვე გამოეცხო და ტორტის გამოცხობას აპირებდა. 10. როდესაც სამზარეულოში
შევედი, დავინახე, რომ ქვაბებს ხეხავდნენ, სამზარეულო სწრაფად დავტოვე, რადგან,
თუ ქვეყანაზე რამე მძულს, ეს ქურჭლის რეცხვაა. როცა ჩემი ოთახისკენ მივდიოდი,
მესმოდა, როგორ მომძახოდნენ, დაბრუნდი და მოგვეხმარეო.

Ex. 27. Read "A Very Strange Boy" and find sentences with *used to* and *would* and explain their meanings.

Topic 6

TRAVELLING

INTRODUCTORY TEXT 1

Part One

Nowadays people prefer flying to travelling by land. Air transport has its advantages, the greatest of which is speed: the hop from Moscow to Tbilisi takes us only a couple of hours. Still, railway transport is cheaper, though much slower; and it is more convenient for carrying goods over long distances. Our railways, and especially our passenger trains, are the best in the world. In no other country do passengers enjoy such comfort when travelling by train, particularly if the train is drawn by an electric engine. Most passenger carriages are all-metal. Many of them have compartments with four berths (third and second class sleepers); while first-class sleepers (sleeping carriages) usually have compartments for two. There is plenty of room for luggage and hand-luggage on special luggage-racks and under the lower berths. A dining-car is provided for the passengers to have hot meals.

The luggage-van carries most of the heavy luggage which is registered through to the passenger's destination. Of course, if you are going far, it is best to travel by express, which stops only at the largest stations and junctions.

Part Two

The other day I happened to run into an old friend of mine¹ whom I hadn't seen for some months. She's a doctor and is highly spoken of² as a leading specialist in children's diseases. She was looking awfully run down.³ I remarked that she appeared to be overtired, and added that she should take better care of herself. She told me she had been appointed head physician⁴ of the children's department in a large new hospital and had been working overtime to see that the little patients were well taken care of.

However, the worst of the organization period was over and she intended going for a rest at a rest-home in Sukhumi. I naturally asked why she didn't want to take a cure⁵ at a sanatorium, but she said the only thing she really needed was a good month's rest. She said her intention was to leave in a day or two, and I promised to see her off if she phoned to let me know exactly when she was leaving, and whether she intended to fly or to go by train. She promised to do so and we parted.

WORD LIST

nowadays adv.	particularly adv.	dining-car n.
prefer v.	electric adj.	provide v.
flying n.	engine n.	register n.
travelling n.	carriage n.	destination n.
land n.	all-metal adj.	express n.
transport n.	compartment n.	junction n.
advantage n.	berth n.	leading adj.
speed n.	luggage n.	specialist n.
hop n.	hand-luggage n.	appoint v.
passenger n.	luggage-rack n.	physician n.
organization n.	naturally adv.	
period n.	cure n.	
intend v.	part v.	

WORD COMBINATIONS

to register through	to be appointed
to be highly spoken of	to work overtime
to look run down	to take a cure
to be overtired	

NOTES

1. I happened to run into an old friend of mine — I met a friend of mine by chance.

Here the verb "to happen" means — to meet by chance.

2. She is highly spoken of — people have a high opinion of her — ხალხი კარგი აზრისაა მასზე.

3. She was looking awfully run down — to look overtired.

4. She had been appointed head physician — მთავარ ექიმად დანიშნეს.

Note the absence of the article before the noun after the verb *to appoint*.

Nouns denoting position and rank are used without an article after the verbs *to appoint*, *to make* — დანიშვნა; to elect — არჩევა. e. g.

to elect chairman, to appoint rector, to make academician.

5. to take a cure — to take treatment — მკურნალობის ჩატარება.

LEXICAL EXERCISES



Ex. 1. Answer the following questions:

1. What kind of transport does the future belong to?
2. Do the railways carry a lot of passengers and goods?
3. Is railway transport one of the cheapest or one of the most expensive ways of transporting people?
4. What is a dining-car?
5. What does the luggage-van carry?
6. What does a train consist of?
7. Where do express trains stop?
8. Where do we get tickets?
9. How many berths are there in each compartment?
10. Do you prefer an upper berth or a lower one?
11. What is a rack for?
12. Who comes to see you off when you are leaving Tbilisi?
13. Do you usually see your friends off?
14. When did you last travel by railway?
15. Do you prefer travelling by railway or by air?
16. Who meets you at the station when you arrive in Tbilisi, (Moscow, etc.)?

Ex. 2. Make up five alternative and five disjunctive questions to the text.

Ex. 3. Give words of the same root:

to agree; transport; comfortable; to enjoy; unusually; special; to travel; to provide; speed; cheap; electric; particularly; awfully; to appear; organization; to intend; exactly; convenient; distance.

Ex. 4. Give synonyms to the following:

to transport, trip, convenient, to carry, to run into, disease, to intend, to phone, to leave, to take a cure.

Ex. 5. Give opposites to the following:

convenient, hot, usual, cheapest, to see somebody off, slow, far, overtired.

Ex. 6. Use the following words and word combinations in a few connected sentences:

advantage, to happen, to run into smb., to be highly spoken of, to look run down, to be overtired, to be appointed, to work overtime, to be taken care of, to take a cure, a good month's rest, to let smb. know, to fly, to go by train.

Ex. 7. Fill in the missing parts of the dialogues:

wrong; oh, bother; not at all; to be punctured; wonderful; (to be) good of (smb.); to fix; that's fine; to pump up; plenty.

Hey! Is there anything ...?

... ..! My tyre is ... , and I haven't got anything here to help the trouble.

Oh, that's too bad. But I'll ... it.

It's very ... of you. I'm afraid it means a lot of trouble for you, though.

Oh, ... I've ... of time.

.....

There you are! I think it's all. Just ... your tyre and I think you'll find it all right.

It's just I hope I won't have any further trouble.

Thank you very much. Good-bye.

Good-bye.

Ex. 8. Give 10 examples to illustrate the difference between the words *convenient* and *comfortable*.

Ex. 9. Translate into English:

ზაფხული იყო. ჩემი შვეებულება 1 აგვისტოს იწყებოდა. ბევრი ვიფიქრე და ბოლოს მაინც ზღვის სანაპიროზე გადავწყვიტე წასვლა.

გამგზავრების წინა საღამოს დავიწყე ბარგის ჩალაგება. მოვავროვე ჩემთვის საჭირო ნივთები: წინდები, პერანგები, საცვლები, ცხვირსახოცები და ორი შარვალი.

ბილეთი წინასწარ ავიღე, ამიტომ სრულიად დამშვიდებული ვიყავი. ჩვენი რკინიგზები და განსაკუთრებით სამგზავრო მატარებლები, საუკეთესოა მთელ მსოფლიოში. ბილეთი პირველი კლასის ვაგონში მქონდა, რადგანაც მიყვარს კომფორტით მგზავრობა. დამდებოდა. ძალიან ბევრი საქმე მქონდა გასაკეთებელი და ვფიქრობდი, რომ ჩალაგება უფრო ადრე უნდა დამეწყო. გარდა ამისა, უნდა მებანავა. აბაზანა უკვე ცხელი იყო. ჩემ დას დავურეკე და ვუთხარი — “მინდა, რომ მოხვიდე და ბარგის ჩალაგებაში მომეხმარო.”

ნახევარი საათის შემდეგ ის ჩემთან იყო და ალაგებდა ნივთებს.

— ნუ გეშინია, — თქვა მან, — თერთმეტი საათისათვის ყველაფერი ჩალაგებული მექნება და შეძლებ კარგად გამოძინებას. სხვათა შორის, იყიდე რაიმე საჭმელი?

— რა თქმა უნდა, არა, — ვუპასუხე. — მატარებელს რესტორანი აქვს და იქ ვისადილებ.

თერთმეტი საათისათვის ჩემმა დამ საქმე მოათავა და წასასვლელად გაემზადა. მან თქვა, დილით შენს გასაცილებლად მოვალა.

მეორე დილით სადგურზე წავედი. მატარებელი ათ საათზე გადიოდა. ეს პირდაპირი მატარებელი იყო. მატარებელში ავედი და კუბეში შევედი. ძალიან მაინტერესებდა, ჩემი თანამგზავრი ვინ იქნებოდა. როდესაც კუბეში შევედი, იქ არავინ იყო, მხოლოდ ბადე და ბარგის ადგილი ქვედა საწოლქვეშ ბარგით იყო სავსე. ვიღაცას თავისი ნივთები კუბეში დაეტოვებინა და თვითონ ალბათ გარეთ, ბაქანზე იყო გასული.

მატარებლის გასვლას ხუთი წუთი აკლდა, როცა კუბეში ახალგაზრდა ქალი შემოვიდა. მას ქერა თმა და ცისფერი თვალები ჰქონდა. სასწრაფოდ წამოვხტი და გავეცანი. მანაც მითხრა თავისი სახელი. ის ეჭიმი აღმოჩნდა. მოსკოვში მიდიოდა კონფერენციაზე.

მატარებელი დაიძრა. პირველად ის ნელა მიდიოდა და შემდეგ თანდათან მოუმატა სიჩქარეს (to gather speed). ჩემი მოგზაურობა სასიამოვნოდ დაიწყო.

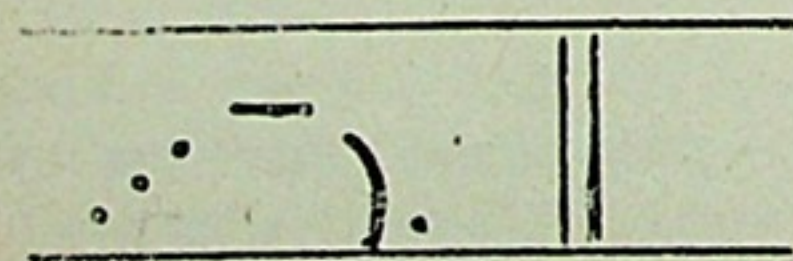
PHONETIC NOTES

SOME OTHER MEANS OF ACHIEVING PROMINENCE

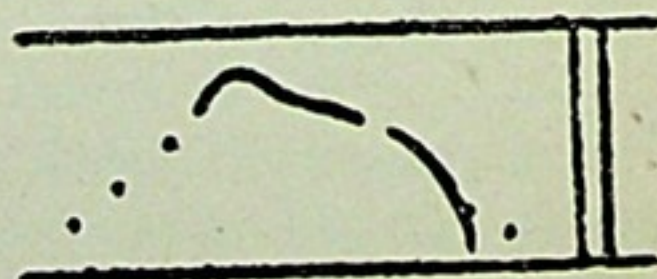
An utterance becomes more expressive if the emphasized syllable is pronounced with an upward glide. Then the rise-level is used instead of a level pitch, a rise-fall instead of a fall and a rise-fall-rise instead of a fall-rise, e. g.

It was a long journey!

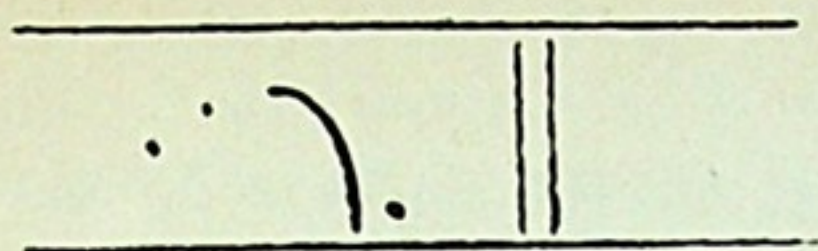
[it wəz ə'lsɛj 'dʒə:nɪ ||]



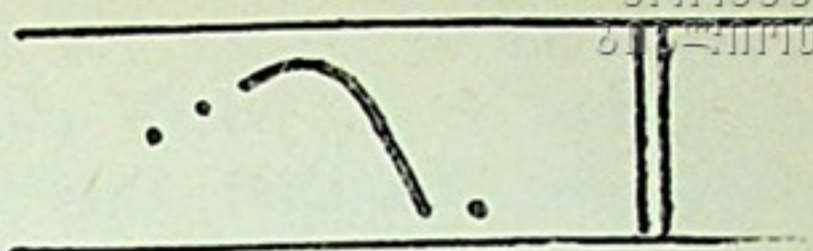
and



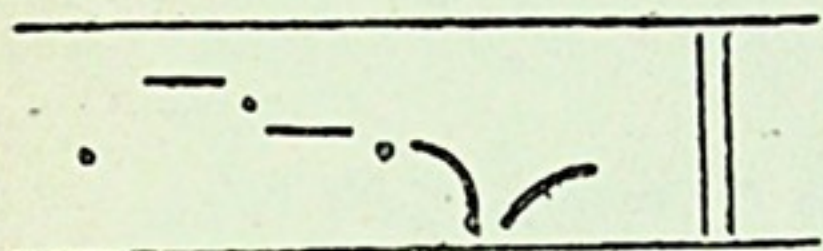
She is "nervous!"
[ʃi ɪz "nə:vəs ||]



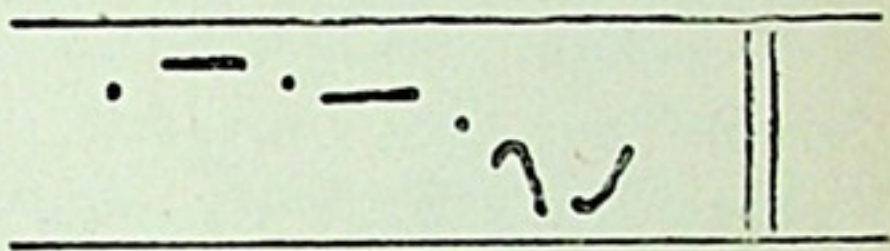
and



The staff is most obliging!
[ðə 'stɑ:f ɪz 'moust əb''laɪdʒɪŋ ||]



and

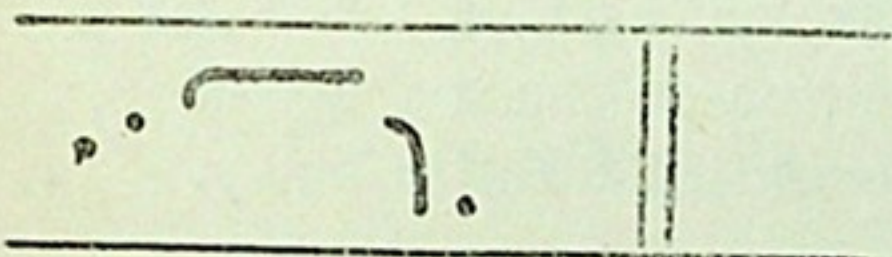


The increase of stress, the lengthening of sounds and the use of glottal stops before stressed vowels also serve to lend expressiveness to the sense group.

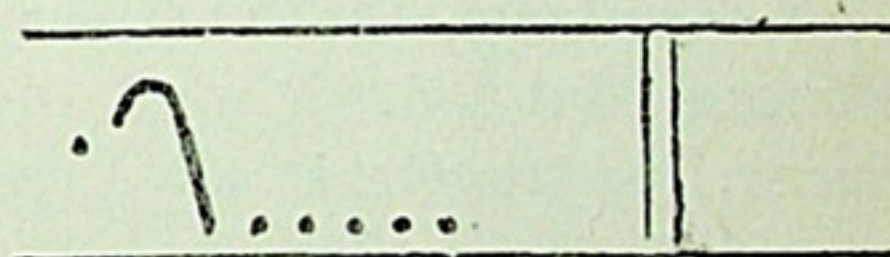
PHONETICAL EXERCISES

Ex. 1. Read the following and explain what means of achieving prominence are used here.

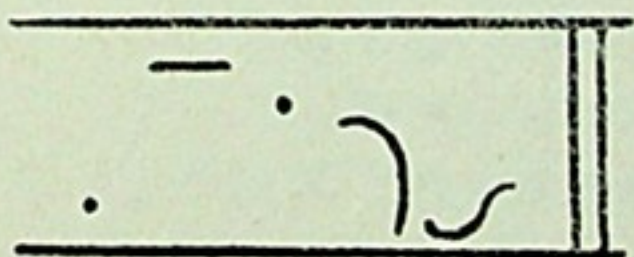
[aɪ əm "sou 'sɔrɪ]



[ðæts "'ɔ:fulɪ'nɑɪs əv ju']



[ðə pleɪs ɪz "'lʌvlɪ]



Ex. 2. Find 20 examples to illustrate the use of rise-level, rise-fall and rise-fall-rise in the book you are reading.

Ex. 3. Make these sentences emphatic; speak on the means you've used.

Everything seemed quite lost and hopeless.

She proved to be a very nice woman.

I do enjoy theatricals.

Some shots were splendid.

The rest-home is in a lovely park.

The air is wonderful here.

DIALOGUE



Muzil: Hullo, is this 7 0 8 9 3?

Zurab: Yes, it is. Who's calling?¹

Manana: Me, Manana. Have you forgotten the sound of my voice, Zurab?

Zurab: Oh, sorry, Manana.

Manana: I hope you haven't forgotten your promise to see me off. I booked a ticket² for tomorrow's evening train to Sukhumi.

Zurab: The eight-thirty?

Manana: Yes, that's the one. Carriage 7, second-class sleeper.

Zurab: You needn't tell me the carriage number. I'll come round for you in my car³ at eight sharp, if that suits you.

Manana: That's awfully nice of you. Only let's make it 8.10. I hate sitting about in the waiting-room.

Zurab: Right. I'll pick you up⁴ at 8.10.

* * *

Zurab: The train is due to start⁵ in ten minutes. Here, you needn't get hold of that grip. I've two hands, one for the suitcase, the other for the travelling-bag.

Manana: But I don't want to give you so much trouble.

Zurab: No trouble at all. Come along, we'd better hurry.

* * *

Guard: Tickets please?

Manana: Here you are.

Zurab: I'm seeing the lady off.

Guard: Right. Compartment 3, berth 9.

Zurab: Here's your compartment. The papers will say: Accompanied by a friend, our celebrated physician, Dr. Manana Gordeladze entered the carriage, to the cheers⁶ of a crowd of grateful patients who were there to see her off.

Manana: Oh, stop pulling my leg,⁷ will you. I used to get mad at⁸ your mockery, remember? I want to put my suitcase on the luggage rack. Could you do it for me? It's difficult for me to do it, I'm not tall enough.

Zurab: Sure I can, but why up there? Better let me put it in the box under the seat, as you've got a lower berth.

Manana: Well, then, the grip will go on the rack. I won't need any-
thing before I get there.

Zurab: Shall I arrange with the guard about the bedding?⁹

Manana: Oh, don't trouble. He'll let me have it as soon as the
train pulls out¹⁰.

Zurab: Well, Manana, the train leaves in three minutes. Time I
got off. Will anyone meet you?

Manana: Yes, a friend and her husband are to meet me.

Zurab: Good-bye then. I wish you a pleasant journey¹¹ and a good
rest.

Manana: Thank you ever so much, Zurab. You've been very kind.

Zurab: It was a pleasure. Come up to the window and I'll wave
good-bye.¹²

Manana: And I'll blow you a kiss¹³.

WORD LIST

book v.
due adj.
grip n.
guard n.
cheer n.
grateful adj.

mockery n.
arrange v.
pull v.
journey n.
wave v.
kiss n.

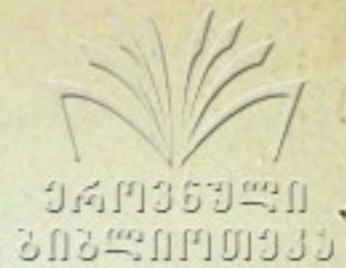
WORD COMBINATIONS

to book a ticket
to come round for smb. in a car
to sit about
to pick smb. up
to be due to start
to get hold of smth.

to give smb. trouble
to pull smb.'s leg
to get mad at smth. (smb.)
to pull out
to wish a pleasant journey
to wave good-bye
to blow a kiss

NOTES

1. **Who's calling?** — **Who's speaking?** — the question asked while speaking over the telephone.
2. **I've booked a ticket** — I've got a ticket.
3. **I'll come round for you in my car** — I'll come to your place in my car and take you.
4. **I'll pick you up** — I'll call for you.
5. **The train is due to start** — the train leaves.
6. **to the cheers** — while people were shouting with joy.
cheer — ვაშახ შეძახილები.



- 7. stop pulling my leg — to pull smb.'s leg -to try to deceive smb. just for fun.
- 8. to get mad at — (colloq.) to get angry with.
- 9. Shall I arrange with the guard about the bedding — Shall I tell the guard to bring the bedding?
- 10. the train pulls out — the train starts.
- 11. I wish you a pleasant journey — კეთილ მგზავრობას გისურვებ.
- 12. I'll wave good-bye — ხელს დაგიქნევ (გამომშვიდობების ნიშნად).
- 13. I'll blow you a kiss — ხელით კოცნას გამოგიგზავნი.

LEXICAL EXERCISES

- Ex. 1. Retell the dialogue in indirect speech.
- Ex. 2. Give words of the same root:
sound, sleeper, suit, awfully, travel, trouble, accompany, celebrate, grateful, mockery, arrange, pleasure, wave.
- Ex. 3. Give synonyms of the following:
to come round for smb. in a car, to sit about, to start, to get hold of, trouble, celebrated, grateful, tall, to pull out.
- Ex. 4. Translate the following words and word combinations and make up sentences, using them:
კეთილი მგზავრობა, მანქანით გავლა, გაცილება, პირობა; ბილეთის აღება, მატარებლიდან გადმოსვლა, გასულელება; საშინელი გაბრაზება, ქვედა საწოლი, ხელით კოცნის გაგზავნა, ხელის დაქნევა გამოსამშვიდობებლად, რბილი ვაგონი.
- Ex. 5. Fill in the blanks with prepositions or adverbs:
 - 1. I'll stay in Paris ... a couple of days.
 - 2. ... January he will go ... business ... Batumi.
 - 3. I'll have to make inquiries ... the travel bureau ... the time-table ... the trains.
 - 4. What's the number ... your carriage?
 - 5. If you have little luggage you can go ... air.
 - 6. Do you like to travel ... land or ... air?
 - 7. There's no through train Tbilisi ... Simferopol.
 - 8. Mr. Brown went the desk and took some papers ... the drawer.

At the Station

- 1. Porter, will you see ... my luggage, please? I'm going ... the 10 o'clock train ... Glasgow. Will you have this trunk labelled and put ... the luggage-van? The suitcase and bag can go ... the luggage-rack.
Try and find me a corner seat ... a smoker, facing ... the engine, if you can.
- 2. Where is the booking-office?
Come along ... me and I'll show you. Here it is. I'll meet you ... the platform.
- 3. I've found you a corner seat the corridor. Your carriage is ... the dining-car, and you can order lunch when the attendant comes along.
What time do we get ... Glasgow?
You're due to arrive ... 6.15.

(After the English Linguaphone Course).



Ex. 6. Translate into English:

1. ბილეთი აიღე? — დიახ, ავიღე. ორი ბილეთი რბილ ვაგონში, ქვედა და ზედა ადგილი. 2. იმედი მაქვს, რომ გამაცილებთ. — რასაკვირველია, მანქანით გამოგივლი ცხრის ნახევარზე. გვიან ხომ არ იქნება? 3. — რომელ საათზე გადის მატარებელი? — 20.25 წუთზე მოსკოვის დროით. — რომელ საათზე აპირებ სადგურზე გასვლას? — მე ვფიქრობ, რვისთვის უკვე იქ ვიქნები. 4. იჩქარე, მატარებელი ათ წუთში უნდა გავიდეს. 5. ძალიან ბევრი ბარგი მაქვს. ნაწილი საბარგო ვაგონში უნდა მიიტანოთ. მაგალითად ეს ჩემოდანი და ეს ჩანთა. ამ ხელ-ჩანთას და პატარა ჩემოდანს კი, კუბეში წავიღებ, 6. რა კარგია, რომ მოხვედით ჩემს გასაცილებლად. 7. აქ მომიცადე, ვიდრე მანქანას დავაყენებ (to park a car). მერე ბარგის წაღებაში მოგეხმარები. 8. მინდა, რომ ჩანთა ბაღეზე დადო, ჩემოდანი კი ქვედა საწოლის ქვეშ. 9. მითხარი შენი ვაგონისა და კუბეს ნომერი და ბარგს მატარებელში ავიტან. 10. როცა კუბეში შევედი, დავინახე, რომ ორი ადგილი უკვე დაკავებული იყო. ჩემი თანამგზავრი ახალ-გაზრდა ცოლ-ქმარი იყო. მე დამაინტერესა, თუ ვინ იქნებოდა მესამე.

A LETTER

Text 2

June 15, 1961.

Dear Zurab,

Here I am comfortably settled¹ and enjoying myself thoroughly. One of my travelling-companions was going to the same rest-home. She proved to be a very nice young woman,² and as she is also in the medical profession, a trained nurse, we decided to share a room so as to talk shop³ now and then.

I had a good sleep and in the morning, hardly had I opened my eyes when we arrived in Sukhumi.

The rest-home is in a suburb of Sukhumi in a lovely park, at half a mile's distance from the beach. Our' room faces the sea and the air is wonderful. The staff are most attentive and obliging. The food is good and the company pleasant. We've already done a bit of sightseeing. You know the famous monkey breeding farm. We've been there, it's interesting and amusing. I also made a trip to Gagra in a motor launch. The weather was lovely, the sea was calm, so it was very pleasant.

Being a doctor, I naturally wanted to visit the Gulripshi sanatorium for T. B. patients. Most of them are doing well, new methods of treatment work wonders.⁴ It seems to me tuberculosis will soon be stamped out in our country. There are quite a lot of sanatoriums and rest-homes here, and on a fine evening there are crowds of vacationers on the seaside boulevard. I like to sit there and watch the ships coming in and putting out to sea.

In short, I'm having the time of my life:⁵ swimming, getting tanned, meeting interesting people from all over the country, seeing new films and dancing occasionally. I'm feeling fine, but I think that in a week's time I'll be wanting to get back to my little patients. Take my advice, if you're ever in need of a rest you should come to Sukhumi.

Your friend

Manana.

WORD LIST

settle v.
companion n.
prove v.
profession n.
trained nurse
beach n.
staff n.

obliging adj.
company n.
monkey breeding
launch n.
calm adj.
vacationer n.
ship n.
occasionally adv.

WORD COMBINATIONS

to prove to be
to talk shop
to work wonders
to have the time of one's life

NOTES

- I am comfortably settled** — კარგად ვარ მოწყობილი.
to settle — 1. to become used to a new way of life and occupation.
2. to make one's home — e. g. Last year we got married and settled in a small town near Moscow.
3. to reach an agreement about; decide; e. g. We have settled to meet at 7 sharp.
to settle one's affairs — საქმეების მოგვარება.
- She proved to be a very nice young woman** — She turned out to be a very nice young woman — მეტად სასიამოვნო ახალგაზრდა ქალი აღმოჩნდა.
- to talk shop** — to talk on professional matters, to talk about one's work.
- work wonders** — have a very good effect, work miracles — კარგი შედეგი აქვს, სასწაულებს ახდენს.
- I'm having the time of my life** — I'm having a very good time.

LEXICAL EXERCISES

- Ex. 1. Give words of the same root:
comfortably, thoroughly, companion, share, profession, arrive, suburb, distance, obliging, famous, treatment, vacationer, occasionally, advice.

Ex. 2. Give synonyms to:

comfortably, thoroughly, travelling-companion, profession, amusing, calm,
to get tanned, occasionally, hardly, to do well.



Ex. 3. Give opposites to:

attentive, amusing, to do well, to feel fine, comfortably.

Ex. 4. Fill in the blanks with prepositions and adverbs:

Packing

Nodar: Hullo, Tina! Do you know I'm leaving ... Moscow...
the express train tomorrow morning?

Tina: Oh, indeed? Why?

Nodar: I am going there ... business. Please help me ... my packing.

Tina: I'll get ... your suitcase first. Here it is. Which suit shall you put'...?

Nodar: My brown suit. But please pack my underwear, shirts and handkerchiefs.

Tina: How many shirts shall I pack?

Nodar: Three will do. I shall be Moscow. ... a week only. Where are my
new pyjamas? I'll want them ... the train.

Tina: Here they are. And here is your toothbrush; five pairs'...[socks, two vests,
two pairs ... shorts. Will that do?

Nodar: Of course. Why have you put that old shirt the suitcase? You know
I don't like it.

Tina: I'm sorry. I'll get another one a minute.

Nodar: Thanks. And I shall put ... all the other things: two towels, a cake ...
soap, a tube ... toothpaste, a toothbrush and my warm things.

Tina: Which ties shall I pack?

Nodar: Why, the dark red one to match my brown suit and the blue striped one
to go ... the blue suit.

Tina: Here is your muffler, your warm gloves and your fur cap; you'll want
them ... Moscow.

Nodar: Oh, yes. Don't forget my slippers. I'll put ... my black shoes. I think every-
thing is ready ... my departure.

• • •

1. I'm going ... 11 o'clock train ... Sukhumi.
2. Would you mind putting this suitcase ... the luggage-rack?
3. What time do we get ... Sochi, please?
4. As the train left ... midnight my father had to see me
5. ... this time ... Saturday I shall be flying ... Moscow.
6. ... seven o'clock tomorrow I shall be going ... the rest-home ... Su-
khumi.
7. I'm going ... Sochi to spend my vacation ... a sanatorium.
8. I can't promise to be ... the station ... time. If I wake time I'll
come to see you all means.
9. You needn't worry, I'll see ... your luggage.
10. Did you get the tickets ... the 10 o'clock train?
11. I'll leave ... Sukhumi ... a week or so.

Ex. 5. Translate into English:

ერთხელ საფრანგეთში ყოფნისას, მარკ ტვენის მატარებლით ქალაქ დიუონში მი-

ემგზავრებოდა. დაღლილი იყო და ეძინებოდა. ამიტომ გამოიღო სთხოვა, რომ გავლ-
ვიძებინა და ჩამოესვა მატარებლიდან, როდესაც დიქონში ჩავიდოდნენ.

— ალბათ წინააღმდეგობას გაგიწევთ, — უთხრა მან მატარებლის გამოიღო,
— მაგრამ ყურადღებას ნუ მიაქცევთ ამას. ჩამომსვით მატარებლიდან.

მარკ ტვენს ჩაეძინა. როცა გამოეღვიძა, ღამე იყო და მატარებელი პარიზში ჩასუ-
ლიყო. ის მაშინვე მიხვდა, რომ გამოიღო მისი დიქონში გავლიძება დავიწყებოდა. ის
ძალიან გაბრაზდა.

— ჩემს სიცოცხლეში არასოდეს არ ვყოფილვარ ასე გაბრაზებული, — უთხრა
მარკ ტვენმა გამოიღო.

გამოიღო უპასუხა:

— თქვენ ის ამერიკელი უნდა გენახათ, რომელიც დიქონში მატარებლიდან ჩა-
მოსვი.

Ex. 6. Reproduce the conversation between George and Harris in dialogue form:

George suggested going up the river. He said we should have fresh air, exercise and quiet; the constant change of scene would occupy our minds (including what there was of Harris's); and the hard work would give us a good appetite, and make us sleep well. Harris said he didn't think George ought to do anything that would have a tendency to make him sleepier than he always was, as it might be dangerous. He said he didn't very well understand how George was going to sleep any more than he did now, seeing that there were only twenty hours in each day, summer and winter alike, but thought that if he did sleep any more, he might just as well be dead, and so save his board and lodging.

(After "Three men in a Boat" by J. K. Jerome).

Ex. 7. Reproduce the conversation between the lady passenger and the clerk at the left-luggage office in dialogue form:

A lady passenger came up to the left-luggage office and the clerk inquired what he could do for her. She told him she wanted to leave some luggage there until the afternoon, and asked if that was all right. The clerk answered in the affirmative and inquired if it was just one bag. The lady replied in the negative; there were two suit-cases and a trunk. She added that her husband would call for them with his car that afternoon. The clerk agreed and inquired what the name was. She gave him her name. The clerk handed her a ticket adding she would have to pay one and sixpence. The lady handed him the money, took her change and thanked him.

(After Eckersley Book 2).

ADDITIONAL MATERIAL

AN ABSENT-MINDED SCIENTIST

A well-known English scientist was once travelling by train. When the ticket-collector came for the tickets, the scientist couldn't find his ticket.

"Never mind, sir," said the ticket-collector who knew him very well, "I'll come again at the next station."

But at the next station there was the same difficulty: the scientist couldn't find his ticket.

“Don’t bother about it; really it does not matter,” said the ticket-collector kindly.

“No, no, I must find it,” said the scientist. “I want to know where I am going!”

RED TAPE

Man to Booking Clerk: “I want a second-class sleeper on the Moscow express the day after tomorrow.”

Booking Clerk: “Sorry, we’re all booked up. But you can book by phone.”

Man: “So you’ve still got some tickets. Why can’t you let me have one?”

Booking Clerk: “I can if you ring me up.”

Man: “But why should I phone?”

Clerk: “Regulations, sir! There is a telephone booth just across the hall. Give me a ring, and I’ll give you a ticket.”

Man: “Regulations, indeed! I call that red tape.”

THREE FORGETFUL MEN

One evening at about nine o’clock three men came to Dover station. They asked the porter, “What time is the next train to London?”

The porter said: “You have just missed one. They go every hour; the next one is at ten o’clock.”

“That’s all right,” they said, “We’ll go and have a drink.” So off they went to the refreshment-room.

A minute or two after ten they came running and asked the porter, “Has the train gone?”

“Yes,” he said, “it went at ten as I told you. The next is at eleven.”

“That’s all right,” they said, “we’ll go and have another drink.” So they went back to the refreshment-room.

They missed the eleven o’clock train in the same way and the porter said:

“Now the next train is the last one; if you miss that, you won’t get to London tonight.”

Twelve o’clock came and the last train was just starting when the three of them came out of the refreshment-room running as hard as they could. Two of them somehow managed to get in a car-

riage just as the train was leaving, but the third one did not run fast enough and was left behind. He stood there looking at the disappearing train and laughing.

The porter went up to him and said:

"I told you that this was the last train. Why didn't you come earlier"?

The man couldn't answer for laughing. He laughed until the tears came into his eyes.

"What is there to laugh at?" asked the porter.

"Did you see those two fellows get in the train and leave me here?" said the man who was left behind.

"Yes, I saw them," said the porter, "and I don't see what amuses you so much."

"Well, it was I who was going to London, and they only came here to see me off."

AT THE STATION

We got to Waterloo at eleven, and asked where the eleven-five started from. Of course, nobody knew: nobody at Waterloo ever does know where a train is going to start from, or where a train when it does start is going to, or anything about it. The porter who took our things thought it would go from number two platform; while another porter, with whom he discussed the question, had heard a rumour that it would go from number one. The station-master, on the other hand, was convinced it would start from the local. To put an end to the matter, we went upstairs, and asked the traffic superintendent, and he told us that he had just met a man who said he had seen it at number three platform, but the authorities there said that they rather thought that train was the Southampton express, or else the Windsor loop. But they were sure it wasn't the Kingston train, though why they were sure it wasn't, they couldn't say. Then our porter said he thought that must be it on the high-level platform, and we saw the engine-driver and asked him if he was going to Kingston. He said he couldn't say for certain, of course, but that he rather thought it was. Anyhow, if he wasn't the 11.5 for Kingston, he said he was pretty confident it was the 9.32 for Virginia Waters, or the 10 a. m. express for the Isle of Wight or somewhere in that direction, and we should all know when he got there. We slipped half-a-crown into his hand and begged him to be the 11.5 for Kingston.

“Nobody will ever know, on this line”, we said, “what you are, or where you are going. You know the way; you slip off quietly and go to Kingston.”

“Well, I don't know, gents,” replied the noble fellow, “but I suppose some train's got to go to Kingston: and I'll do it. Gimme the halfcrown.”

(from “Three Men in a Boat”, by J. K. Jerome).

A YOUNG ENGLISHMAN'S IMPRESSIONS OF ARTEK

After travelling across Europe for five days, passing through Belgium, West Germany, the German Democratic Republic, Poland and the Soviet Union, we caught our first glimpse of the Black Sea from our bus and an hour later we arrived in Artek to attend the second International Children's Summer Camp.

At once we were impressed by the facilities of the “Sea Camp” and were very happy to receive such a wonderful welcome from Pioneers of many different lands. Shortly after our arrival we were shown around the camp and were introduced to our Soviet and Polish comrades who, together with us, formed the international Group.

One cannot mention a holiday in Artek without referring to the warm, tranquil Black Sea, and we, being from a northern country, were overjoyed to be able to bathe in the clear blue water and to sunbathe on the beach.

A typical day of our holiday consisted of early morning exercises followed by the solemn roll-call and breakfast. Then the morning section of our programme, and lunch at 1 p. m. Before coming to a Pioneer camp, we had had no experience of “the absolute” or “after-lunch” rest period, but we soon came to accept and enjoy this afternoon sleep. Then followed tea and the afternoon programme and dinner at 3.30, after which we usually saw a film or attended a “fire of friendship” with another delegation.

During our stay at Artek we had some excursions to places of interest, visiting a state farm near Simferopol, the seaside resort of Yalta and also the town of Sevastopol. These trips were a source of great interest to us and enabled us to see the countryside and to meet the people of the Crimea. All too soon, we found that our holiday in the Soviet Union was coming to a close and it was time for us to bid farewell to our friends at the sea camp and take train to

Moscow, where we spent two days sightseeing and then left Moscow airport to fly to London.

Brian Stanley. (Moscow News
Abridged) Oct. 19, 1963.

GRAMMAR NOTES

A MOST AND THE MOST

Notice the difference between the following constructions:

He's *the most experienced doctor* I know.

He's *a most experienced doctor*.

In the first sentence we find the superlative degree of "experienced" which accounts for the use of the definite article. In this combination both "most" and "experienced" are stressed. In the second sentence "most" is an adverb of degree (მეტად, უაღრესად) and it is unstressed.

THE PARTICIPLE AS ADVERBIAL MODIFIER

Participle I may be used as an adverbial modifier.

1. Participle I Indefinite expresses an action simultaneous with the action expressed by the finite verb in the sentence. In this case the conjunction *when* or *while* is often used.

e. g. **Being a good worker** (as he was a good worker), Nick was able to do this work in a short time (adv. m. of cause)
რადგანაც ნიკო კარგი მუშა იყო, მან შეძლო სამუშაოს მოკლე ხანში შესრულება.

When leaving the room, we heard a noise—როცა [ოთახიდან გამოვდიოდით, რაღაც ხმაური მოგვესმა (adv. m. of time).

While waiting for him, I read a newspaper—როდესაც მას ველოდებოდი, გაზეთს ვკითხულობდი (adv. m. of time).

2. Participle I perfect expresses an action prior to the action expressed by the finite verb in the sentence.

e. g. **Having written the letter**, he went to post it—როდესაც წერილი დაწერა, მის გასაგზავნად წავიდა (adv. m. of time).

Having done his lessons, he went to see a friend of his—როცა გაკვეთილები მოამზადა, ამხანაგის სანახავად წავიდა (adv. m. of time).

3. Participle II may also be used as an adverbial modifier. In this function Participle II is often preceded by the conjunctions *when*, *while*, *if*, *as if*, etc.

e.g. **When questioned** he gave very brief answers.

როდესაც მას რამეს ეკითხებოდნენ, ძალიან (მოკლედ) სხარტ პასუხებს იძლეოდა.

Accompanied by his friends he went into the hall.

ის შევიდა დარბაზში მეგობრების თანხლებით.

As we see from the above examples Participle I as well as Participle II in the function of adverbial modifier is mostly rendered in Georgian by an adverbial clause.

GRAMMAR EXERCISES

Ex. 1. Make questions from this table and get a friend to answer them.

Did you happen

to meet X at the theatre last night?

to see my notebook anywhere?

to notice what magazines there were at the book-stall?

to look into the reading-hall to see if Mary was there?

to find the book you promised me?

to hear what X said?

Ex. 2. Make up 3 little situations beginning as follows:

The other day (yesterday, last week, etc.) I happened to...

Ex. 3. a) Name some modern writers, actors, actresses, lecturers, doctors, dancers, singers, students, etc. who are highly (well) spoken of and state the reason.

b) Name somebody who is badly spoken of and state the reason.

Ex. 4. Remake these sentences, using passive constructions:

1. People should look after their children well. 2. The nurses take good care of the sick at this hospital. 3. You can see that he takes good care of his books. 4. I hate it when you shout at me. 5. I hate it when people stare at me. 6. Don't wear such a short skirt; people will point at you. 7. Don't say such silly things; people will laugh at you. 8. The child is running a temperature. We must send for the doctor. 9. All the teachers speak well of this student. 10. People speak badly of that young fellow. 11. I don't like it when people speak to me in that way. 12. If you don't want people to stare at you, don't be overdressed. 13. If you want people to speak well of you, always do what is right.

Ex. 5. Analyse the predicates in the following sentences:

1. Sochi is a famous health resort on the Black Sea coast. 2. There are many rest-homes and sanatoriums there. 3. My father is not in town. 4. He has been ill and now he is at the sanatorium. 5. He turned his head and seeing me, he turned pale. 6. She looked at him attentively. 7. You look fine today. 8. It's autumn and the leaves are turning yellow. 9. We got to the station just in time. 10. The weather is getting very cold. 11. He got his suitcase down from the rack. 12. It gets dark very early in winter. 13. My granny grows vegetables in her kitchen garden. 14. The boy grows too fast, he will grow thin if he doesn't get plenty of nourishing food. 15. I shall remain here for another fortnight. 16. She remained silent for a long time. 17. In a few minutes Nora appeared. 18. He appeared tired after a long day's work. 19. The child fell asleep at once. 20. Kate has fallen ill. 21. Be careful or you will fall down the stairs.

Ex. 6. Make up sentences with compound nominal predicates combining the following link verbs with the given predicatives:

to be	ill well happy pretty tired tall short	to become	interested well-known famous attentive independent good friends friendly
to feel	happy cold warm tired wonderful well miserable	to get	interested well-known famous attentive independent good friends friendly
to look	fine unhappy pale lovely angry happy old young	to grow	old smaller dark cold angry shorter wider narrower
to fall	asleep ill silent thoughtful		

Ex. 7. Remake the following sentences, substituting simple verbal predicates with the infinitive or gerund as objects for the compound nominal predicates:

(Note the sentences in the text where the intention is expressed to leave in a day or two, and the Infinitive is the predicative. Compare it with—She intended *to fly* and She intended *going for a rest* where the infinitive and gerund are Objects).

1. My intention is to take a cure at Tskhaltubo. 2. His intention is to book tickets by phone. 3. Her intention is to travel around Europe. 4. Our intention is to go hiking next summer. 5. Their intention is to stay at this hotel. 6. Jim's intention is to have a fortnight's rest at the seaside. 7. My friend's intention is to do some mountain climbing during the vacation. 8. My intention is to leave town as soon as possible. 9. Our intention is to go down to the country for the week-end. 10. Her intention is to work in a village school after graduation. 11. My intention is to speak to him seriously about it.

Ex. 8. Ask a friend what he (she) intends doing:

next summer, next Saturday, this evening, after classes, after dinner, after graduating, when he (she) gets home, if he (she) can't get the book he (she) wants, etc.

Ex. 9. Make up sentences, using the following word combinations:

an hour's rest, half an hour's walk, a long day's work, a day's wait, at a mile's distance, in an hour's time, after a mile's walk, a fortnight's rest, yesterday's paper, last week's snowfall, a month's leave, a good night's sleep, at the water's edge.

Ex. 10. Paraphrase the following sentences, using word combinations like those in exercise 9.

1. You will feel better after sleeping for an hour. 2. I feel awfully run down after having worked hard for a whole year. 3. You should rest for at least a fortnight. 4. I'll be back in two hours. 5. After walking for an hour, we came to the lake. 6. Our sanatorium is half a mile away from the beach. 7. Where's the paper that was brought yesterday? 8. After the rainfall we had this week, the hills are getting quite green. 9. All the trains came in late because of the heavy snowfall we had yesterday. 10. Some seagulls were walking at the edge of the water. 11. We sat on the bank of the river till the sun went down. 12. After undergoing treatment for a month he felt a new man. 13. I feel quite refreshed after having slept well all night.

Ex. 11. Fill in the blanks with articles where necessary:

1. ... railway transport is still one of cheapest ways of transporting ... people.
2. ... train usually consists of ... engine and ... carriages.
3. On ... eve of my departure I packed my things in suitcase.
4. Half ... hour later ... loudspeakers announced that ... train was in.
5. During ... trip ... attendant checked ... tickets of ... passengers.
6. They arrived in ... London at five o'clock and went straight to ... hotel.
7. When I was in ... Crimea last year, I used to go swimming in ... sea every morning.
8. In ... camp ... dinner was served at five o'clock but on ... 15th of May ... dinner was served much earlier.
9. ... unemployed in America demanded ... work.
10. My boat was moving noiselessly over ... blue water of ... lake.
11. You mentioned ... student who did not do his exercises. Here is ... student.

Ex. 12. Use the correct form of the verb instead of the Infinitive in brackets.

Last Friday when I (to enter) the classroom I (to see) Comrade N. She (to sit) at the teacher's table and (to write) something. "What you (to write)?" I asked her.

"You see," she (to say), "our English teacher (to give) me an English book and (to ask) me to copy a poem by Byron for her. This book not (to belong) to her. One of her friends (to give) it to her for a few days and she must return it tomorrow. When I (to read) the poem, I (to like) it so much, that I (to decide) to make two copies, one for the teacher and the other for myself. I never (to read) such a beautiful poem."

"(To show) me the poem please."

"Here it is."

"Oh I (to know) it very well. I (to read) it in translation when I (to be) quite a child. But I never (to read) it in English. Give me your copy after you (to learn) it, I also (to copy) it."

"All right. I (to give) you my copy the day after tomorrow."

"Thank you very much. You (to see) Comrade B. anywhere today? We must take our examination in Russian today."

"I not (to think) that she (to come) yet."

"I (to wait) for her in the library."

"All right. If I (to see) her, I (to tell) her that you (to be) in the library."

Ex. 13. Use the verb in brackets in the proper mood and tense:

1. She (to tell) me that if I (to forget) to water my flowers they would die.
2. If Pushkin not (to fight) the duel with Dantes, he probably (to write) a great many more wonderful works.
3. Marx (to say) that if Byron not (to die) young, he (to become) a reactionary poet.
4. If the water (to boil) take it off the fire.
5. Marx considered that if Shelley (to live) longer, he (to develop) into a revolutionary poet.
6. If I (to be) accepted at the Conservatoire, I (to be) in the seventh heaven.
7. If we (to hurry) a bit, we not (to miss) the train.
8. If I (to get) a ticket, I (to go) to Moscow today.
9. If the train (to stop) at the junction, we (to change) trains.
10. If I (to be) you, I (to prefer) the lower berth.

Ex. 14. Fill in the blanks with articles wherever necessary:

1. My neighbours ... Abashidzes, have moved to ... new flat. 2. I was invited to ... Abashidzes on ... occasion of their silver wedding. 3. That boy is indeed a chip of the old block, ... real Sanadze. 4. N. Muskhelishvili, ... president of ... Georgian Academy of ... Sciences, is ... famous mathematician. 5. She is ... secretary of our Y. C. L. organization. 6. He was elected ... chairman of ... Students' Science Society. 7. She works at our Institute as ... assistant. 8. ... late F. D. Roosevelt was elected ... President of ... United States three times in succession. 9. Professor Moseshvili has been appointed ... Director of our Research Institute. 10. Lado Kvirikadze was elected ... chairman of our collective farm five years ago. 11. "I want to speak to ... chairman," said ... brigade leader Ninoshvili. 12. "I think he will make ... good youth team leader though he's just out of school himself," said ... collective farm chairman. 13. When ... Forsyte was engaged, married or born, all ... Forsytes were present. 14. ... Dodsons were certainly ... handsome family. Still it was agreed by the sisters in Mrs. Tulliver's absence that ... Tulliver blood did not mix well with ... Dodson blood. That in fact poor Bessy's children were Tullivers and that Tom notwithstanding he had ... Dodson complexion, was likely to be as contrary as his father. No daughter of that house could be indifferent to the privileges of having been born ... Dodson, rather than ... Gibson or ... Watson. 15. Here is ... monument to ... Rustaveli, ... great Georgian poet. 16. My friend, George Oboladze, ... young poet, has just published ... book of verse. 17. W. Shakespeare, ... great English playwright, is ... favourite with ... Soviet theatre-goers. 18. ... painter Gabashvili is ... representative of old school of ... Georgian art. 19. L. Gudiashvili, ... outstanding master, is well-known abroad. 20. In ... Tretyakov Gallery there are many canvases by ... Russian painter Repin.

Ex. 15. Translate into English:

1. თუ თქვენ მიიღებთ დეპეშას დღეს, შემატყობინეთ, ძალიან მაწუხებს მათი ჯანმრთელობის მდგომარეობა. 2. ასე გვიანი რომ არ იყოს, უახლოეს საფოსტო განყოფილებაში წავიდოდი და დეპეშას გავგზავნიდი. 3. ჩვენ აუცილებლად გავფრინდებით მოსკოვში გუშინ, ბილეთები რომ გვეშოვა. 4. ის უფრო მეტად რომ უვლი-

დეს თავს, ავად არ გახდებოდა. 5. თქვენ რომ მიგეწერათ წერილი მისთვის, აუცილებლად ჩამოვიდოდა. 6. ბილეთები რომ გვეშოვნა, კონცერტზე წავიდოდით. 7. თუ ამინდი თბილი იქნება, ექსკურსიაზე წავალთ. 8. თუ გნებავთ, მე გავგზავნი ამ წერილს თქვენს მაგივრად. 9. მანქანას რომ ასეთი სიჩქარით არ ევლო, უბედური შემთხვევა არ მოხდებოდა. 10. თქვენ შეამჩნევდით ამ ქალს, ყურადღებით რომ ყოფილიყავით. ის ძალიან ლამაზია. 11. ნელი რომ აქ იყოს, მოგიყვებოდა რა მოხდა გუშინდელ კრებაზე. 12. დრო რომ მქონოდა, თვითონ გავგზავნიდი ამ ამანათს. 13. თქვენ რომ მას იცნობდეთ, არასოდეს არ იტყოდით მასზე ცუდს. 14. მას რომ დროზე მიელო დეპეშა, აუცილებლად ჩამოვიდოდა ჩვენს ქორწილზე. 15. ფული რომ მქონდეს, ორი კვირით ზღვაზე გავემგზავრებოდი. 16. ჩვენ რომ აღრევე დაგვედგინა ცნობები მატარებლის განრიგის შესახებ, არ დაგვაგვიანდებოდა მატარებელზე. 17. თქვენ ადგილას რომ ვიყო, ლენინგრადში თვითმფრინავით წავიდოდი. 18. თბილისიდან კიევში პირდაპირი მატარებელი რომ იყოს, ჩვენ არ მოგვიხდებოდა სოჭაში გადაჯდომა. 19. მას ჩემი ვაგონისა და კუპეს ნომერი რომ სცოდნოდა, აუცილებლად დამხვდებოდა გასულ კვირას. 20. მას რომ ამდენი ბარგი არ ჰქონოდა, იგი შესძლებდა მისი ამხანაგის სახლამდე მალე მისვლას. 21. დრო რომ მქონდეს, წამოვიდოდი თქვენს გასაცილებლად ხვალ. 22. იკითხეთ სალაროში ბათუმამდე მგზავრობა რა ღირს. 23. მე ჯერ კიდევ არ მიმოგზაურია ზღვაზე. 24. თქვენი ძმა მოსკოვში მივლინებით წავიდა თუ დროს გასატარებლად? 25. შეხედეთ! რა ლამაზი ჩემოდნის ყიდვა მოვახერხე უნივერსიტეტში.

Ex. 16. Retell this dialogue, using indirect speech:

- I am leaving for Moscow in a couple of days.
- Why, you were there last month! You seem to be rather fond of Moscow.
- I'm going on to Leningrad this time.
- Is it a pleasure trip?
- No, I'm going on business.
- How will you travel, by land or by air?
- I've not made up my mind yet. I'll make inquiries at the information bureau.
- How much is the fare?
- I don't know yet. I am going as a member of a delegation. Some of us will go by train, the rest will fly.
- Is there a through train from Tbilisi to Leningrad?
- I don't think so. I'm afraid we'll have to change trains in Moscow.
- Let me know the number of your carriage and your compartment. I'll come to the railway station to see you off. Are you taking much luggage?
- No, only a suit-case; if it's heavy, I'll hail a porter.
- You needn't take any food along. There's sure to be a dining-car.

Ex. 17. Say what you saw, watched, heard or felt, using the Objective with the Participle or the Objective with the Infinitive constructions, in the following situations:

- a) You were at your friend's. She was packing. She put her gloves on the mantelpiece. She went into the next room. She asked her husband if he knew where her gloves were. It was time to go. Her husband took up the receiver and phoned for a taxi. b) You were at the railway station. People were hurrying to and fro on the platform. A train was pulling in. It stopped. People crowded at the carriage doors. Porters were carrying luggage. A man with a lot of luggage hailed a porter. A woman was calling her little boy. The boy ran up to his mother. They walked up to a first-class sleeper. The guard checked their tickets. The por-

ter carried the luggage in. They followed him. The train pulled out. Just then somebody touched your shoulder. It was your friend who had just arrived.

c) You were on the beach. The sun was setting. A warm breeze was fanning your face. People were swimming, splashing, lying on the sand. A girl ran down to the water's edge. She plunged into the sea. She swam far into sea and turned over on her back. The waves carried her gently closer to the shore. Her mother called out to her to come back. The girl said she would come out in a minute or two.

Ex. 18. Use the Gerund as Object to ask a friend what he (she) enjoys, likes, dislikes, prefers, hates doing when he (she) is staying at a rest-home or sanatorium.

Model: What do you enjoy doing when you are staying at the rest-home?

I enjoy meeting interesting people and talking to them.

Ex. 19. Ask a friend:

where he (she) would go if he (she) wanted a train ticket.

who he (she) would get to help him (her) if he (she) had a lot of luggage.

if you would have to buy a platform ticket in order to see him (her) off.

what he (she) would do if he (she) weren't tall enough to put his (her) travelling-bag on the rack.

which of the coastal resorts he (she) would prefer to go to if he (she) had the choice.

what European country he (she) would visit if he (she) had the choice.

how he (she) would rather travel to Moscow if he (she) had the choice, by air or by rail.

what he (she) would do if nobody met him (her) in Moscow.

what class carriage he (she) would prefer if he (she) had the choice.

whether he (she) would take a first-class sleeper if he (she) could afford it.

what he (she) would do if he (she) hadn't taken any food along. whom he (she) would ask for the bedding if he (she) wanted to lie down after the train started.

what he (she) would have done if he (she) had missed his (her) train.

what he (she) would have done if he (she) had left his (her) ticket behind.

what he (she) would have done if an old lady had got an upper berth in the same compartment.

Ex. 20. Note the sentences in the letter:

Being a doctor, I naturally wanted to see the Gulripshi sanatorium for T. B. patients.

(The participial phrase has the function of Adverbial Modifier of cause. Be careful not to use it as Adverbial Modifier of time) Remodel the following sentences substituting a participial phrase for the subordinate clause.

1. As she was very diligent, she never came to classes unprepared. 2. As she was very pretty, she was a bit vain. 3. As he was very clever, he immediately took my hint. 4. As we were late, we hailed a taxi. 5. As I was tired, I decided to go to bed. 6. As he could swim very well, he was not afraid of the rough sea. 7. As she was very witty, she was pleasant in company.

Ex. 21. Make up some sentences of your own, using a participial phrase on the model of those you have made (Ex. 20.)

Ex. 22. Note the sentences in the letter:

Hardly had I opened my eyes, *when* we arrived in Sukhumi.

Use these sentences as a model to remake the following sentences:

1. We had just come to the station, and at once we noticed our friends. 2. As soon as he opened his mouth, I understood what he was going to say. 3. As soon as he entered the house, his wife showed him a letter. 4. I had just sat down to read, and at once the telephone began to ring. 5. As soon as I arrived at the sanatorium, I began to feel better. 6. We had just reached home and at once the rain came pouring down. 7. He had just moved away, and suddenly the tree under which he had taken shelter was struck by lightning.

Ex. 23. Make up 10 sentences of this type:

Hardly had I (he, she, etc). ..., when ...

Ex. 24. Note the sentences in the dialogue: "Time I got off", where the Subjunctive Mood is used.

Make up 10 sentences of your own, beginning in this way:

It's time ...; It's high time ...; Time

Ex. 25. Fill in the blanks with the definite or indefinite article where necessary:

1. In ... recent years ... thousands of ... tourists from many countries of ... world have visited ... Crimea and ... Caucasus to enjoy ... beauty and ... hospitality of ... coastal towns. People from all over ... Soviet Union spend their leave there. They enjoy ... bright sun, ... blue sea, ... facilities for ... treatment, ... rest and ... leisure provided by numerous rest-homes and sanatoriums, hotels and ... boarding-houses. 2. If you spend ... few days in ... Batumi, ... capital of ... Ajarian Autonomous Republic, you must make ... point of going to see ... wonderful Botanical Gardens at ... Green Cape, ... rich collection of ... plants from all over ... world. You should also see ... plantations of ... tea and ... orange groves in ... vicinity of ... town. ... tea-plantation at ... tea-picking time is ... lively scene: ... pickers in ... broad-brimmed hats lean over ... tea-shrubs, plucking ... leaves so quickly that their hands gleam in ... sun like ... birds in ... flight. 3. ... loveliest spots on ... coast are ... Gagra, Sukhumi and ... Sochi. From ... latter you should take ... trip to ... Lake Ritsa, ... mirror of ... blue water surrounded by ... mountains overgrown with ... forest. ... climate of this region is very mild. That is why ... subtropical plants grow there, and ... monkeys are able to live in ... open air in ... monkey nursery on ... hillside in Sukhumi. ... reason of ... mildness of ... climate is that ... high mountains do not allow ... cold winds from ... North to bring ... frost and ... snow to ... coastal region. 4. The distant summits were white with ... snow. ... snow in the fields glittered in ... sun. ... snow, snow everywhere, nothing but ... snow. They trudged on, ... snow crunching under their feet. ... tracks of ... wolf were clearly visible in ... snow. Everything was covered with ... fluffy new-fallen snow. They felt lost in ... snows of the Arctic. 5. ... water in the river is rising. ... whole countryside was flooded with ... water. ... pebbles at ... bottom of ... river showed white through ... crystal-clear water. ... heads of ... swimmers were like ... black dots above ... water. ... little wells ... children had dug on ... beach soon filled with ... sea-water. 6. ... storm broke, ... rain came pouring down in torrents. Come in out of ... rain! Nothing but ... rain will save ... crops now. ... rain ... rain! ... unceasing rain! 7. Our vineyard suffered badly

from ... hail this summer. ... thunder rolled, and ... hail came down heavily.
8. We walked home in ... drizzling rain. There has been ... steady rain for days on end.

Ex. 26. State by what part of speech the Subject is expressed in the following sentences:

1. Jane worked as trained nurse in a sanatorium. She was always most attentive. The sick spoke well of her. Everyone liked her. 2. Who told you that story? Nobody did, I read about it in yesterday's papers. 3. What has your sister brought you? She has brought me a pair of slippers. 4. It was very dark. Nothing was to be seen under the trees. Suddenly something moved into the open. It was big and black. We were frightened, but it turned out to be the neighbour's black cow. 5. It is snowing. One should dress warmly in such weather as this. Some like it, others don't. 6. The boys came in; one was my brother, the other was a friend of his. 7. The blind are cured at a special clinic in Odessa; it is named after Professor Filatov, the famous oculist. Many go there blind, and return home having regained their eyesight. 8. To cure the sick is the duty of physicians. 9. Reading is my favourite pastime. 10. Coming here at such a time is no use. 11. Playing football is the only thing he thinks about. 12. To work in the country was his aim. 13. "On" is a preposition. 14. "Three" is a numeral. 15. "The" is the definite article. 16. "There" is an adverb. 17. The confectioner's is just round the corner. 18. The Kobaidzes' is a hospitable house. 19. That is my compartment. 20. These are Mary's suitcases.

Ex. 27. Make up 15 sentences, using the following parts of speech as the subject: a noun (in the common case and the possessive case); a substantivized adjective; a pronoun (personal, indefinite), a gerund and other parts of speech.

Ex. 28. Analyse the Predicates in the following sentences:

1. The other day I ran into Dr. Grey. He was walking down to the beach. 2. Lucy was sent to a rest-home. 3. I have been waiting for you ever so long! 4. Many summer camps will be opened next summer; they will be functioning till September 1. 5. The train is just starting. 6. I have booked the tickets by phone. 7. What were they doing when you saw them? 8. If we had time, we would do the theatre this evening. 9. You can help me to pack. 10. May I ask you a question? 11. Hurry up, we might miss our train. 12. He couldn't have left for Moscow yet, I know he had to take an examination before leaving. 13. What were we to read for the quiz in phonetics? 14. She was to have flown to Leningrad, but her doctor didn't allow her to do so. 15. This is my friend, Dr. Wentworth. 16. I feel uncomfortable in the presence of strangers. 17. The weather still keeps fine. 18. I turned the page and saw a beautiful picture. 19. I kept my thoughts to myself. 20. We can park our car here. 21. I am very grateful to you. 22. She's not tall enough to put her suitcase on the rack. 23. The porter will arrange about registering your luggage. 24. It was too late, and the train was pulling out when we came to the station. 25. Where are they? They must be in the first-class sleeper. 26. My travelling-companions were very nice people.

Ex. 29. Open the brackets, putting the verb into the appropriate tense:

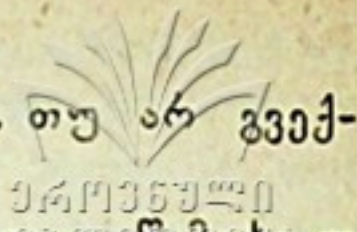
When I (to leave) the train at Victoria Station my first impression (to be) of rain and fog and people with umbrellas. A taxicab (to take) me and my luggage and (to struggle) bravely through the traffic. And what traffic and what crowds! I never (to believe) my geography teacher when he (to tell) us there

(to be) more people in London than in the whole of my country. I (to think) he just (to say) it to make his lessons more interesting, but I (to believe) him now. However, I (to get) to my little hotel at last, and the first thing that (to take) my eye (to be) the porter, a big fat man with a round pink face. Then I (to meet) the manager. He (to rub) his hands all the time as if he (to wash) them, and (to smile) without stopping. What he (to say) I (can) not understand, though I (to learn) English at school. I (to say) to myself, "Perhaps he not (to speak) it very well, some English people don't." But I (to tell) him my name, and he (to smile) again and (to tell) one of the little boys with brass buttons to show me up to my room. Ten minutes later I (to lie) in a hot bath washing off the last dusty reminders of the Continent. Another ten minutes and I (to be) under the bedclothes and fast asleep. When I (to wake) next morning, I (to feel) hungrier than I ever (to feel) in my life before. I (to dress) quickly and (to hurry) down to the dining-room. It (to be) a big room with six tall windows and the ugliest wallpaper I ever (to see). However, I (to be told) that the hotel not (to be) beautiful but that you (to be fed) better there than in any other hotel in London; and that (to be) what I (to want) just then.

(After Eckersley, book 3).

Ex. 30. Translate into English:

- ა) 1. ხომ არ იცი, ნელი და ნიკო სად წავიდნენ? ნახევარი საათია ვრეკავ მათთან და არავინ პასუხობს.
 — შეიძლება თეატრში წავიდნენ. დღეს ახალი სპექტაკლი გადის რუსთაველის თეატრში. მათ კი ძალიან უყვართ თეატრში სიარული.
 — შეუძლებელია თეატრში წასულიყვნენ. მათ ბილეთები არ ჰქონდათ.
2. შენ ჩემი რჩევისათვის უნდა დაგეჯერებინა და თბილად ჩაგეცვა, მაშინ ავად არ გახდებოდი.
3. ახალგაზრდობაში ისინი ერთად დადიოდნენ ხოლმე კინოში და თეატრში. ისინი დიდი მეგობრები იყვნენ.
4. შარშან, როცა ბობი დასასვენებელ სახლში ისვენებდა, იგი ადგებოდა ხოლმე დილით ადრე, ჩაიცვამდა და საბანაოდ წავიდოდა, მერე დაბრუნდებოდა, ისაუბრებდა და ჩოგბურთის სათამაშოდ წავიდოდა ხოლმე.
5. — შენ უფრო თავაზიანად უნდა გელაპარაკა ნინოსთან, ის შენზე უფროსია.
 — მართალი ხარ. მაგრამ ძალიან გაბრაზებული ვიყავი და არაფერი არ მახსოვდა.
6. — ნეტავი, სად არის ნინო. ათი წუთია ვაკაკუნებ და კარს არავინ მიღებს.
 — ალბათ კბილის ექიმთან წავიდა. დილით საშინლად სტკიოდა კბილი.
7. დილიდან მტკივა თავი და მგონი სიცხეც მაქვს. დღეს ლექციებზე წასვლას ვერ შევძლებ.
 — უმჯობესია დაწვე. მე ვფიქრობ, ექიმის გამოძახება მოგვიხდება.
8. — როდის უნდა მიხვიდე ამბულატორიაში?
 — ექიმმა მითხრა ორი დღის შემდეგ მოდიო.
9. ეს ამანათი უფრო ფრთხილად უნდა ჩაელაგებინათ. შეხედე, მასში ლამაზი ფინჯანი ყოფილა და ნამტვრევებად არის ქცეული.
10. — რა სულელი ვარ! სრულიად დამავიწყდა, რომ დღეს დედაჩემის დაბადების დღეა. მისალოცი წერილი უნდა გამეგზავნა მისთვის.
 — არა უშავს. შეგიძლია დეპეშა გაუგზავნო ახლავე.
- ბ) 1. საინტერესოა, იცის თუ არა მან, მოსკოვის მატარებელი როდის გადის.
 2. ბილი გრიპით არის ავად და ვერ მოვა. მას სურს იცოდეს, როდის დაიწყება პიესის რეპეტიციები.



3. საინტერესოა, როგორი დიეტა დაუნიშნა მას ექიმმა.

4. მე მსურს ვიცოდე, ამ საღამოს მეცადინეობა გვექნება თუ არა. თუ არ გვექნება, შეიძლება საესტრადო კონცერტზე წავიდეთ.

5. დღეს ნელის წერილი მივიღე. მეკითხება მოსკოვში მატარებლებით წამოსვალ თუ თვითმფრინავით და მთხოვს წამოსვლის დრო დეპეშით შევატყობინო.

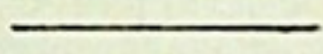
6. ვინ მეტყვის, სად არის ამ რაიონის პოლიკლინიკა. დედაჩემი ავად არის და მინდა ექიმს გამოვუძახო.

7. მსურს ვიცოდე, რამდენი წუთი დარჩა წარმოდგენის დაწყებამდე. თუ დრო კიდევ არის, გასახდელში ჩავალ და ჯოგრიტს წამოვიღებ.

8. მითხარით გეთაყვა, რამდენი კინოსურათი ნახეთ გასულ თვეს.

Ex. 31. Explain the difference between *a most* and *the most* in the following sentences, and make up 10 sentences of this kind:

1. It is the most interesting book I have ever read.
2. It is a most interesting book.
3. He is the most experienced doctor I know.
4. He is a most experienced doctor.
5. She is the most talented pianist I have ever heard.
6. She is a most talented pianist.



Topic 7

A CITY HISTORY OF MOSCOW

Text 1

As far back as the twelfth century Moscow was known as a small estate of Prince Yuri Dolgoruki; in 1156 it was walled, thus it became a town, or rather a fortress on the bank of the Moskva River, then an important trade route. Its subsequent economic and political development was largely due to its favourable geographical position¹.

The city was razed² in the thirteenth century during the Tatar invasion, and for many years paid tribute³ to the Tatar Khans, but towards the end of the fourteenth century it rose against these rulers.⁴ It gradually grew stronger and became the capital of the new state of Moscovy. As it was a military as well as an administrative centre, its rulers continued to erect ramparts and fortifications.

By the end of the sixteenth century, during the reign of Boris Godunov⁵, Moscow had three walls with towers and moats surrounding the Kremlin, the Kitai-Gorod and the White City. On the south, east and west it was guarded by six fortified monasteries. From the Kremlin and the Red Square, then the centre, streets radiated to the outskirts, whence they continued as trade roads. Foreigners who visited Moscow in the sixteenth and the seventeenth centuries as trade representatives, or to enter the service of the tsars as architects or military and industrial advisers, usually expressed their delight with the picturesqueness of the city, but noted the dirty streets⁶, and wretched wooden houses that they found on closer inspection.

At the beginning of the eighteenth century Peter the Great moved the capital to St. Petersburg which was founded by him, but Moscow continued growing as a trading city. With the invasion of Napoleon in 1812, four-fifths of Moscow was destroyed by fire, but it was soon rebuilt, and trade and industry developed again.

WORD LIST

estate n.	raze v.	fortification n.
prince n.	Tatar n.	reign n.
fortress n.	invasion n.	guard v.
trade n.	tribute n.	monastery n.
route n.	khan n.	radiate v.
subsequent adj.	ruler n.	outskirts n.
economic adj.	gradually adv.	representative n.
political adj.	military adj.	service n.
development n.	administrative adj.	tsar n.
favourable adj.	erect v.	picturesqueness n.
position n.	rampart n.	wretched adj.
		inspection n.

WORD COMBINATIONS

as far back as
to pay tribute

NOTES

1. Its subsequent economic and political development was due largely to its favourable geographical position — მისი შემდგომი ეკონომიური და პოლიტიკური განვითარება უმთავრესად ხელსაყრელი გეოგრაფიული მდებარეობით იყო გამოწვეული.
2. The city was razed — the city was completely destroyed.
3. ... paid tribute — ხარკს უხდიდნენ.
to pay tribute — ხარკის გადახდა.
to pay attention — ყურადღების მიქცევა.
4. it rose against these rulers — it began to fight against these rulers.
5. during the reign of Boris Godunov — ბორის გოდუნოვის მეფობის პერიოდში.
6. noted the dirty streets — noticed the dirty streets.
to note — to notice, to pay attention.

LEXICAL EXERCISES

- Ex. 1. Give words of the same root:
important; political; development; economic; favourable; geographical; ruler; administrative; erect; radiate; representative; service; industrial; adviser; delight; picturesqueness; dirty; inspection; found; destroy; preserve; speed; rapid; increase; exit; disappear.
- Ex. 2. Give synonyms of the following words:
important; invasion; gradually; erect; delight; wretched; inspection; outskirts; advisable; disappear.
- Ex. 3. Give antonyms of the following words:
important; favourable; rise; delight; wretched; destroy; rapid; increase; disappear.
- Ex. 4. Give your definitions of the following words and word combinations:
estate; fortress; trade; route; to be due to smth.; to pay tribute; the reign; moat; adviser; a trading city.

Ex. 5. Make up situations, using the following words and word combinations: to be walled; as far back as; favourable; to pay tribute; to rise against; state; picturesqueness; on closer inspection; invasion; to destroy; to draw a picture; to come into existence; to be due to.

Ex. 6. Give English equivalents of the following words and word combinations and make up sentences, using them:

ხელსაყრელი გეოგრაფიული მდებარეობა; ხარკის გადახდა; მიწასთან გასწორება; გაძლიერება; სავაჭრო გზა; შემოსევა; აღდგენა; ხეების დარგვა; შენარჩუნება; დიდი სიჩქარით; რამდენიმე წლის განმავლობაში; ხელმისაწვდომი; გვირაბი; შთამბეჭდავი.

DIALOGUE 1

The End of Sightseeing

— Well, I think we've done about all the sights¹ of Moscow.

— I'll consult my diary: the University, the Kremlin, the big museums, the Stadium at Luzhniki, the picture galleries...

— All right. You needn't enumerate what we've seen. I suggest visiting the Agricultural Exhibition today and going to the Zoo tomorrow.

— Yes. I suppose we'd better not put off doing that,² we'll be leaving in a few days and there's still some shopping to be done.

— . —

— Oh, I'm about done up!³ But it was well worthwhile, seeing the Exhibition⁴, I mean.

— I should say so. I liked the livestock, best of all these fine cows, bulls, the pretty calves...

— What about pigs?

— Oh, I'm not an admirer of swine in general⁵ ... But the rosy sucking pigs were amusing, squealing and grunting and wagging their cork-screw tails.

— I wish our sheep-breeders had some of those fine-woolled Merino sheep. I'm not sure they would do well in our mountains though.

— Angora goats would thrive there, I should say. As for me, I admired the horses we saw in the paddock, especially the famous Russian trotters.

— Yes, weren't they splendid! That dapple-grey mare with the bay foal, wasn't she a beauty!

— I'm crazy about horses!⁶ Let's go and have another look at them.

— We haven't seen the poultry yet.

— Oh, after the horses, fancy hearing the noise of all those cackling hens and geese, quacking ducks and gobbling turkeys. "This is

the cock that crowed in the morn"... I'm not keen on that kind of concert!⁷

— You'd enjoy some roast chicken, I'll bet!⁸

— Rather! But that's another pair of shoes:⁹ roasted, boiled or fried — the only way I find poultry acceptable.

— All right, then. Another glance at the horses, and then back we go to the hotel. I am hungry as a hunter!¹⁰

— . — . —

— Here we are at the Moscow Zoo. It's said to be one of the richest in the world.

— Let's see the beasts of prey¹¹ first. Hear them roaring? It must be their dinner-time.

— Look at that tiger devouring meat! What a monster!

— That's a tiger from the Amur Region. They are bigger and stronger than those in India. And the tigress seems to be a bit afraid of her lord. Look how timidly she eyes him.¹²

— The lioness in the next cage is the famous Kinuli: when she was a helpless little cub, she was taken care of by a woman who works at the Zoo. It was only when she was fully grown that she was brought back to the Zoo.

— What a splendid leopard! He's eating his dinner and now he seems to be sleepy. And there is a black panther in the next cage, for all the world like¹³ a great black cat.

— See yourself playing with it?

— Oh, no, look here, need we see the wolves, foxes, bears, jackals and hares, squirrels and all the rest we have in our woods?

— No, if you don't want to. But I'd like to see the hyenas.

— Come along then. Then we'll take a look at the elephants, giraffes and zebras that live in Africa.

— We mustn't fail to see the hippopotamus and the rhinoceros. I've never seen those monsters.

— Oh, look over there! Those graceful deer, and their pretty fawns; what antlers that stag has!

— There are plenty of them in Georgia, but they are protected by the law, like the elk in Russia.

— And those are also deer, aren't they? But they look rather clumsy.

— They are reindeer from the North, the only domestic animals, besides the dog, that the northern people keep.

- Don't let's go too near the camels: they are rather ill-tempered, and if they get cross, they might spit.
- No, we needn't go that way at all. We haven't yet seen the kangaroos, the crocodiles, the monkeys ...
- Oh, yes. I want to see the anthropoid apes — the gorilla and the chimpanzee from Africa, the orang-outang from Indonesia ...
- We'll have to go back along this alley, I think, and ask where they are kept. We must have missed the right turning.
- Let's sit down on this bench for a little rest, and watch them at play, and then we'll go on.

WORD LIST

diary n.	cackle v.	zebra n.
enumerate v.	quack v.	hippopotamus n.
exhibition n.	gobble v.	rhinoceros n.
zoo n.	crow v.	deer n.
livestock n.	bet v.	fawn n.
admirer n.	acceptable adj.	antler n.
swine n.	hunter n.	stag n.
sucking-pig n.	beast n.	protect v.
squeal v.	prey n.	elk n.
grunt v.	roar v.	clumsy adj.
wag v.	devour v.	reindeer n.
cork-screw n.	monster n.	domestic adj.
sheep-breeder n.	timidly adv.	camel n.
fine-woolled adj.	eye v.	ill-tempered adj.
thrive v.	cub n.	cross adj.
paddock n.	leopard n.	spit v.
trotter n.	panther n.	Kangaroo n.
dapple-grey adj.	cage n.	crocodile n.
mare n.	jackal n.	anthropoid adj.
bay adj.	hare n.	ape n.
foal n.	squirrel n.	gorilla n.
poultry n.	hyena n.	chimpanzee n.
fancy v.	elephant n.	orang-outang n.
	giraffe n.	

WORD COMBINATIONS

to do the sights	to be crazy about something
to put off doing something	to be keen on something
to be about done up	to be hungry as a hunter
to be well worthwhile	beasts of prey
in general	for all the world like



1. we've done about all the sights—we've seen almost all the places of interest.
2. we'd better not put off doing that — we'd better do it now — უმჯობესია არ გადავდოთ.
3. I'm about done up — I am tired out.
4. well worthwhile seeing the Exhibition — ღირდა ამ გამოფენის ნახვა.
5. In general — საერთოდ.
6. I'm crazy about horses — (colloq.) I like horses very much.
7. I'm not keen on that kind of concert — I don't like such a concert.
8. I'll bet — დაგენიძლავები.
9. that's another pair of shoes — ეს სულ სხვა ამბავია—that is something quite different.
10. I am hungry as a hunter — (a saying) I'm awfully hungry.
11. beasts of prey — მტაცებელი ცხოველები.
12. she eyes him — she looks at him.
13. for all the world like — like in every way.

LEXICAL EXERCISES

Ex. 1. Give words of the same root:

consult, enumerate, suppose, agricultural, exhibition, admirer, amusing, mountain, splendid, beauty, acceptable, timidly, graceful, protect.

Ex. 2. Give synonyms to the following words:

pretty, thrive, famous, especially, splendid, crazy, glance, devour, protect, cross, put off.

Ex. 3. Give opposites to the following words:

pretty, thrive, famous, timidly, graceful, clumsy, ill-tempered.

Ex. 4. Give your own definitions of the following words and word combinations:

to do all the sights; to put off doing something; to be about done up; to do well; to be crazy about something; to be keen on something; to bet; to be hungry as a hunter; to eye smb. (smth.); domestic animals; to get cross; to take a look; that's another pair of shoes.

Ex. 5. Translate the following words and word combinations into English and compile situations using them:

საინტერესო ადგილების დათვალიერება; საქმის გადადება; ძლიერ დავილაღე; ნახვად ღირს; საერთოდ, ძალიან მომწონს (მიყვარს, ვგიყვებო); საშინლად მშია; მტაცებელი ცხოველი; შინაური ცხოველი; შინაური ფრინველი; ყოველმხრივ ჰგავს.

Ex. 6. Make up simple unextended sentences, using the name of an animal or bird and the appropriate verb from the list given below:

brays, roars, squeals, moos, mews, chatters, howls, growls, barks, neighs, cackles, chirps, crows, warbles, bleats, bellows.

A horse A cow A sheep A goat A bull A pig
 A dog A donkey A cat A mouse A lion A tiger
 A wolf A fox A monkey A bear A hen A goose A
 cock A swallow A sparrow A nightingale

Ex. 7. The word combination *as salty as a herring* is a simile. Supply the appropriate word from the list below to make up some commonly used similes. Make up sentences using the similes:

busy, obstinate, strong, brave, fussy, dumb, proud, silly, quiet, patient, timid, wet.

As ... as a lion. As ... as a hen with one chick. As ... as a bee. As ... as a mouse. As ... as a mule. As ... as a goose. As ... as a fish. As ... as an ox. As ... as a horse. As ... as a hare. As ... as a drowned rat. As ... as a peacock.

Ex. 8. Here are some proverbs. Find their meaning in the explanations given below. Make up situations in which they can be used:

A lazy sheep thinks its wool heavy. An ass is but an ass, though laden with gold. Birds of a feather flock together. Every dog is a lion at home. Go to bed with the lamb, and rise with the lark. If an ass goes travelling, he'll not come home a horse. It is a good horse that never stumbles. Let sleeping dogs lie. Never look a gift horse in the mouth. When March comes in like a lion, it goes out like a lamb. One, but that one a lion. The camel going to seek horns lost his ears. The cat would eat fish, but would not wet her feet. Every mother thinks her own gosling a swan. The fox may grow grey, but never good.

— — — — —

Go to bed in good time, and get up early. Don't pick a quarrel with a quarrelsome person. Everything is difficult for a lazy person. A person may be brave when defending his own interests, but not in other cases. Travelling does not make all people wiser. If the weather is nasty at the beginning of March, it is sure to be fine at the end. Wanting to get too much, you may lose what you have. Someone who is bad is not likely to become any better with age. A man may be rich, but it doesn't mean he is wise. Even a clever man may make a mistake. People of the same nature keep company. It's impolite to criticize presents. If you want to get something done, you shouldn't be afraid of the trouble it takes to do it. One man may do a great deal, if he is strong and brave. Mothers usually think their children wonderful.

THE BEGINNING OF LONDON

Text 2

The City, "The One Square Mile", is the oldest part of London. It owes its existence¹ to its geographical position, and its growth to its convenience as a port and transit centre. It has developed from a riverine settlement into a populous and thriving town, and from a populous town into a gigantic exchange, staffed at night by some 5,000 residents and caretakers, and served by day by some 350,000 workers.

Though¹ the name appears to be Celtic, there is little other evidence of a pre-Roman London. There may have been a few settlers on the site at the time of the invasion of Britain by the Romans in A. D. 43.

The earliest Roman settlement was on the north side of the river. The City at this period has been described as a civilised one, comfortable, with good drainage and water systems. During the Roman occupation London became the great road centre of Britain. The primary function of the town was undoubtedly that of a trading port and a distributing centre. Great quantities of wine and oil were imported into London, as well as pottery from Gaul and works of art from Italy. The exports included corn, slaves and possibly some minerals. It was the greatest town in Britain, and the fifth largest in the northern provinces of the Roman Empire.

What happened to London after the Romans had left it is difficult to say. The general picture during the next 400 years is of a town gradually emerging from ruin to great strength. There was a gradual renaissance of trade. Bede (about A. D. 730) describes London as the "mart of many nations resorting to it by land and sea."² Despite all the ravages of the Vikings and the Norsemen in the 9th, 10th and 11th centuries, London continued to grow in size and strength, in political and commercial importance. This was the London which William the Conqueror thought it wise³ to treat as a separate city.

WORD LIST

existence n.	Celtic adj.	distributing pr. p.
transit n.	evidence n.	quantity n.
settlement n.	civilised adj.	oil n.
populous adj.	drainage n.	import v.
gigantic adj.	primary adj.	pottery n.
exchange n.	function n.	include v.
staff v.	undoubtedly adv.	slave n.
caretaker n.	port n.	province n.
empire n.	despite conj.	commercial adj.
renaissance n.	ravage n.	separate adj.

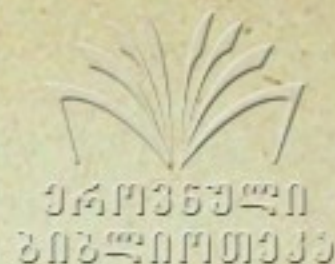
WORD COMBINATIONS

to owe one's existence to
to think it wise

NOTES

1. It owes its existence — თავის არსებობას უნდა უმაღლოდეს.
2. "mart of many nations resorting to it by land and sea"— market of many nations coming to it by land and sea.
3. thought it wise — to think it wise — to think it necessary.

LEXICAL EXERCISES



Ex. 1. Give words of the same root:

existence, growth, convenience, develop, appear, evidence, settle, describe, occupation, import, export, possibility, strength, importance, commercial, separate.

Ex. 2. Give synonyms to:

importance, thriving, strength, gigantic, invasion.

Ex. 3. Fill in the blanks with prepositions or adverbs:

I shall never forget, as long as I live, the day when I first set foot ... London. I had come ... a quiet little town ... Switzerland and I had never before lived ... a big city, so London was a new world ... me and I was dying to find out more about it ... myself.

... the day that I arrived it was fine and warm, there was a bright sun and a cloudless sky. There was a slight wind that gently moved the leaves ... the trees, and you could smell the spring ... the air. I took Anthony, the little boy ... the house, ... a walk ... Kensington Gardens. When I got my first sight ... the gardens, the beauty ... it all nearly took my breath away. The trees were just bursting ... leaf, and there were beds ... spring flowers, red and yellow and blue, ... the beautiful, smooth grass ... the trees.

People ... light spring clothes were walking about, and ... my surprise, they walked not only ... the paths, but also ... the grass, and no one said a word ... them ... it.

(After Eckersley "Essential English for Foreign Students", Book II).

Ex. 4. Compile situations, using the following words and word combinations: to owe one's existence to, thriving, evidence, invasion, occupation, quantity, ravages, importance, to think it wise, to treat.

Ex. 5. Insert the following words and word combinations in the dialogue:

arrive, stay, intend, places of interest, sightseeing, made up my mind, keen, had a look at, buildings, tired, I should like, departure, that's fine, to spare a minute, already.

A VISIT TO LONDON

(Dialogue)

A. Hallo, B. Glad to see you in London. When did you...?

B. I came here last Saturday, and I ... to leave in two days.

A. Have you done any... yet? Though if you can ... only a few days in London, you won't be able to see

B. You see, I beforehand. I'm not at all interested in shops. As I am ... on art, I decided to visit art-galleries and museums. I've ... been to the Tate Gallery.

A. And what about the principal historical ... and monuments?

B. Yesterday I visited Westminster Abbey and at the Houses of Parliament and Whitehall. Now to see the heart

of the city, and then, if I am not too ... , I'll take a bus and go to the East End.

A. I think you've planned it all very well. Shall I see you before your ... ?

B. I'm afraid, I shan't be able So good-bye.

A. Good-bye.

LONDON

Text 3

When we think of Paris, Rome, Madrid, Lisbon, Athens and other European capitals, we think of them as "cities". When we think of the whole of modern London, we do not think of it as a "city", not even as a "city" and its suburbs. Modern London is not one city that has steadily expanded through the centuries; it is a number of cities, towns and villages that have, during the past centuries, grown together to make one vast urban area.

London today stretches for nearly thirty miles from north to south and for nearly thirty miles from east to west. This is the area known as "Greater London", with a population of nine millions. The "City of London" is a very small part of the whole: it is only one square mile in area, and the number of people who live and sleep in the City is only about ten thousand.

If you could fly over London in a helicopter, for example, you would see below you the winding course of the River Thames, flowing from east to west and dividing London into the two parts known as the north bank and the south bank. The division between the "City" and the "West End", much more important, would be less obvious from this bird's-eye view¹.

If, from the air, we can pick out a few landmarks, we shall find it easier to understand how London has grown. Two landmarks stand out clearly: St. Paul's Cathedral in the City, and, about two miles westwards, the group of buildings near Westminster Bridge, the Palace of Westminster (with the Houses of Parliament) and Westminster Abbey. Linking them we may see, if we are low enough, a main street called the Strand. It was so named because it followed the northern bank (or strand) of the Thames.

These two landmarks are a guide to the growth of London. Round St. Paul's is the original London, the oldest part, with a history of almost two thousand years. Westminster, with its Palace and Abbey, is six hundred years younger.

When the Romans came to Britain in the first century A. D., London was a small village. Many of the roads built by the Romans met at the point where London Bridge now stands. Parts of the Roman Wall, built in the second century, can still be seen. Today, when deep foundations are dug for new buildings, Roman remains are sometimes found.

The first Norman King, William the Conqueror, was crowned in 1067 in Westminster Abbey, which had been built by Edward the Confessor, one of the last Saxon Kings. William built the Tower, still one of the most famous sights of London. For hundreds of years the Tower was used as a prison, and visitors today may see the exact spot where many great nobles were executed. The most popular sight, however, is probably the strongly guarded room in which the Crown Jewels are kept and displayed.

Old St. Paul's was also built in Norman times. It was burnt down in the Great Fire that destroyed London in 1666. The cathedral that replaced it, the most striking in the City today, was designed by Sir Christopher Wren, the architect who designed so many of the other City churches. Many of these were destroyed or badly damaged by bombing during the Second World War. St. Paul's, though it was hit, escaped the fires that destroyed many of the buildings all round it.

As, during the Middle Ages, London increased in size and wealth, the old City and the area round the Royal Palace at Westminster became the two chief centres. The nobles, bishops, judges and others who were connected with the Court, lived in or near Westminster. This explains how the part of London that we now call the West End came into being.²

In the eighteenth century, St. James's Palace was built, and in the nineteenth — Buckingham Palace. These are in the City of Westminster. Here, and farther West, are the finest theatres, cinemas and concert halls, the large museums, the most luxurious hotels, the largest department stores, and the most famous shops.

Visitors who come chiefly for enjoyment are likely to spend most of their time in the West End. Those who come to learn about London's history will find much to interest them in the City. Here most of the streets are narrow, and traffic is often very slow. Many of these narrow streets run down to the Thames, and at the end of many of them ware-houses can be seen. The City is concerned

with finance, but it is also a market for goods of almost every kind, from all parts of the world.

The Port of London is to the east of the City. Here, today, are miles and miles of docks, and great industrial areas that depend upon shipping. This is the East of London, unattractive in appearance, but very important in the country's commerce. On the river there are ocean-going ships and lines of barges pulled along by tugs. Ships up to 6,000 tons can come up as far as London Bridge. They can pass under Tower Bridge. It takes only five minutes to raise the two halves of the roadway to allow a ship to pass.

Greater London, with its nine million population, includes not only the City and the county of London, but the outer suburbs and much land that still looks here and there more rural than urban.

(After Hornby, book 3).

WORD LIST

modern adj.
steadily adv.
urban adj.
area n.
stretch v.
helicopter n.
wind v.
flow v.
obvious adj.
view n.
landmark n.
link v.
strand n.

remains n.
noble n.
execute v.
jewel n.
design v.
damage n.
bomb v.
hit v.
escape v.
chief adj.
bishop n.
judge n.

connect v.
court n.
luxurious adj.
traffic n.
warehouse n.
concern v.
finance n.
dock n.
barge n.
tug n.
county n.
rural adj.

WORD COMBINATIONS

bird's-eye view
to pick out
to stand out
to come into being

NOTES

1. **bird's-eye view** — general view.
2. **came into being** — came into existence.

LEXICAL EXERCISES

Ex. 1. Give words of the same root:

European, steadily, to expand, suburb, to fly, to divide, important, obvious, view, original, deep, foundation, exact, execute, to display, to destroy, to

escape, chief, to connect, luxurious, famous, history, interest, industrial, commerce.

Ex. 2. Give synonyms to the following words:

vast, important, obvious, view, clearly, to connect, famous, striking, to damage, chief, deep, to raise, to allow.

Ex. 3. Give opposites to the following words:

vast, important, urban, winding, to divide, to connect, deep, to display, to destroy, to increase, luxurious, unattractive, to allow.

Ex. 4. Give your own definitions of the following words and word combinations: suburb, a bird's-eye view, remains, to increase, luxurious, department store.

Ex. 5. Make up 15 sentences, using the verb "to pick" in all its meanings.

Ex. 6. Fill in the blanks with prepositions and adverbs where necessary:

It was time ... us to go home, but which way was it? We hurriedly turned ... one path that I thought would take us ... home and found ourselves ... Hyde Park. I ran ... the left and ... the right and asked several old ladies ... way to Addison Road, but I found... my horror that I could not understand a single word they said ... reply. I wandered... till I came ... a big open place where I saw men standing ... a chair, or ... a platform, or ... the ground speaking, and people ... all kinds were listening or asking questions or making remarks, and sometimes laughing ... the speaker. Meanwhile, the sun had gone ... a cloud, I was terribly tired and wanted nothing ... the world so much as to be ... home. ... last we got ... the park gate ... Marble Arch.

(After Eckersley, "Essential English", Book 2).

DIALOGUE 2

Rolf's Arrival in London

Mike: Hallo, Rolf! It's good to see you again after such a long time.

Rolf: Hallo, Mike! How are you?

Mike: Thanks, Rolf, not too bad. And you?

Rolf: Thank you, Mike, I'm fine. I'm much obliged to you¹ for your invitation. I'm very glad to have a chance of seeing London.

Mike: Not at all. You did so much for me last year, it is merely some return for your kindness, Ah, there's Jane!

Rolf: Your wife?

Mike: She went to a news-stand to buy her weekly women's magazine while we were waiting for you. Jane, allow me to introduce Rolf to you.

Jane: How do you do, Rolf?

Rolf: How do you do?

Jane: Mike told me so much about his stay in the German Democratic Republic, and he mentioned you so often that I'm really delighted to meet you.

Rolf: I thank you very much for your invitation.

Jane: Not at all. It's quite natural that you should come and see us after you and Mike made friends with each other during his stay in the G. D. R. I hope you'll enjoy your holiday with us.

Rolf: I'm sure I will.

Mike: Don't be too sure! England and the English are different from the continental countries and the continental peoples in many respects.²

Rolf: I think we continentals have many wrong notions about the English.

Mike: Maybe. If you keep your eyes and ears open, you'll soon find out what we're like.

Rolf: One thing I have found out on my way to London is that the English are very sociable.

Jane: So you had nice company?

Rolf: On the boat I made friends with an elderly couple from Durham and on the train I had a chat with two young ladies. I must say, the English are not at all formal.

Jane: What are we waiting for? Let's get home right away. Rolf must be tired.

Mike: Jane is right. Let's get out of this smoky station.

(After "A Trip to England" by Kurt Hackenberg).

WORD LIST

oblige v.	notion n.
news-stand n.	sociable adj.
mention v.	couple n.
continental adj.	formal adj.
respect n.	smoky adj.

WORD COMBINATIONS

to be obliged to smb. for smth.
to make friends with smb.
in many (all) respects

NOTES

1. I'm much obliged to you — დიდად დავალებული ვარ თქვენგან.
2. In many respects — in many ways.

LEXICAL EXERCISES

- Ex. 1. **Make up situations, using the following words and word combinations:** to be obliged to smb. for smth.; to have a chance of doing smth.; in many respects; to have a wrong notion about smth. (smb.); to make friends with smb.; to have a chat with smb.; to keep one's eyes and ears open.
- Ex. 2. **Write the dialogue in indirect speech.**
- Ex. 3. **Topics for oral and written compositions:**
1. Describe your arrival in Moscow (Leningrad, Tbilisi, etc.).
 2. Meeting a friend at the station.
 3. Sightseeing.

TBILISI

Text 4

Tbilisi is the capital of the Soviet Republic of Georgia. "Tbili" means "hot" in Georgian, and "Tbilisi" means "the town of hot springs", for it has hot sulphur springs.

Tbilisi stands on the bank of the Kura (Mtkvari in Georgian), a rushing river that flows down from north-west to south-east over very hilly country into the Caspian Sea. It is a lively city, attractive in its evergreen foliage, a city of historical monuments and modern Georgian architecture.

Tbilisi is an important scientific and cultural centre with a population of 768,000. It has been radically reconstructed in Soviet times. Handsome tall buildings line its wide avenues, with numerous public gardens and parks.

The capital of Georgia is famous for its many historical monuments, particularly in the old quarter of the city. The fine yellow stone building standing in a narrow street is the Sion Cathedral. Nearby, clustered in terraces on the Narikala fortress hill are houses with carved verandas and balconies. Beyond the River Mtkvari soar the solemn ruins of Metekhi Castle, of which only the church actually remains, and on its rocky bank houses overhang the torrent like swallows' nests.

The centre of modern Tbilisi is Lenin Square, and its main thoroughfare is Rustaveli Avenue on which the Kashveti Cathedral, the Rustaveli Theatre, the Opera House, and the Palace of Young Pioneers stand out for their superb architecture.

Government House, a majestic building designed in traditional Georgian style is also in Rustaveli Avenue.

Overlooking Rustaveli Avenue is Mount Mtatsminda, or the

Holy Mount, which can be reached by ropeway, funicular railway or by car. A broad panorama of Tbilisi opens from the veranda of the palace on the top of Mount Mtatsminda.

A little way down the slope is the Mama-Daviti Monastery, with a pantheon in which famous Georgian writers and poets are buried.

Tbilisi is an ancient city. Excavations have brought to light dwellings dating back to some three thousand years B. C., but Tbilisi is mentioned for the first time in writings of the year 368 A. D. as a fortress. Legend has it that the king of Iberia was hunting in the locality and wounded a doe. The animal, bleeding profusely, plunged into one of the many sulphur springs and, instantly regaining its strength, was able to escape. This is how the Georgians learned of the health-giving properties of the springs and how King Vakhtang Gorgasali came to found a town there.

(After Nagel's U.S.S.R. Travel Guide and "Touring the Caucasus").

WORD LIST

spring n.	actually adv.	excavation n.
sulphur n.	rocky adj.	dwelling n.
rushing pr. p.	torrent n.	date v.
foliage n.	swallow n.	legend n.
radically adv.	majestic adj.	doe n.
reconstruct v.	superb adj.	locality n.
cluster p. p.	panorama n.	bleed v.
terrace n.	slope n.	profusely adv.
carved p. p.	monastery n.	plunge v.
soar v.	pantheon n.	instantly adv.
solemn adj.	bury v.	regain v.
ruin n.	ancient adj.	property n.

WORD COMBINATION

to bring to light

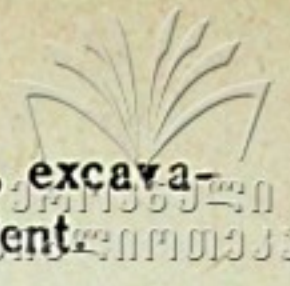
NOTE

1. have brought to light — to bring to light — to discover.

LEXICAL EXERCISES

Ex. 1. Give words of the same root:

attractive, radically, reconstruct, design, excavation, date, majestic, dwelling, locality, bleed, profusely, found.

- 
- Ex. 2. Give your own definitions of the following words:**
foliage, cathedral, monastery, traditional, superb, slope, pantheon, excavation, profusely, property, instantly, health-giving, plunge, ancient
- Ex. 3. Topics for oral and written compositions:**
1. Mtskheta, the ancient capital of Georgia.
2. Places of interest in Georgia.
- Ex. 4. Compile a dialogue, using words and word combinations from text 4.**

PHONETICS

REVISION EXERCISES

- Ex. 1. Read the following sentences, making them emphatic.**

Speak on the means of emphasis you have used:

Some shots were splendid.

The pleasure is all mine.

It was he whom they cheered.

And it was he who bowed low and deep.

There followed days of unprecedented excitement at the farm.

There was in the play a young girl of extraordinary talent.

- Ex. 2. Read the following combinations, paying attention to the correct junction of sounds:**

She proved to be
in the medical profession
we decided to share
now and then
in the morning
and the air is wonderful
and the company pleasant
on the sea-side boulevard
to sit there

- Ex. 3. Read the following words:**

treat, train, trip, crowd, proud, prove, profession, friend, bread, settle, little, comfortable, people.

- Ex. 4. Read the following sentences with the intonation marked:**

- 1) There's 'some orange peel would you 'like it for the cake?
- 2) 'Still I can 'pare the vegetables and 'make a cake.
- 3) I've 'already 'pared the vegetables 'what shall I 'do with the peel?
- 4) If you 'need the knife you'll 'find it in the dresser.
- 5) 'Many 'hands 'make 'light work, as the 'saying has it.

Ex. 5. Transcribe the following sentences and put them on staves:

- 1) It is not nice to stretch over the table for something, ask your neighbour to pass it.
- 2) Don't push back your plate when you have had enough.
- 3) While one is eating, elbows are never put on the table,
- 4) Don't bite into a whole slice of bread, break it off piece by piece.
- 5) While eating chicken we cut as much as we can, and when we can't use knife and fork any longer, we use our fingers.

Ex. 6. Discuss the choice of tones in exercise 5, giving your reasons.

ADDITIONAL MATERIAL

MOSCOW, THE HEART OF IT ALL

I had used to think Rome the loveliest city in the world until I came to Moscow. But the beauty of Rome is the beauty of "a rose-red city, half as old as time", all that is new in it is vulgar, whereas Moscow's beauty is not that of ruin or romantic memory, but something living, breathing, and ardent in every street and stone. The Kremlin has its rose-red antique loeliness, yet it is still the vital heart of Russia, the soul of the new country as it was the soul of the old.

The wide streets and boulevards, the palaces and dignified grey-stone buildings, the broad magnificence of the Theatre Square, each is an interdependent part of the lovely whole.

All the ruins of Rome are only lonely exiles that do not fit in, like the Gothic towers and churches of Paris. But the cathedral of St. Basil, the red walls and exotic blue domes with their golden stars, the gold and silver of the other great churches, these are in no way strangers in the city.

Moscow is a perfect whole, the heart of it all, the capital of the great union of republics that covers half Europe and half Asia.

(by Ralph Fox).

WORD LIST

vulgar adj.
whole n.
ardent adj.
dome n.
dignified p. p.

interdependent adj.
ruin n.
exotic adj.
vital adj.
'broad adj. ʔ

whereas conj.
exile n.
antique adj.
soul n.
magnificence n.

MOSCOW

It is a new city. You arrive at a new airport, approach it on new roads. In many drives around it I saw a countless number of new buildings. The pictures and the talk of sky-scrapers have really overshadowed the real quantity of new buildings, for whole new streets and districts have come into existence in the centre of Moscow as well as in the new suburbs.

Moscow is already one of the brightest, cleanest and the most spacious cities in the world. Of course, not only the buildings are new. Cars, for instance. I hardly saw one old car in all Moscow. The stores are new, schools, neon lights, Metro stations (six new stations have just been opened, completing the inner circle).

Moscow architecture, for example, I found pleasing. The restrained skyscrapers were always exciting to see, for they always seemed to rise in the distance wherever you saw them, and at the extreme points of Moscow only. Pictures do not do them justice, for their spires (which resemble the Kremlin towers) look a little odd when photographed; but in Moscow they help to preserve the unique atmosphere of Moscow as a Russian city. And their style is special to Moscow.

(After James Aldridge, "Reports of the Soviet Union", 1952).

WORD LIST

skyscraper n.
photograph v.
existence n.
style n.
restrained p. p.
spire n.

odd adj.
quantity n.
atmosphere n.
neon n.
extreme adj.
resemble v.

overshadow v.
unique adj.
spacious adj.
complete v.
justice n.

WORD COMBINATION

to come into existence

THE GREAT PLAGUE AND THE FIRE OF LONDON

In the seventeenth century, in the year 1665, London was a busy, wealthy and very crowded city. More than four million people lived within its walls. The old city looked very picturesque with its tall houses of wood and plaster, its narrow winding streets—so narrow that the people on one side of the road could lean out of

their bedroom windows and shake hands with those on the opposite side — its busy shops, the noblemen's houses near the river side, the river crowded with shipping, and above it all, on the highest point of the city, the great church of St. Paul.

But in those narrow streets the air was close and stale; the houses were dirty; refuse was thrown out of the windows into the streets so that the smell was almost unbearable. The whole city was a breeding-ground for disease.

In the autumn of 1664 one of those ships in the port unloaded some wool from Holland. The wool was taken to the City and there unpacked by workmen. Within a few days both men were taken ill and died. A clergyman who had visited them died also within a day or two. The Great Plague had arrived in London.

The summer of 1665 was very hot and the plague spread at a horrible rate. Everyone who could do so left London. The roads were packed with people walking, people on horseback, people in carts, all trying to get away from the disease. The country people, afraid of having the disease spread to their own homes, tried to drive them back. Finally the gates of the city were closed and only those who were proved free of the plague could leave.

All life in London was at a standstill; most of the shops were closed, the ships on the river were not unloaded and in the streets grass grew between the stones.

When at night the "dead cart" went round and the ringing of the driver's handbell and his cry "Bring out your dead", were heard, those who had died that day were lowered from the window on the cart with a heap of other bodies. They were taken to one or the other of the churchyards and buried. In August the deaths were five thousand a week and in September eight thousand. There were hardly enough living to bury the dead.

With the coming of the cold weather things began to go better. In the whole of November only ten thousand died. In December many who had gone away from London had returned; houses and shops, inns and theatres opened again. The Plague was over — London was itself again.

But London's sufferings were not over. The very next year 1666, it was almost destroyed by the Great Fire.

It began in the house of a baker named Farynor, who, on the night of Saturday, the first of September 1666, went to bed leaving

a bundle of wood near his still hot oven. Within a few hours a great blaze was seen all along the narrow street that led down to the river, for the houses were built mostly of wood and burned rapidly. In the Star Inn, nearby, was a large quantity of hay and straw which went up in a huge blaze, and along the riverside were little shops that sold tar, rope and wood to the ships. The fire now spread to these and so on to the houses that were built on London Bridge.

By noon of Sunday more than 3,000 houses were burnt and the fire was rapidly spreading, for there had been a long dry summer and now a strong east wind was blowing. Samuel Pepys, secretary to the Admiralty, wrote in his famous diary: "So I went down to the water side and there got a boat and saw the terrible fire. Everybody was trying to take away his goods; throwing into the river or bringing them down to the boats that were by the river side. Poor people stayed in their houses until the fire touched them and ran to the boats."

Many of the poor people took their goods to the churches, hoping they would be safe there. Booksellers carried valuable books worth one hundred and fifty thousand pounds into the cellars of St. Paul's Cathedral. Here they thought they would be perfectly safe: within a few hours the books were buried beneath thousands of tons of burning ruins.

So far the fire hadn't covered a very wide area. But on Monday the wind changed, blowing the flames to north and west and toward the Tower. This was the storehouse of the Navy's gunpowder, and tremendous efforts were made to drive back the fire and get away the gunpowder to a safer place. The flames reached the walls, but luckily they got no farther. The Tower was saved. But into the richest and busiest parts of the City, the fire spread at a terrible rate. Nearly half the City was now burning and thousands of terrified people were trying to escape to the open countryside outside London.

John Evelyn (1620—1706), another famous diarist of the time, writes: "The noise and cracking and thunder of the flames and the screams of women and children, the hurry of people, the fall of towers and houses and churches were like a terrible storm. The air was so hot that one could not approach the City and the men were forced to stand still and let the flames burn on."

By the end of the week the worst was over. Many houses had

been blown up to make empty spaces over which the fire could not go. Gradually it was got under control, and as rain fell heavily at the end of the week the task was made easier.

But the Great Fire had swept away the dirty crowded houses and with them it swept away the Plague for ever, and a new London of stone arose from the ashes of the old City.

(After Eckersley, book 4).

GRAMMAR EXERCISES

Ex. 1. Write the four forms of the following verbs:

to know, to raise, to raze, to rise, to pay, to lay, to lie, to grow, to guard, to radiate, to express, to note, to find, to found, to destroy, to build, to draw, to plan, to lead, to increase, to disappear, to erect, to drive, to propose, to put off, to thrive, to admire, to fly, to devour, to protect.

Ex. 2. Put the verb in brackets in the appropriate tense and voice:

1. A Soviet delegation (to go) to Stratford-on-Avon to take part in the celebration of the four-hundredth anniversary of Shakespeare's birth. By May 15 they (to return) home, and they (to share) their impressions with their compatriots. We (to look forward) to Akaki Khorava's homecoming, hoping that he (to come) to the Institute and (to tell) us what he (to see) in Stratford.

2. Tbilisi often (to invade) by enemies, it (to raze) to the ground several times, but every time it (to rise) from its ruins more beautiful than ever.

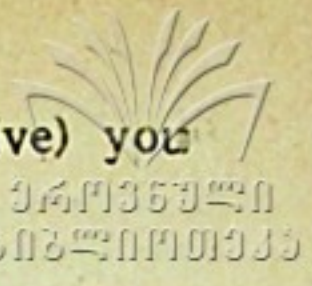
3. In 1812 the greater part of Moscow (to destroy) by fire. In those days most of the houses (to build) of wood, and the fire (to rage) for several days. When the war with Napoleon (to be) over, the city (to rebuild) and stone buildings (to replace) the old wooden ones.

4. The chief architect of Tbilisi (to tell) the foreign delegation that the city (to grow) still larger and more beautiful in the next few years. He (to say) new parks and public gardens (to lay) out. Old houses (to destroy) and new ones (to erect) on the old sites as well as in the suburbs; he (to add) that the citizens (to get) an underground railway which (to make) it easier to get about town.

5. You (to see) Jack of late? — Yes, I (to happen) to meet him the other day. He (to appear) to be rather tired. He (to say) he (to work) very hard during the whole last month. But why you (to be) so interested in Jack? — You (to see), we (to agree) to spend the May Day holiday together out of town, but I (can) not find him anywhere. — He (to tell) me he (to work) in the Public Library the whole time and he only (to get) home about eleven.—Then I (to phone) him tomorrow evening. It's high time we (to settle) whether we (to go) or not.

Three Cheers for the Navy!

Jack, an old sailor, who (to spend) many years in the Navy, (to walk) along a country road when he (to come) to a farm-house. The farmer (to stand) at the door and Jack (to say). "I (to walk) all day long looking for work. You (to give) me a job?"



"You ever (to do) any farm-work?" (to say) the farmer. "I (to give) you a chance. You (to see) that flock of sheep scattered over the hillside?"

"Yes", (to say) Jack.

"Well," (to say) the farmer, "Get them all through the gate and into the yard".

"Right," (to say) Jack, "I (to do) that."

About an hour later the farmer (to go) to the yard. Jack (to lean) on the gate wiping his forehead.

"You (to get) them all in?" (to say) the farmer.

"Yes," (to say) Jack. The farmer (to look), and sure enough all the sheep (to gather) in the yard and the gate (to shut). And then the farmer (to see) a hare running round the sheep. The sailor (to see) what he (to look) at. "Yes," he (to say), "that little fellow there (to give) me more trouble than all the rest put together."

(Eckersley, part 3).

Ex. 3. Retell the story "Three Cheers for the Navy", using indirect speech.

Ex. 4. Fill in the blanks with the definite or indefinite article where necessary:

1. ... cow gives us ... milk, ... meat and ... hide of which ... leather is made.
2. My grandmother who lives in ... country keeps ... cow; she uses ... milk to make ... cream, ... butter and ... cheese.
3. ... lot of ... cows together make ... herd.
4. What do we get from ... sheep? We get ... wool, ... meat and ... milk.
5. Many sheep together make ... flock.
6. I saw ... flock of ... sheep on ... slope of ... mountain.
7. ... calf is ... little one of ... cow. ... kids are ... young of ... goat.
8. ... pig is ... very useful domestic animal. ... meat of ... pig is called ... pork.
9. ... horse is not such ... useful animal now as it used to be, but it is very pleasant to ride ... horse. I am fond of ... horses.
10. What ... beautiful horse!
11. ... polar bear is ... white, so is ... polar fox.
12. ... fox comes to steal ... chickens from our hen-house.
13. ... fox is a very sly animal.
14. ... African elephant is bigger than ... Indian elephant.
15. ... skin of ... tiger is striped.
16. ... skin of ... leopard is spotted.
17. Have you ever seen such ... large tiger?
18. The hunter thought he had killed ... lion, but in ... morning it turned out to be ... poor little donkey.
19. I don't like Nana: she is as vain as ... peacock.
20. Why are you looking as melancholy as ... sick monkey?
21. ... giraffe lives in ... plains of ... Africa. ... kangaroo lives in ... Australia.
22. ... ass is but ... ass, though laden with ... gold.
23. ... ignorant man has ... eagle's wings, but ... owl's eyes.

On Grammar

... grammar of ... language is not ... list of ... rules forced on ... people who speak it; it is just ... record made by ... careful observation of how ... people speak ... language. ... language is ... living thing, always changing; ... old words die, ... new words come in; some constructions gradually fall out of use, others push their way in. ... English of today is not quite ... same as ... English of ... eighteenth century. ... English of ... King Alfred's time could not be understood at all by ... Englishmen of today. What was ... good grammar for ... Shakespeare could be ... bad grammar for ... Bernard Shaw. Whatever form is used by ... majority of ... educated speakers or writers is correct. It is more

difficult to decide what is right and what is wrong in ... pronunciation than it is in grammar, for in ... different parts of ... England there are ... different pronunciations. In ... Scotland ... pronunciation is quite different from ... London one. And if you are considering ... different kinds of ... English, you might include ... English spoken in ... Wales, ... Scotland, ... Ireland, ... Australia, ... South Africa, ... New Zealand and ... United States. ... most convenient form is that used by ... great majority of ... educated speakers in ... South and ... South-East England, especially in ... London and its neighbourhood. It is, at ... present time, more widely spoken than any other form, owing to ... spread of ... education and ... influence of ... B.B.C., whose announcers use this form. It is getting more widespread every day. For that reason it can be called ... "Standard English".

(After Eckersley, Book 4).

Ex. 5. Use participial phrases instead of the subordinate clauses and state their function:

1. In the sixteenth century Moscow had three walls with towers and moats that surrounded the Kremlin. 2. There was an old tower that guarded the bridge. 3. It was the road that led to the market place. 4. In Mtskheta there was a bridge that was built by the Romans. 5. St. Petersburg, which was founded by Peter the Great, was the capital of Russia till the October Revolution. 6. The new public gardens that are being laid out in Saburtalo will be the largest in Tbilisi. 7. The bridge that is being built now will join Ortachala and Navtlugi. 8. Many-storeyed blocks of flats will be erected on the site of old houses that are being pulled down now. 9. We came up to the cage of a tiger that was devouring a big piece of meat. 10. The young animals that are playing like kittens are lion cubs. 11. The animal that is howling so terribly is a hyena. 12. The young fellow who is looking at the elephants is my cousin.

Ex. 6. State the kind of object in the following sentences and by what it is expressed.

I'll consult my diary. I suggest visiting the Art Gallery. He's not keen on swimming. We'll take a look at the elephants. In this country deer are protected by the law. Look out, that camel might spit at you! Most people enjoy travelling. He likes to read English books. I won't do anything this evening. Many people dislike flying. I saw them smile at each other. Tell me everything at once! I don't know anything about it. She has been teaching us for two years. I saw them swimming about in the river. How many roses did he give you?—He gave me three. Let's watch them playing. The cat would eat fish, but would not wet her feet. William the Conqueror built the Tower of London in the eleventh century. I intend to go there next summer. I hoped to meet you last night. I'm not at all interested in shops. From the air we can pick out a few landmarks. I'm much obliged to you.

Ex. 7. Say by what the attributes are expressed in the following sentences:

Three landmarks stand out clearly: Metekhi Castle, the ruins of Narikala and the Holy Mount. In the first century A.D. London was a small village. Today, when deep foundations are dug for new buildings, Roman remains are sometimes found. The first Norman king, William the Conqueror, was crowned in 1067 in Westminster Abbey which had been built by Edward the confessor, one of the last Saxon kings. The most popular sight in Moscow is the Tretyakov Gallery. Grea-

ter London includes the outer suburbs and much land around. Thank you for your invitation. We made friends during my stay at the sanatorium. "Tbilisi means 'the town of hot springs'". It is an important scientific and cultural centre. Tbilisi is mentioned for the first time in writings of the fourth century. Look at those lovely blossoming trees! At the top of the stairway were two statues of sleeping lions. Please give me an interesting book to read. What a funny thing to say! In the seventeenth century, in the year 1665, London was a busy, wealthy and very crowded city. Tbilisi was razed to the ground several times, but every time it rose from its ruins. In 1812 the greater part of Moscow was destroyed by fire.

Ex. 8. State the kind of adverbial modifier in the following sentences and by what it is expressed.

St. Petersburg was the capital of Russia till the October Revolution. London was almost destroyed by fire in the seventeenth century. We are leaving for Moscow tomorrow. The Romans came to Britain in the year 43 A. D.; London was a small village then. Tbilisi became the capital of Georgia in the fifth century. While travelling, we do a lot of sightseeing; after coming home, we tell our friends about it. The wounded doe plunged into the hot sulphur spring. Government House is in Rustaveli Avenue. A little way down the slope is Mamadaviti Monastery. A broad panorama of Tbilisi opens from the top of Mtatsminda. New houses will be erected on this site. She went to a news-stand to buy a magazine. I hope you'll enjoy yourself here. On my way to Moscow I made friends with an elderly couple. The Lion said, "I'll divide our prey fairly." They could have moved the cart easily if they hadn't all been pulling in different directions. The Eagle spoke to the Bee contemptuously. The Bee said, "Being accustomed to labour together with others for the wellbeing of all, I do not seek to be noticed by everybody!" Now we can live in peace at last! The fire burned fiercely, and it was difficult to put it out. Having booked our tickets, we returned to the hotel. Walking home, I ran into an old friend of mine. I get awfully nervous when questioned at an examination. She went out of the room without saying a word. It all happened because of you. Your work has been very good this term, last year it was rather bad; now you understand everything quite well. We'll go there to see the sights. I must go to the Public Library to do some reading.

Ex. 9. Remodel the following sentences, turning the adverbial clauses of cause into participial phrases.

As she is lazy, she will never do well in her studies. As the wind was strong, the fire spread rapidly. As we were late, we had to take a taxi. As she was overtired, she went to a rest-home for a fortnight. As I was quite ill, I could not come to the meeting.

Ex. 10. Use the construction *to have something done* in the following situations:

Your hair wants cutting. The floor in your room must be painted. You have such a lot of washing that you can't do it yourself. You want a new frock for your birthday party. Your shoes want repairing. The walls in your room need fresh wallpaper. You have written a paper for the students' conference, but you can't type it yourself.

Ex. 11. Translate into English:

ჩვენი თბილისი ძალიან ძველი ქალაქია, ერთერთი უძველესი ქალაქთაგანი საბჭოთა კავშირში. გათხრების დროს აღმოაჩინეს შენობები, რომლებიც ოთხი ათასი წლის წინათ იყო აგებული. მეოთხე საუკუნის წარწერები მას ციხედ მოიხსენიებენ. იმ დროს

ეს მართლაც ყველაზე უფრო მოსახერხებელი ადგილი იყო ციხე-სიმაგრისათვის; მდინარის კალაპოტი მეტად ვიწროა და ხიდის აგება მდინარეზე ძალიან ადვილი იყო. სწრაფი მდინარის ორივე მხარეს აზიდული კლდოვანი მთები თითქოს განგებ არის განკუთვნილი ციხე-სიმაგრეებისა და კოშკებისათვის. გოგირდის ცხელი წყაროები მაშინაც ისევე სასარგებლო იყო ხალხის ჯანმრთელობისათვის, როგორც ახლა. როცა მეფე ვახტანგ გორგასალმა გადაწყვიტა თბილისი საქართველოს დედაქალაქად ექცია, მან ქალაქის ხელსაყრელი გეოგრაფიული მდებარეობის გარდა, სხვა პირობებიც გაითვალისწინა; პატარა ციხე-სიმაგრე თბილისი თანდათან ხალხმრავალ და აყვავებულ სავაჭრო ცენტრად იქცა.

მასზე დიდი სავაჭრო გზა გადიოდა, აღმოსავლეთიდან შავი ზღვის სანაპიროზე მდებარე მდიდარ ქალაქებამდე და კავკასიონის გავლით ჩრდილოეთისაკენ.

SOME FABLES

FOR ORAL AND WRITTEN REPRODUCTION

THE LION'S SHARE

The Lion, the Dog, the Wolf and the Fox, being neighbours, decided to hunt together and share their prey fairly. The Fox happened to kill a deer. He sent for his comrades and they all came running. The Lion, showing his claws, glared at the others and said, "I'll divide the prey fairly! Look here: this share is mine according to our agreement; this share belongs to me as the King of Beasts; this one is mine because I am the strongest; and as for this, the last share, — let any one of you stretch out his paw to touch it, and he won't get back to his lair alive!"

THE SWAN, THE PIKE AND THE CRAWFISH

Once the Swan, the Pike and the Crawfish undertook to transport some goods in a cart. All three were harnessed to the cart, but the thing wouldn't move a step forward, though the load wasn't heavy. They could have moved the cart easily if it weren't for this: the Swan kept pulling upwards, towards the clouds; the Crawfish crawled backwards, as is the custom of his kind; and the Pike pulled in the direction of the river.

Which of them was to blame? It's hard to judge. Be it as it may, the cart is still there.

THE STARLING

Having learnt in his youth to imitate a Goldfinch, a certain Starling delighted all the birds and beasts of the forest with his warbling and won everybody's praise. However, hearing the Nightingale spoken of as the greatest singer in the forest, the Starling

thought he could do still better. So he began to sing, trying to outdo the Nightingale, but with what success? Now he squeaked, then he rasped, then he bleated like a kid and mewed like a kitten, till all the beasts stopped their ears and all the birds flew away. What was the use of his efforts? — Better be a good imitation of a goldfinch, than a bad imitation of a nightingale.

THE EAGLE AND THE BEE

Seeing a Bee buzzing over the flowers of the meadow, the Eagle said to her contemptuously: "How insignificant you are, poor little thing, for all your labours! There are thousands of you bees in the hive, you work hard all your life and in the end who can tell which part of the honey was gathered by you? Nobody notices you while you live, and you will die unknown like the rest of your race! As for me, when I soar up in the sky and hover beneath the clouds, the birds dare not take wing, the shepherds dare not take their eyes off their flocks, and even the fallow deer dare not venture out of the forest thickets into the meadows."

The Bee replied, "True, everyone takes notice of you, but I—being accustomed to labour together with others for the wellbeing of all, do not seek to be noticed by everybody. I am quite satisfied to know that there is a drop of my honey in the honeycomb."

THE EAGLES AND THE MOLE

Two Eagles had chosen a great old oak to make their nest in. The Mole whose molehill was close by and who used to burrow around the oak, advised the Eagles to choose another tree, saying that the roots of the oak tree were rotten and it might be uprooted by the very first storm. Being too proud to follow the Mole's advice, the Eagles made their nest in the tree they had chosen. By and by the Eaglets were hatched, and the Eagles were very happy. But one day a great storm arose, and a strong gust of wind uprooted the oak, killing all the eaglets.

THE KIND-HEARTED FOX

One spring day a hunter killed a Robin. The Robin's nestlings were orphaned. Hearing their plaintive cries, the Fox said: "Look at these poor little orphans, Birds! Let us show the world that there are kind-hearted creatures in the forest, that the poor orphans

won't be left to die of hunger and neglect. You, Cuckoo, might spare some of your feathers and down to feather their nest; you, Lark, might find some food for them in the fields and meadows, instead of fluttering above them and warbling all day long; as for you, Turtledove, your nestlings are old enough to look after themselves, and you should take care of the poor orphans; and you, Nightingale, might sing them to sleep with sweet lullabies."

Just then, the poor little Robins, unable to bear their hunger any longer, fell out of their nest and in the twinkling of an eye the kind-hearted Fox had gobbled them up.

THE MOUSE AND THE RAT

— Have you heard the latest news? — the Mouse cried, as he came running into the Rat's hole. — The Cat has fallen into the Lion's claws. Now we can live in peace at last. — Don't be so happy about it, — replied the Rat. — If it comes to fighting, it will go badly with the Lion. The Cat is the strongest of all beasts.

THE MONKEY AND THE LOOKING-GLASS

Seeing his own reflection in a looking-glass, the Monkey nudged the Bear and said, "Look, brother, what an ugly creature that is. I would commit suicide if I were the least bit like it. And yet there are not a few among my acquaintances who resemble it. I can even mention their names!" — "Rather than name your acquaintances, — said the Bear, — hadn't you better look at yourself?"

THE FLIES AND THE BEE

Two Flies, having made up their minds to leave their country and fly away to foreign lands, tried to persuade a Bee to accompany them. — "What's our life here? — they said. Nobody has any respect for us; wherever we may appear, we are driven away. We'll surely find a better reception in other lands. — "Wherever you may go, — said the Bee, — you'll find the same reception, because you are idle, annoying creatures. As for me, I have won everybody's esteem for the good work I do, and my own country is the best place for me."

THE CUCKOO AND THE COCK



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“My dear Cock, how sonorous and dignified is your song!” — said the Cuckoo.—“And you, my dear Cuckoo, sing so melodiously and sweetly, no bird in the wood has a voice to equal yours!” — The Cock replied. “I vow I could listen to your singing all my life without getting bored,” said the Cuckoo. — “Whenever you fall silent, I’m eager to hear you begin again! What a wonderful voice! So clear, so pure, so soft! All your family are like that: not much to look at, but you sing as sweetly as the Nightingale!” — “Thank you, my dear Cock! I vow you sing like a Bird of Paradise! Anybody will vouch for the truth of my words.”

A Sparrow who chanced to be nearby, said, “You may praise each other till you are hoarse, yet your singing isn’t worth a penny!”

We may well ask, why was the Cuckoo praising the Cock? Because the Cock was praising the Cuckoo, and for no other reason.

A LIMERICK

A Flea and a Fly in a flue
Were imprisoned, so what could they do?
“Let us flee”, said the Fly.
“Let us fly,” said the Flea,
And they flew through a flaw in the flue.

ANOTHER LIMERICK

Two sportsmen who’d spotted two toucans
Wished to can the toucans in two small cans.
Said two canners who’d heard,
“It’s a fairly large bird,
You can’t can two toucans in these two cans.”

LIST OF IRREGULAR VERBS



Infinitive	Past	Past Participle	Present Participle
bear	bore	borne, born	bearing
beat	beat	beaten	beating
become	became	become	becoming
begin	began	begun	beginning
bind	bound	bound	binding
bite	bit	bit, bitten	biting
blow	blew	blown	blowing
break	broke	broken	breaking
bring	brought	brought	bringing
build	built	built	building
buy	bought	bought	buying
can	could	—	—
catch	caught	caught	catching
choose	chose	chosen	choosing
come	came	come	coming
cost	cost	cost	costing
cut	cut	cut	cutting
do	did	done	doing
draw	drew	drawn	drawing
dream	dreamed dreamt	dreamed dreamt	dreaming
drink	drank	drunk	drinking
drive	drove	driven	driving
eat	ate	eaten	eating
fall	fell	fallen	falling
feel	felt	felt	feeling
fight	fought	fought	fighting
find	found	found	finding
fly	flew	flown	flying
forget	forgot	forgotten	forgetting
freeze	froze	frozen	freezing
get	got	got	getting
give	gave	given	giving
grow	grew	grown	growing
hang	hung, hanged	hung, hanged	hanging
have	had	had	having
hear	heard	heard	hearing
hide	hid	hidden	hiding
hold	held	held	holding
keep	kept	kept	keeping
know	knew	known	knowing
lay	laid	laid	laying
lead	led	led	leading



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Infinitive	Past	Past Participle	Present Participle
learn	learnt, learned	learnt, learned	learning
leave	left	left	leaving
let	let	let	letting
lie	lay	lain	lying
lose	lost	lost	losing
make	made	made	making
may	might	—	—
mean	meant	meant	meaning
meet	met	met	meeting
must	—	—	—
overhear	overheard	overheard	overhearing
pay	paid	paid	paying
put	put	put	putting
read	read	read	reading
retell	retold	retold	retelling
ride	rode	ridden	riding
ring	rang	rung	ringing
rise	rose	risen	rising
run	ran	run	running
say	said	said	saying
see	saw	seen	seeing
sell	sold	sold	selling
send	sent	sent	sending
set	set	set	setting
shake	shook	shaken	shaking
shine	shone	shone	shining
shoot	shot	shot	shooting
show	showed	shown	showing
sing	sang	sung	singing
sit	sat	sat	sitting
sleep	slept	slept	sleeping
smite	smote	smitten	smiting
speak	spoke	spoken	speaking
spell	spelt spelled	spelt spelled	spelling
spend	spent	spent	spending
spit	spat	spat	spitting
spread	spread	spread	spreading
stand	stood	stood	standing
strike	struck	struck	striking
swim	swam	swum	swimming
take	took	taken	taking
teach	taught	taught	teaching
tell	told	told	telling
think	thought	thought	thinking

Infinitive
throw
understand
undertake
wake

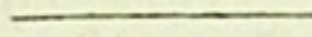
wear
win
write

Past
threw
understood
undertook
woke
waked
wore
won
wrote

Past Participle
thrown
understood
undertaken
waked
woken
worn
won
written

Present Participle
throwing
understanding
undertaking
waking

wearing
winning
writing



VOCA BULARY

პირობითი უმჯობესება



adj. — adjective — ზედსართავი სახელი
adv. — adverb — ზმნიზელა
cj. — conjunction — კავშირი
n. — noun — არსებითი სახელი

pl. — plural — მრავლობითი რიცხვი
p.p. — past participle — ნამყო მიმღეობა
pp. — preposition — წინდებული
V. — verb — ზმნა

A

abroad [ə'brɔ:d] *adv.* — in or to a foreign country — საზღვარგარეთ; e. g. to go abroad

abscess ['æbsəs] *n.* — a swelling on the body containing a thick yellowish-white liquid — დაჩირქებული სიმსივნე

absent ['æbsənt] *adj.* — 1. away, not present. Why were you a. from school yesterday? 2. lost in thought, not paying attention.

[əb'sent] *v. t.* — not to be present at.

absent-minded ['æbsənt 'maɪndɪd] *adj.* — not thinking of what one is doing or of what is happening near one, often forgetting things; lost in thought — გულმავიწყი

acceptable [ək'septəbl] *adj.* — worth accepting; pleasant and satisfactory — მისაღები; სასიამოვნო

accept *v. t.* — agree to take what is offered — მიღება, დათანხმება

accompany [ə'kʌmpəni] *v.* — 1. go with, happen or do at the same time as — თან ხლება, გაყოლა, გაცილება; 2. play music to support a singer or other performer — აკომპანირება

account [ə'kaunt] *v.* — give a good reason for, explain in a satisfactory way. 2. think, consider — მიხნევა, ჩათვლა

achieve [ə'tʃi:v] *v. t.* — do successfully, get or reach by effort — მიღწევა

achievement [ə'tʃi:vmənt] *n.* — something done successfully with effort and skill.

act [ækt] *n.* — 1. one of the chief divisions of a play or drama, ballet, etc. — მოქმედება (პიესის)

2. item on the programme of any entertainment, e. g. The clown did his act well — როლი;

v. — to play the part of — როლის შესრულება

acting *n.* — the art of performing in plays in the theatre or for moving pictures — თამაში (პიესაში)

actor ['æktə] *n.* — a man who acts on the stage or for moving pictures. — მსახიობი კაცი.

actress ['æktɪs] *n.* — a woman (see "actor") — მსახიობი ქალი.

administrative [əd'mɪnɪstrətɪv] *adj.* — of or relating to administration or an administration — ადმინისტრაციული.

advantage [əd'vɑ:ntɪdʒ] *n.* — better position, profit, smth. likely to bring success — უპირატესობა

advice [əd'vaɪs] *n.* — careful opinion about what to do or how to behave — რჩევა.

advise [əd'vaɪz] *v.* — 1. give advice to — რჩევის მიცემა.

2. (business) inform, to recommend — რეკომენდირება.
 ill-advised = unwise
 well-advised = wise

afford [ə'fɔ:d] *v.* — be able to pay money for — სახსრების ქონა ფულის გადასახდელად.

I can't a. to buy this book — არ შემიძლია ამ წიგნისათვის სახსრების გაღება

aim [eɪm] *n.* act of aiming, purpose — მიზანი; e. g. Their aim was to reach the North Pole.

v. t. a. i. — 1. point (a gun) at; have in view as a purpose or design — დამიზნება; მიზნად დასახვა; *aimless adj.* — without aim or purpose — უმიზნო

air [eə] *n.* — 1. the mixture of gases that surrounds the earth and which we breathe — ჰაერი. 2. having to do with flying by air — in a flying machine — თვითმფრინავით. 3. (radio) **on the air**, through or by means of radio — რადიოთი, რადიო გადაცემა; e. g. What's on the air this evening (=What's the radio programme)? 4. a style or manner, a way of acting or behaving — მედიდურობა

v. t. — 1. put out into the air or in a warm place to make dry and clean — განიავება. The bed needs to be aired. 2. let air come into — ჰაერის გაწმენდა. Open all the windows and air the rooms.

aisle [aɪl] *n.* — a passage between rows of seats in a theatre or a cinema-house — რიგებს შორის გასასვლელი

alley ['æli] *n.* — 1. a narrow passage between buildings — ვიწრო ქუჩა, შესახვევი, **blind alley** — a path that leads nowhere — ჩიხი; 2. a path or shady walk in a garden, park, etc. — ხეივანი

amateur ['æmətə:] *n.* — a person who does smth. for the pleasure of it, nonprofessionally — მოყვარული, არაპროფესიონალი

ambition [æm'biʃən] *n.* — 1. strong desire to be or to do smth. or for success, honour — პატივმოყვარეობა, ამბიციაცია, დიდი სურვილი რაიმეს მიღწევის; 2. the thing that is desired — ის რაც გსურთ; მისწრაფება, დიდი სურვილი;

ambitious [æm'biʃəs] *adj.* — full of ambition.

amount [ə'maʊnt] *n.* — 1. the whole, the total — თანხა, ჯამი; 2. quantity — რაოდენობა

v. i. — mean; equal, add up — შეეფარდება, უდრის

e. g. What he said **amounted to** very little = didn't mean much; **was not** important.

amuse [ə'mju:z] *v. t.* — make cheerful and happy, cause smiles or laughter — გართობა, გამხიარულება

amusement [ə'mju:zmənt] *n.* — a thing that amuses — გასართობი, გართობა

anaesthetic [ˌænis'tetɪk] *n.* — 1. a substance that causes anaesthesia. 2. something that brings relief.

animated cartoon — მულტიპლიკაციური (ნახატი) ფილმი

announce [ə'naʊns] *v. t.* — make known, tell — გამოცხადება, თქმა

announcement [ə'naʊnsmənt] *n.* — something said, written or pointed to make known what has happened, is happening or will happen — განცხადება

anthropoid [ˌænθrəpɔɪd] *adj.* — like a man in shape, as an anthropoid ape (e. g. a gorilla) — ადამიანის მსგავსი

antique [ˌænti:k] *adj.* — belonging to the past, very old — ანტიკური, უძველესი.

antler [ˌæntlə] *n.* — ირმის რქა

ape [eɪp] *n.* — a monkey, esp. one of those without a tail — მაიმუნი, განსაკუთრებით იმ ჯიშის მაიმუნი, რომელსაც კული არა აქვს.

appendicitis [ə,pendi'saɪtɪs] *n.* — an illness in which there is inflammation (high temperature) of the appendix, usually requiring an operation — აპენდიციტი, ბრმანაწლავის ანთება.

applaud [ə'plɔ:d] *v.* — show that one likes smth. by clapping the hands — ტაშის დაკვრა, ტაშის ცემა

applause *n.* — praise shown by clapping hands — აპლოდისმენტი, ტაშის ცემა

apply [ə'plai] *v. t. a. i.* — 1. ask to be given — თხოვნით მიმართვა რაი-

მესათვის 2. make use of — გამოყენება

appoint [ə'pɔɪnt] *v. t.* — 1. choose a person for a position and place him in it — თანამდებობაზე შერჩევა, დანიშვნა. 2. fix or decide (time or place for) — დროის, ადგილის დანიშვნა e. g. The time appointed for the meeting was 6 p. m. 3. decide on smth. as a duty, e. g. Each of the boys had his appointed task (= each had been given a task as a duty) — დავალების მიცემა.

appointment [ə'pɔɪntmənt] *n.* — 1. an arrangement to meet someone at a fixed time and place — წინასწარ შეთანხმებული, დანიშნული შეხვედრა; 2. the act of placing (a person) in a position — თანამდებობაზე დანიშვნის აქტი. 3. a position, an office — თანამდებობა, მდგომარეობა (სამსახურში)

apron ['eɪprən] *n.* — loose garment tied over the front of the body to keep clothes clean — წინსაფარი

ardent ['ɑ:dənt] *adj.* — full of enthusiasm, warmth of feeling — ენთუზიაზმით სავსე, ენერგიული, ცოცხალი.

e. g. an ardent student.

area ['eəriə] *n.* — 1. amount of surface. 2. part of the earth's surface — არე, ფართი, ფართობი

arrange [ə'reɪndʒ] *v. t. a. i.* — 1. put in order — მოწყობა; e. g. Before going to Moscow he arranged his business affairs.

2. make plans — მოწყობა რაიმესი, წინასწარი შეთანხმება; e. g. to arrange a marriage; The boys arranged everything for our trip; Can you arrange to be here at 6 o'clock? 3. come to an agreement about — შეთანხმება.

arrangement [ə'reɪndʒmənt] *n.* — 1. the act or manner of arranging; 2. plans, preparations; e. g. Have you made arrangements for your journey yet?

audience ['ɑ:diəns] *n.* — 1. The people present at the theatre or cinema — მაყურებელი; 2. those people who are within hearing — აუდიტორია, მსმენელი.

authority [ə:'θɔ:riti] *n.* — 1. the power or right to give orders — ავტორიტეტი, ძალა; 2. a person or group of persons having the right to govern, control, make laws, etc. — მთავრობა; 3. a person who is an expert on a subject; e. g. He is a great authority on phonetics.

available [ə'veɪləbl] *adj.* — capable of being used or obtained, e. g. These tickets are available for three days (= can be used for three days). None of the servants were available (= couldn't get any of them), when I wanted to send a message. — ვარგისი, გამოსაყენებელი, ხელმისაწვდომი.

B

bacon ['beɪkən] *n.* — flesh from the sides and back of a pig, salted or smoked — დამარილებული და შებოლილი ღორის გვერდები, ბეკონი.

bake [beɪk] *v.* — cook or be cooked by dry heat in an oven — გამოცხობა.

baker ['beɪkə] *n.* — one who bakes bread — პურის მცხობელი, მეპურე, ხაბაზი.

balcony ['bælkəni] *n.* an upper floor of the theatre usually between the dress-circle and the gallery.

barge [bɑ:dʒ] *n.* — flat-bottomed boat for carrying goods on rivers, in harbours, etc. — კარკაპი

basement ['beɪsmənt] *n.* — part of building partly or wholly below ground-level — საძირკველი, სარდაფი

bay [beɪ] — *n.* — part of sea or lake in a wide-mouthed opening of land; e. g. the Bay of Biscay — უბე, ყურე; *adj.* — წაბლისფერი, თაფლისფერი, ქურანი (ცხენი)

bedding ['bedɪŋ] *n.* — bedclothes — ქვეშსაგები

bedspread ['bedspred] *n.* — a covering spread over the sheets and blankets on a bed — საბანი, გადასაფარებელი

beef [bi:f] *n.* — the flesh of an ox or cow used as food — საქონლის (ძროხის) ხორცი

berth [bɜ:θ] *n.* — 1. sleeping place in a train or ship — საძინებელი ადგილი მატარებელში ან გემში.
2. place for a ship in a river or harbour.

bet [bet] *v. t. a. i.* — promise to pay money, etc. to someone if he is right and you are wrong, and agree to take his money if you are right and he is wrong — დანიღლავება

birth [bɜ:θ] *n.* — 1. being born, the act of coming into life — დაბადება; 2. an origin or beginning — წარმოშობა; დასაწყისი, ჩამოყალიბება, დაარსება.

bishop ['bɪʃəp] *n.* — a clergyman of high rank who organizes the work of the Church in the district which he governs — ეპისკოპოსი.

blanket ['blæŋkɪt] *n.* — a woollen covering or a covering of any kind — საბანი, ლოგინის გადასაფარებელი

bleed [bli:d] *v. i. a. t.* — lose blood — სისხლის დენა

blood [blʌd] *n.* — სისხლი; to let blood — სისხლის გამოშვება; bad blood — მტრობა; cold blood — გულგრილობა, სიმშვიდე, hot blood — სიფიცხე; blood group ['blʌd ,gru:p] *n.* — სისხლის ჯგუფი; blood letting ['blʌd ,letɪŋ] *n.* — სისხლის გამოშვება, blood-poisoning ['blʌd ,pɔɪz-nɪŋ] *n.* — სისხლის მოწამვლა; blood pressure ['blʌd ,preʃə] *n.* — სისხლის წნევა, blood test ['blʌd'test] *n.* — სისხლის ანალიზი

blood count *n.* — the determination of the blood cells in a definite volume of blood.

boil [boɪl] — *v.* დუღილი (დუღს) boil

over — flow over the side, e. g. The milk has boiled over — რძე გადამოვიდა (დუღილისაგან)

bold [bəʊld] *adj.* — without fear — უშიშარი, გულადი

bomb [bɒm] *v.* — throw bombs at or drop bombs on — დაბომბვა

bother ['bɒðə] *v.* — be or cause trouble to; worry — შეწუხება, წუხილი *n.* — worry, trouble, anxiety — შეწუხება, გაჭირვება, აღელვება

bow [baʊ] *v. t. a. i.* — bend the head or body (as a greeting or sign of respect) ქედისმოხრა, თავის დახრა (სალამის ნიშნად)

box [bɒks] *n.* — 1. a blow with the open hand on the ear — სილის გარტყმა, e. g. I gave him a box on the ear. 2. a small compartment in a theatre with chairs for several people — ლოჯა

box-office *n.* — the place in a theatre, concert-hall, etc. where tickets are sold — საბილეთო სალარო თეატრში, კინოში, საკონცერტო დარბაზში.

v. t. a. i. — 1. box a person's ear(s) — give him a blow or blows on the ear(s) with the open hand. 2. fight with the fists, usually with thick gloves, for sport or money — კრივი

boxer *n.* — one who fights in this way — მოკრივე

boxing *n.* — the art of fighting with the fists — კრივი

boxing-match — a fight between two boxers

boxing-gloves — thick gloves used in boxing

bracelet ['breɪslɪt] *n.* — a band or chain of metal worn on the wrist or arm, esp. by women — სამაჯური, ხელსაბამი

brilliant ['brɪljənt] *adj.* — very bright; shining brightly; splendid; very clever — ბრწყინვალე; ნიჭიერი

broad [brɔ:d] *adj.* — 1. wide — ფართო, განიერი; full and complete — სავსე, სრული

brooch [brʊtʃ] *n.* — an ornamental

pin used for fastening a dress, esp. at the neck — გულის ქინძისთავი.

broth [brɒθ] *n.* — meat soup — ბულიონი

bull [bul] *n.* — the male of any animal of the ox family — ხარი

bunny ['bʌnɪ] *n.* — (a child's name for) a rabbit — კურდღელი

burn [bɜ:n] *v. t. a. i.* — destroy or damage by fire or heat — დაწვა (იწვის)

butcher ['bʊtʃə] *n.* — one who kills animals, cuts them up, and sells meat — ყასაბი

C

cackle ['kækəl] *n.* — noise made by a hen after laying an egg — ქათმის კაკანი, კრიახი

café ['kæfeɪ] *n.* — a place where light meals may be had — კაფე

calf [kɑ:f] *n.* — the young of the cow — ხბო, მოზვერი

calm [kɑ:m] *adj.* — quiet, untroubled — წყნარი, მშვიდი

camel ['kæməl] — *n.* აქლემი.

cameraman ['kæməərəmæn] — *n.* one who takes photographs or moving pictures — კინოოპერატორი

candle ['kændl] *n.* — a round stick of wax which may be burnt to give light — სანთელი

caretaker ['keə,teɪkə] *n.* — a person who takes care of a house or building, or a public building, who keeps it clean, takes visitors round, etc. — დარაჯი, ყარაული, მცველი, მომვლელი (შენობის), გიდი

carrot ['kærət] *n.* — a plant with a long orange-red root used as a vegetable — სტაფილო

carve [kɑ:v] *v. t. a. i.* — 1. make by cutting (hard material such as stone or wood) — ამოჭრა ხეზე, ქვაზე; 2. cut up cooked meat into slices or pieces — მოხარშული, შემწვარი ხორცის დაჭრა, carving-knife (=fork) *n.* — large one used in carving meat.

cash [kæʃ] *v. t.* — get or give money

or notes — ფულის გადახდა ან მიღება

cash-desk *n.* — place where cashier sits and takes money — სალარო

cashier [kæ'ʃɪə] *n.* — a person in a bank, office or shop who receives and pays out money — მოლარე

cast [kɑ:st] *n.* — the actors in a play — დასი

v. — to distribute the parts in a play.

catching ['kætʃɪŋ] *adj.* — able to spread from one person to another — გადამდები

catchy ['kætʃɪ] *adj.* — easily caught up and remembered (about melodies, tunes) — ადვილად დასამახსოვრებელი

cavity ['kævɪtɪ] *n.* — a hole or hollow place — ღრუ, უბე, ფოსო

celebrate ['selɪbreɪt] *v. t.* — show that an event or time is important by doing smth. that is considered suitable — დღესასწაულობა, ზეიმი

celebrated *adj.* — famous, well-known — ცნობილი, სახელგანთქმული

Celt [kelt] *n.* — კელტები — დას. ევროპის უძველესი მაცხოვრებლები, რომლებისგანაც წარმოიშვა ირლანდიელები და შოტლანდიელები.

Celtic ['keltɪk] *adj.* — of the Celts and their language — კელტური

cereal ['sɪəriəl] *n.* — any kind of grain used for food — ბურღული

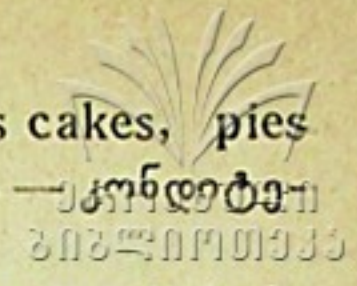
chat [tʃæt] *v. i.* — to talk in an easy way, esp. about things not very important — საუბარი.

n. — a friendly talk — მეგობრული საუბარი

cheer [tʃɪə] *v. t. a. i.* — 1. fill with hope, gladness, joy, high spirits — გამხიარულება, 2. make loud shouts to show joy, good wishes, triumph — ხმამაღალი შეძახება წახალისების მიზნით; ტაშის ცემა; წაქეზება, წახალისება

n. — state of hope, gladness — კარგი განწყობილება, ხასიათი, აპლოდისმენტი

- cheerful** ['tʃiəfʊl] *adj.* — bright; pleasant; bringing happiness — მხიარული, სიცოცხლით სავსე; ნათელი (ამინდზე)
- cheese** [tʃi:z] *n.* — food made from the thick part of milk — ყველი
- cheesemonger's** — a shop where cheese is sold.
- chemist** ['kemɪst] *n.* — a person who keeps a chemist's shop — აფთიაქის მეპატრონე, ფარმაცევტი, აფთიაქში მომუშავე.
- chemist's** — a shop where medicines, soap, tooth-brushes and other things are sold — აფთიაქი
- chest-of-drawers** *n.* — a large, strong wooden box with drawers for storing clothes — კომოდი, უჯრებიანი განჯინა
- chief** [tʃi:f] *adj.* — most important; principal — ძირითადი, მთავარი, მნიშვნელოვანი
- chimpanzee** ['tʃɪmpənzi:] *n.* — an African ape, smaller than a gorilla — შიმპანზე
- china** ['tʃaɪnə] *n.* — ფაიფური, ფაიფურის ჭურჭელი
- chocolate** ['tʃɒkəlɪt] *n.* — შოკოლადი
- cholera** ['kɒləərə] *n.* — a summer disease that attacks the bowels — ხოლერა
- church** [tʃɜ:tʃ] *n.* — ეკლესია
- cigarette-holder** *n.* — a small tube in which a cigarette may be put for smoking — მუნდშტუკი
- circle** [sə:kl] *n.* — იარუსი; dress-circle — ბალკონი; upper circle — ბელეტაჟი
- civilized** ['sɪvɪlaɪzd] *adj.* — brought from a savage or ignorant condition to a higher one (by giving teaching in methods, morals, art, science, etc.); educated — ცივილიზირებული, განათლებული, ნასწავლი.
- clean up** [kli:n] *v.* — make tidy; put in order — გასუფთავება, დალაგება
- cloak-room** — a room (in a theatre) where hats, coats, umbrellas, etc. may be left.
- cloak** [klaʊk] *n.* — a loose dress without sleeves, worn over the shoulders and coming down to the knees, worn out of doors — მანტია, მოსასხამი
- close-up** *n.* — a picture made with the camera at very close range.
- clumsy** ['klʌmzi] *adj.* — awkward, heavy and ungraceful in movement, manner or shape; not skilful — მოუხერხებელი, ტლანქი, უხეში, უტაქტო.
- cluster** ['klʌstə] *n.* — a number of things of the same kind growing together or placed in a group close together — ჯგუფი, კონა (ყვავილების), მტევანი (ყურძნის)
- clustered** ['klʌstəd] *p. p.* — gathered in a group — შეჯგუფული
- coach** [kəʊtʃ] *n.* — a teacher esp. one who helps students to prepare for examinations, a person who trains players for games — რეპეტიტორი, ტრენერი (მწვრთნელი)
- v.* — teach; train — სწავლება, წვრთნა
- college** ['kɒlɪdʒ] *n.* — a part of a university — კოლეჯი
- collegiate** [kə'li:dʒɪət] *adj.* — connected with a college.
- comfort**, ['kʌmfət] *v.* — 1. to give hope to — იმედის მიცემა; 2. to ease the grief or trouble of, e. g. give comfort, to say kind words to smb. who is sad, in trouble, etc. — დამშვიდება, დაწყნარება (ვინმესი)
- comic** ['kɒmɪk] *adj.* — having to do with comedy — კომიკური
- commerce** ['kɒmə(:)s] *n.* — trade, esp. between countries; the exchange and distribution of goods — ვაჭრობა
- community** [kə'mju:nɪti] *n.* — all the people living in one place or district — თემი.
- companion** [kəm'pænjən] *n.* — 1. person who goes with, or is often or always with another, e. g. companions on a journey — თანამგზავრი; 2. friendly, likeable person esp. one



with similar interests — ამხანაგი;
 3. handbook or reference book — ცნობარი; the Gardener's Companion — მებაღის თანამგზავრი (ცნობარი)
company ['kʌmpəni] *n.* — a number of persons doing things together — ამხანაგობა, საზოგადოება
compartment [kəm'pɑ:tment] *n.* — one of several separate divisions of a structure, esp. a railway coach — განყოფილება, კუბე; e. g. the third-class compartments.
complete [kəm'pli:t] *v.* — finish, bring to an end — დასრულება, შეესება, დაკომპლექტება, დაჯგუფება
complication [kəm'pli'keɪʃn] *n.* — a new illness that comes while a person is already suffering from an illness, and which makes it more difficult to treat the first illness, e. g. He has influenza with complications — გართულება (ავადმყოფობის)
compose [kəm'pouz] *v.* — put together and arrange in order — შეთხზვა, შედგენა e. g. to compose a poem (a piece of music, a speech, etc).
composer [kəm'pouzə] *n.* — one who composes esp. music — კომპოზიტორი.
concern [kən'sə:n] *v. t.* — have relation to, be about, be of importance to — რაიმეს მიმართ დამოკიდებულების ქონა; რაიმეთი დაინტერესება, რაიმე (საქმეში) გარევა e. g. Does this concern me? — ეს მე მეხება? So far as I'm concerned — რაც შემეხება მე
concerto [kən'tʃə:tou] *n.* — a musical composition for one or more main instruments accompanied by an orchestra, as a piano concerto, a concerto for two violins — კონცერტო
conductor [kən'dʌktə] *n.* — a manager or director, esp. of a group of singers or an orchestra — დირიჟორი
confectioner [kən'fekʃənə] *n.* — a per-

son who makes and sells cakes, pies and other sweet things — კონფიტერი, მეშაქარლამე
confectionery — sweet things made by a confectioner in the shop where they are sold — საკონდიტრო, საშაქარლამო ნაწარმი
connect [kə'nekt] *v.* — 1. join, be joined, e. g. towns connected by a railway — დაკავშირება
conquer ['kɔŋkə] *v.* — gain possession of smth. by force — დამარცხება ვინმესი, დამორჩილება ვინმესი, გამარჯვება ვინმეზე, ჩაკვლა, ჩახშობა (გრძნობის)
consider [kən'sɪdə] *v.* — 1. be of the opinion, 2. think about carefully in order to decide — მიხნევა (მიმახნია), ჩათვლა (თვლის), ფიქრი (ფიქრობს), ჰგონია
conviction [kən'vɪkʃn] *n.* — the act of bringing certainty to the mind — რწმენა
convince [kən'vɪns] *v.* — make smb. feel certain of smth.; cause smb. to realize — ვინმეს დაჯერება, დაყოლიება, აიძულო ვინმე შეიგნოს რაიმე
corkscrew ['kɔ:kskru:] *n.* — a tool for pulling corks out of bottles — კორბსადრობი
corn [kɔ:n] *n.* — the grain or seed of various plants — ხორბლეული
cotton-wool *n.* — raw cotton as used by doctors for bandages — ბამბა
counter ['kauntə] *prep.* — in the opposite direction — საწინააღმდეგო, მოპირდაპირე.
adv. — against; in the opposite direction — საწინააღმდეგო, მოპირდაპირე მიმართულებით.
adj. — opposed — საწინააღმდეგო, მოპირდაპირე
counterpane ['kauntəpeɪn] *n.* — an outer covering for a bedspread over the sheets and blankets; a bedspread — ლოგინის გადასაფარებელი
couple [kʌpl] *n.* — two persons or things of the same kind — წყვილი

course [kɑ:s] *n.* — forward movement in space or time; e. g. the course of events — საქმის მსვლელობა, in course of=in process of — კურსი, მიმართულება, მსვლელობა, პროცესი, მარშრუტი, მიმდინარეობა

crazy ['kreɪzi] *adj.* — mad, filled with enthusiasm; — გიჟი, შეშლილი; გატაცებული.

cream [kri:m] *n.* — ნაღები

critic ['kritɪk] *n.* — კრიტიკოსი.

critical ['kritɪkəl] *adj.* — fault-finding, inclined to blame or disapprove — კრიტიკული.

crockery ['krɒkəri] *n.* — earthenware pots, dishes, bowls, etc. — ქაშახურის ჭურჭელი.

crocodile ['krɒkədail] *n.* — ნიანგი

cross [krɒs] *n.* — ჯვარი

v. — go from one side to another, e. g. cross the street — გადასვლა, გადაჭრა (გზის); 2. oppose, obstruct smb. in his plans or wishes — წინააღმდეგობის გაწევა რაიმეში

adj. — (of persons) bad-tempered, angry or easily showing anger; in a bad humour — ბრაზიანი, გაბრაზებული, გაღიზიანებული, უხასიათო.

crow [krou] *v.* — 1. make a loud shrill cry (of a cock) ყივილი (ყივის) მამლის; 2. make loud sounds of delight (of a baby)—ჭყლოპინი (ჭყლოპინებს); 3. boast (of a person); feel or express delight at victory over another ტრაბახი ვინმეზე გამარჯვების გამო.

cub [kʌb] *n.* — ლეკვი, ბელი; bear cub დათვის ბელი

cure [kjʊə] *v.* — bring back to health; restore the health, provide a remedy for disease, ill-health or suffering, as to cure a patient — განკურვნა, მორჩენა

curious ['kjʊəriəs] *adj.* — strange; unusual — ცნობისმოყვარე, უცნაური

curriculum [kə'rikjuləm] *n.* — (pl. -la [lə])— course of study in a school or university — პროგრამა, უნი-

ვერსიტეტის, ინსტიტუტის სასწავლო გეგმა

curtain [kə:tn] *n.* — a sheet of heavy material used to divide the stage from the audience seats — ფარდა

curtain call — a call, usually by continued applause, for a performer to return to the stage at the end of a play, act, etc. — ბისზე გამოძახება

D

dairy ['deəri] *n.* — 1. a building or room where milk and cream are kept and made, 2. a shop where milk, cream, etc. are sold.

dapple-grey ['dæpl'greɪ] *adj.* — ნაცრისფერი წინწყლებით მოფენილი; ნაცრისფერ წინწყლებიანი ცხენი

date [deɪt] *v.* — have or put a date on; give a date to; — თარიღის დასმა, დათარიღება

decay [di'keɪ] *v.* — become bad; lose strength, power or prosperity — ლბობა (ლბება), ჯანმრთელობის ხრწნა (იხრწნება), დაცემა, დაჩაჩანაკება, გაუარესება e. g. When your teeth begin to decay you should go to a dentist at once.

decent ['di:snt] *adj.* — 1. proper and suitable, good for a particular time or place — შესაფერისი; 2. modest — მორიდებული, ნაზი, წყნარი; 3. fair, satisfactory, good but not excellent — კარგი, დამაკმაყოფილებელი, მაგრამ არა ბრწყინვალე

decently *adv.* — well

deer [diə] *n.* — ირემი

delight [di'laɪt] *v.* — please, charm — აღტაცება, სიამოვნება

department store [di'pɑ:tment 'stɔ:] *n.* — a large shop with many departments for different kinds of goods — უნივერსალური მაღაზია

depend [di'pend] *v.* — 1. get help and support from — დამოკიდებულება, დაყრდნობა; e. g. Children depend on their parents; We depend on the newspapers for information about

what is happening; 2. put trust in — to trust — დანდობა; 3. (up) on — need, rely on (the support, etc., of) in order to exist, to be true or to succeed, e. g. Good health depends on good food, sleep and exercise — კარგი ჯანმრთელობა კარგ ჭამაზე, ძილზე და ვარჯიშზე დამოკიდებული

design [dɪˈzaɪn] *v.* — 1. make drawing or outline from which smth. may be made — დაგეგმვა; 2. intend; plan; have in mind — განზრახვის ჭონა; e. g. a room designed for a workshop.

designed *p.p.* — according to the plan; according to special purpose — გეგმის თანახმად, განზრახვის თანახმად, გადაწყვეტილების თანახმად.

desire [dɪˈzaɪr] *v.* — wish earnestly for; want very much; e. g. Most men desire happiness and health — ძლიერი სურვილი, ოცნება, დიდი სურვილი

n. — a longing, an earnest wish.

despise [dɪsˈpaɪz] *v.* — ზიზღი, სიძულვილი

despite [dɪsˈpaɪt] *prep.* — in spite of — მიუხედავად იმისა...

destination [ˌdestɪˈneɪʃn] *n.* — place to which a person or thing is going or being sent — დანიშნულება, დანიშნულების ადგილი

destroy [dɪsˈtrɔɪ] *v.* — break to pieces; make useless; put an end to; დანგრევა; დამსხვრევა, განადგურება

develop [dɪˈveləp] *v.* — 1. (cause to) grow larger, fuller, or complete 2. (of smth. not at first active or seen) come or bring it into a form in which it is active or can be seen — გაუმჯობესება, განვითარება, აღმოცენება

development *n.* — growth, new stage which is the result of developing — განვითარება, ზრდა, გაფართოება

devoted [dɪˈvoutɪd] *p. p.* — very fond of, loving, loyal — ერთგული

devour [dɪˈvaʊə] *v.* eat quickly and greedily — ხარბად ჭამა, გადაყლაპვა, მოსპობა, განადგურება.

diary [ˈdaɪəri] *n.* — a daily record of events, an account of what one does or thinks; a book in which such a record may be written — დღიური

dining-car *n.* — a car on a train where meals are served — ვაგონ-რესტორანი

discussion [dɪsˈkʌʃn] *n.* — a talk about smth. on which there are different opinions; a debate — კამათი, დისკუსია

dish [dɪʃ] *n.* — 1. a plate or bowl in which food is served — ლანგარი, ჭურჭელი, თეფში, ჯამი; 2. the food served in a dish, e. g. a dish of meat and vegetables — კერძი

dish-cloth *n.* — a cloth used for drying or washing dishes — ჩაის ტილო, ჭურჭლის გასაწმენდი ტილო.

dispensary [dɪsˈpensəri] *n.* — a place where medical or dental aid is dispensed — ამბულატორია.

dive [daɪv] *v.* — go head first into water — ჩაყვინთვა

dock [dɒk] *n.* — place in harbour, with gates through which water may be let in and out, where ships are (un) loaded or repaired — დოკი.

doe [dou] *n.* — a female deer, rabbit or hare — დედალი ირემი, დედალი კურღლეული

dome [dɒm] *n.* — a large, rounded roof with a circular base — გუმბათი

drag *v.* — pull along (esp. with effort and difficulty) — რაიმეს თრევა; to drag a box out of a cupboard; 2. move slowly and with effort: to walk with dragging feet — ფეხის თრევით სიარული; 3. (of time, work, entertainment) go on slowly in a dull manner.

drainage [ˈdreɪnɪdʒ] *n.* — the system of pipes, etc. which carry away dri-

ty or unwanted water from buildings, streets and land — დრენაჲი, კანალიზაცია

draper ['dreɪpə] *n.* — ფართლელეთ მოვაქრე

draught [dra:ft] *n.* — a stream or current of air in a room, chimney — ორპირი ქარი

e. g. You will catch cold if you sit in the draught.

drawer *n.* — box-like container which slides in and out of a piece of furniture, etc., used for clothes, papers — უჯრა

dreadful ['dredful] *adj.* — causing great fear (colloq.) unpleasant — საშინელი, უსიამოვნო

dresser ['dresə] *n.* — 1. person employed to help a doctor to dress wounds — ქირურგიული განყოფილების მოწყალეების და; 2. person in a theatre who helps actors and actresses to dress — ჩამცმელი (თეატრში); 3. piece of furniture with shelves for dishes = sideboard — ბუფეტი

drill [drɪl] — *n.* army training, physical training (in groups); training (e. g. in grammar) by practical exercises;

v. t. a. i. — train, be trained — წვრთნა

drop [drɒp] *n.* — a small amount of liquid in a round shape — წვეთი; *v.* — allow to fall; fall to the ground, to the floor, into something

due [dju:] *adj.* — 1. owing; to be paid — გადასახდელი; 2. suitable, right — ზუსტი; 3. to be expected — მოსალოდნელი; e. g. When is the train due? — როდის ელოდებით მატარებელს? to be due to — caused by — გამოწვეული e. g. His death was due to the flu

dust [dʌst] *v.* — 1. cover with powder — მოყრა რაიმესი to dust a cake with sugar. 2. remove dust from, e. g. to dust the furniture — მტვრის გადაწმენდა.

dwelling ['dwelɪŋ] *n.* — a house; a building for living in — საცხოვრებელი სახლი.

E

ease [i:z] *n.* — freedom from pain, trouble or anxiety — სიმშვიდე, სიწყნარე, თავისუფლება, განთავისუფლება, შემსუბუქება

educate ['edjukeɪt] *v.* — teach, give moral and intellectual training

education [edju'keɪʃn] *n.* — the teaching and training of the young.

educational *adj.* — giving or having to do with education

eiderdown ['aɪdədaʊn] *n.* — (bed-covering filled with) soft breast feathers of a large, wild duck — ბუმბულის საბანი

electric [ɪ'lektrɪk] *adj.* — of, producing, worked by electricity — ელექტრონის

elephant ['elɪfənt] *n.* — სპილო

elk [elk] *n.* — ცხენირემი

embroider [m'brɔɪdə] *v. t.* — ornament cloth with needlework — მოქარგვა, ქარგვა

emerge [ɪ'mə:dʒ] *v. i.* — come out, come into view — გამოჩენა, გამოყვანება (exp) come out (from water, etc.) (of facts, ideas) — appear, become known — ამოტივტივება

employ [ɪm'plɔɪ] *v. t.* — give work to; pay and make use of the services of; provide work for — მუშა ხელის დაქირავება (ქირაობა); make use of — გამოყენება

employee ['emplɔɪ] *n.* — a person who works for others — მოსამახურე

employer [ɪm'plɔɪə] *n.* — a person who employs others — დაქირავებელი

engine ['endʒɪn] *n.* — a machine by which power is used to do work — ორთქლმავალი, მობტორი, ძრავა

entertain ['entə'teɪn] *v. t.* — amuse; interest — გართობა, დაინტერესება; receive as a guest; show hospitality to — სტუმრის მიღება, გამასპინძლება

entertaining *adj.* — amusing, pleasing — სასიამოვნო, გამართობი

enumerate [I'nju:məreɪt] *v.* — count the number of; name one by one; go through a list of — ჩამოთვლა.

equally [i:kwəli] *adv.* — in an equal manner; to an equal degree — თანასწორად, თანაბრად

equal [i:kwəl] *adj.* — of the same size, amount, number, degree, quality, etc. — თანასწორი, თანაბარი

erect [I'rekt] *adj.* — straight; upright; standing on end; not bending; to have an erect figure
v.t. — 1. build — to erect a house — შენება (აშენება); 2. put into an upright position; make ready for use — ამართვა

escape [Is'keɪp] *v.* — get free; get away from — თავის დაღწევა.

essential [I'senʃl] *adj.* — necessary, required — აუცილებელი, მნიშვნელოვანი, არსებითი

estate [Is'teɪt] *n.* — 1. piece of property in the form of land, esp. in the country; 2. all a person's property, e. g. real property (land, buildings), personal estate (money, or other kinds of property) — კარმიდამო, მამული, ქონება

event [I'vent] *n.* — 1. a happening, usually an important one — შემთხვევა, მნიშვნელოვანი შემთხვევა; 2. the result of an action — მოქმედების შედეგი; at all events — ყველა შემთხვევაში; in any case; whatever happens; in that event — if that happens — ამ შემთხვევაში; in any event = whatever happens — ყოველ შემთხვევაში, რაც არ უნდა მოხდეს; in the event of — if — e. g. in the event of his not coming (=if he does not come) — თუ; 3. (in sport) — an item in a programme — შეჯიბრი

eventful [I'ventfʊl] *adj.* — full of

events or happenings, e. g. The past year has been an eventful one — თხვევებით სავსე

evidence ['eɪdɪns] *n.* — anything that gives reason for believing smth. — დამამტკიცებელი საბუთი; facts, statements, etc. — მოწმის მიერ მიცემული ჩვენება; giving support for or proof of e. g. to give evidence in a law-court — სასამართლოში ჩვენების მიცემა

evident ['eɪdɪnt] *adj.* — plain and clear; obvious — ნათელი, გასაგები, დაუფარავი

exactly [ɪg'zæktli] *adv.* — correctly, just, quite, e. g. your answer is exactly formulated that is exactly what I expected — სავსებით, სწორედ

excavation [ˌɛkskə'veɪʃn] *n.* — 1. digging out or being dug out; 1. the hole, hollow, etc. made by digging — თხრა, ამოთხრა, გათხრა ორმოსი

exchange [ɪks'tʃeɪndʒ] *n.* — giving one thing and receiving another thing for it — გაცვლა

execute ['ɛksɪkjʊ:t] *v.* — put to death according to the law — სიკვდილით დასჯა.

exhibition [ˌɛksɪ'bɪʃn] *n.* — a collection of goods, shown publicly for advertisement — გამოფენა; a collection of pictures, sculptures, etc. (an art exhibition) or animals, plants flowers, etc. (often shown in competition for prizes).

exile ['ɛksaɪl] *n.* — sending away or being sent away from one's country or home, esp. as a form of punishment — გადასახლება

existence [ɪg'zɪstəns] *n.* — 1. state of being; 2. a reality as opposed to appearance — ცხოვრება, არსებობა

exotic [ɪg'zɔtɪk] *adj.* — 1. not native; coming from a foreign country; introduced from abroad, as exotic flowers (fashions, words, ideas, etc.) — ეგზოტიკური; 2. strikingly un-

usual in colour or design — უცხოური, უცხო.

expand [ɪks'pænd] *v.* — 1. make or become larger or wider — გადიდება, გაფართოება, გაშლა ყვავილისა; metals expand when they are heated; 2. unfold or spread out — გაშლა. The petals of this flower expand in summer; 3. (of a person) become good-humoured or genial — გამხიარულება

expect [ɪks'pekt] *v.* — to look forward to — მოლოდინი

experience [ɪks'pɪəriəns] *n.* — 1. knowledge or skill gained by doing or seeing things — გამოცდილება

experienced *adj.* — having experience, skilful as the result of experience — გამოცდილი

express [ɪks'pres] *n. v. adj. v.* — 1. make known, show (by words, looks, actions); to express one's feelings; 2. send (a letter, goods) fast by special delivery; *adj.* — 1. clearly said or indicated: an express wish — ნათლად ნათქვამი, გასაგები; 2. going, sent quickly — სასწრაფოდ გაგზავნილი; *n.* — express train — ექსპრესი

extra ['ekstrə] *adj.* — one more; in addition to what is usual, expected or arranged for of high quality — დამატებითი, ზედმეტი

extract [ɪks'trækt] *v.* — pull out forcibly — ამოღება; extracted tooth — ამოღებული კბილი

extraordinary [ɪks'trɑ:dnri] *adj.* — remarkable, unusual — უჩვეულო, შესანიშნავი, უცხო, უცნაური

extreme [ɪks'tri:m] *adj.* — 1. at or near the end or edge; 2. (of time) earliest or latest; e. g. in extreme old age; 3. the very highest or greatest, reaching a high degree.

eye [aɪ] *v.* — watch carefully: e. g. to eye a person with suspicion — თვალყურის დევნება

F

facility [fə'sɪlɪtɪ] *n.* — skill, cleverness, ease, absence of difficulty—

უნარი, ნიჭი, თავისუფალი (მოქმედების), კარგი პირობები, სისიძველე

fairy ['feəri] *n.* — a small imaginary (=not real) being, shaped like a human being, with magic powers, able to harm or help people — ალი, ფერია

faithful ['feɪθfʊl] *adj.* — loyal, deserving trust — ერთგული; exact, accurate without mistakes — ზუსტი, წესიერი, უშეცდომო

faithfully *adv.* — in a faithful manner

fashionable ['fæʃnəbl] *adj.* — following or suited to the fashion — მოდური

fast [fɑ:st] *adj.* — 1. quick, rapid — სწრაფი; e. g. a fast horse; (of a clock or watch) in advance — წინ მყოფი; e. g. My watch is fast — ჩემი საათი წინ არის; *adv.* — quickly, hurriedly — ჩქარა, სწრაფად

fast train — rapid train — ჩქარი მატარებელი

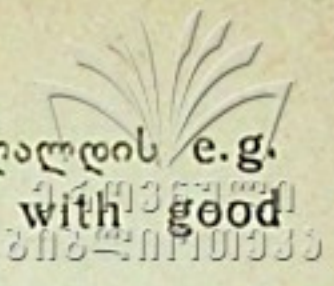
fate *n.* — 1 power looked upon as controlling all events — ბედი, იღბალი

fault [fɔ:lt] *n.* — responsibility for something wrong, blame — დანაშაული, ბრალი; a mistake — შეცდომა

fawn [fɔ:n] *n.* — a young deer, less than one year old

feature-film — მხატვრული ფილმი

feel [fi:l] *v.* — (felt, felt) touch with the hand, learn about by touching, e. g. the doctor felt my pulse; feel how sharp the edge of this knife is; feel whether the water is warm enough yet; **feel one's way**—go forward carefully (as a blind man does); **to feel pity** for smb. — to be sorry for; I felt that he had told the truth — to understand; **feel (quite) oneself** — be well — კარგად ყოფნა e.g. he is not feeling quite himself this morning (he is not quite well); **feel up to** — be in a state of health suitable for, e. g. I don't feel up



to a long walk today — არა მგონია შევძლო დღეს დიდ ხანს სიარული;
feel like — have a wish, e. g. I don't feel like eating now (I have no wish to eat) — არა მსურს ახლა ჭამა
figure-skating ['fɪgə'skeɪtɪŋ] *n.* — მხატვრული ციგურაობა
fill [fɪl] *v. t.* — 1. make full; occupy all the space in — გავსება; fill in — write what is necessary on a paper — ჩაწერა, შევსება (ანკეტის, გამოტოვებული ადგილის) fill up — make quite full as to fill up a glass — ავსება 2. დაპლომბვა (კბილის) — fill a tooth
filter ['fɪltə] *v.* — pass (a liquid) through a filter — გაფილტვრა
finally ['faɪnəlɪ] *adv.* — in conclusion (when making a speech); at last — საბოლოოდ, დასასრულს
finance [faɪ'nəns] *n.* — the management of money affairs — საფინანსო საქმის მოწესრიგება; (pl. only) money, income — ფული, შემოსავალი;
v. t. — provide money for — ფინანსირება (აფინანსებს)
fine-wooled *adj.* — სუფთა ბეწვიანი, წმინდა ბეწვიანი
first night *n.* — პრემიერა
fishmonger ['fɪʃmɑŋgə] *n.* — one who sells fish — მეთევზე, თევზის გამყიდველი
fishmonger's — a shop where fish is sold — თევზეულის მაღაზია
flesh [fleʃ] *n.* — the soft substance between the skin and bones of animal bodies — ხორცი
 one's own flesh and blood — close relatives — საკუთარი სისხლი და ხორცი
 make a person's flesh creep — fill him with fear or horror — თმების ყალყზე დადგომა შიშისაგან
flourish ['flaʊrɪʃ] *v.* — 1. be active and well, prosper — წარმატების ქონა, კარგად ყოფნა, აყვავება; 2. move or wave about, swing about in the

air — ქნევა იარაღის, ქაღალდის e.g. to flourish a telegram with good news
flow [fləʊ] *v.* — 1. move along or over as a river does; move smoothly — დენა, ღინება, მღინარება; 2. (of hair, articles of dress, etc.) hang down loosely — დაშვება, ჩამოშლა
foal [fəʊl] *n.* — a young horse or donkey — კვიცი, ჩოჩორი
foliage ['fəʊliɪdʒ] *n.* — all the leaves of a plant or tree — ფოთლები
food [fu:d] *n.* — that which can be eaten by people or animals — საჭმელი, საკვები, საზრდო.
foodstuffs ['fu:dstʌfs] *n.* — material used as food
footlights ['fʊtlaɪts] *n.* — the row of lights along the front of the stage in a theatre — რამბა
footwear ['fʊtweə] *n.* — boots and shoes;
 footwear department — a department where footwear is sold
forthcoming [fɔ:θ'kʌmɪŋ] *adj.* — about to appear or come forth; ready to appear, as a list of forthcoming books = books about to be published, 2. ready for use when needed — მომავალი, მოახლოებული. გამოსასვლელად გამზადებული, სახმარად გამზადებული
fortification [, fɔ:tɪfɪ'keɪʃn] *n.* — making strong esp. strengthening a town, etc., so that it can be defended in war — ფორტიფიკაცია, გამაგრებანი; 2. a wall, earthwork, tower, etc. built for defence
fortify ['fɔ:tɪfaɪ] *v. t.* — make strong against attack (with walls, trenches, guns, etc.) — გამაგრება
fortified *adj.* — strengthened (a place) against attack — გამაგრებული
fortress ['fɔ:trɪs] *n.* — a fortified place; a town protected with forts or defensive works — ციხე-სიმაგრე
fortune ['fɔ:tʃən] *n.* — 1. luck — ბედი, 2. — prosperity, wealth — იღბალი

fowl [faʊl] *n.* — ფრინველი
frequent [ˈfri:kwənt] *adj.* — often happening; found near together — ხშირი; He is a frequent visitor (i. e. often pays visits)
frequently *adv.* — ხშირად
fresh [frɛʃ] *adj.* — 1. newly grown, made, produced or gathered — ახალი (fresh flowers, fruit, eggs, milk, meat) — ახალი დაკრეფილი ყვავილები, ახალი ხილი, ახალი კვერცხები, ახალი რძე, ახალი ხორცი; (fresh air, fresh sheet of paper) — სუფთა
frock [frɒk] *n.* — a woman's dress or gown; an outer garment worn by a child
freeze [fri:z] *v. i. a. t.* — be very cold, so that water turns into ice — გაყინვა (ყინავს)
frozen *p. p.* — გაყინული
fruit-bowl — deep, round hollow dish for fruit — ხილის ლარნაკი
fruiterer [ˈfru:tərə] *n.* — person who sells fruit — ხილის გამყიდველი
fry [fraɪ] *v.* — cook, or be cooked in boiling fat — შეწვა (ტაფაზე) წვავს e. g. to fry fish
frying-pan *n.* — a flat, shallow pan with a long handle, used for frying — ტაფა
fur [fə:] *n.* — the thick, soft hair that covers some animals; the skin of animal with the fur still on it, e. g. a fine fox fur — ბეწვი

G

gain [geɪn] *v. t. a. i.* — 1. get, obtain, win — მოგება, მოპოვება, შეძენა; to gain experience — გამოცდილების შეძენა; to gain the upper hand — გამარჯვება (გამარჯვების მოპოვება) 2. reach, arrive at — მიღწევა; to gain the top of a mountain — მთის მწვერვალის მიღწევა (მწვერვალზე ასვლა)
gasmeter [ˈgæs ˈmi:tə] *n.* — instrument

for measuring the quantity of gas used up — გაზის საზომი
generation [ˌdʒenəˈreɪʃn] *n.* — all persons born about the same time — თაობა; a single stage in family descent — შთამომავლობა; the younger generation — ახალი თაობა
gigantic [dʒaɪˈɡæntɪk] *adj.* — very large; enormous; like a giant in size — უზარმაზარი, გიგანტური
giraffe [dʒɪˈrɑ:f] *n.* — ეირაფი
girdle [ɡɜ:dl] *n.* — 1. cord or belt fastened round the waist — ქამარი; 2. smth. that encircles: e. g. a girdle of green fields round a town — მწვანე მინდვრები გარსარტყია ქალაქს.
glassware [ˈglɑ:sweə] *n.* — things made of glass; glass dishes, etc. — შუშის ჭურჭელი
gobble [ɡɒbl] — *v.* eat fast, noisily, and greedily — ხარბად ქამა;
n. a. v. — the noise made by a turkey
gobbler [ˈɡɒblə] *n.* — a male turkey — მამალი ინდაური
goods [ɡudz] *n.* — property, things to be bought and sold; things carried by road and rail საქონელი; a goods train.
gorilla [ɡəˈrɪlə] *n.* — გორილა; the largest and strongest of the man-like apes, found in Africa
grace [ɡreɪs] *n.* — the quality of being pleasing, charming and attractive; beauty of movement სინატიფე, მომხიბვლელობა, მიმზიდველობა, მოხდენილობა
graceful [ˈɡreɪsful] *adj.* — having or showing grace — ნატიფი, მოხდენილი, მიმზიდველი, მომხიბვლელი
gradually [ˈɡrædʒuəlɪ] *adv.* — by degrees; slowly — თანდათანობით, ნელა
grape [ɡreɪp] *n.* — green or purple berry growing in clusters on vines, used for making wine — ყურძენი
grateful [ˈɡreɪtful] *adj.* — 1. thankful, 2. feeling or showing thankfulness (for help, kindness, etc.) — მადლიერი 3. agreeable, comforting — სასიამოვნო

grave [greɪv] *n.* — საფლავი;
adj. — serious, solemn, thoughtful — სერიოზული, საზეიმო, ჩაფიქრებული

greens [grɪ:nz] *n. pl.* — ბოსტნეული, მწვანილი

greengrocer ['grɪ:n,grəʊsə] *n.* — one who sells greens — მემწვანილე

grip [grɪp] *v. i. a. t.* — take and keep a firm hold of: to grip smb.'s hand — ხელის წაქცევა, ხელის მოჭერა
n. (USA) — traveller's suitcase სამგზავრო ჩანთა

grocer ['grəʊsə] *n.* — a person who sells dry and preserved food — ბაყალი

grocery shop — გასტრონომი

ground [graʊnd] *n.* — 1. the surface of the earth — მიწა; 2. a piece of land for a particular use as a football ground, a playground — მოედანი, (სათამაშო მოედანი) ფეხბურთის სათამაშო მოედანი,

grunt [grʌnt] *v.* — (of animals, esp. of pigs) make a low, rough noise — ღორის ღრუტუნა

guard [gɑ:d] *n.* — 1. watchfulness against attack, danger, or surprise; 2. man in charge of a railway carriage — დარაჯი, მცველი, მატარებლის გამყოფი

guard [gɑ:d] *v.* — defend; protect; keep from danger — დაცვა (იტაცვს), ყარაულობა (ყარაულობს), დარაჯობა (დარაჯობს)

gym — gymnasium — სპორტდარბაზი

gymnastic [dʒɪm'næstɪk] *adj.* — having to do with bodily exercises *n.* (in the pl.) — exercises designed to make the body strong, esp. those for strengthening the muscles — ტანვარჯიში

gymnastics — *n.*

H

haberdasher ['hæbədæʃə] *n.* — one who sells small articles of dress — მეწვრილმანე

haberdashery — a shop where small articles of dress are sold

handball *n.* — ხელბურთი

hand [hænd] *v. t.* — give or help with the hand, pass — დახმარება, გადაწოდება; Please, hand me the book = pass it to me

handle [hændl] *n.* — that part of a tool, instrument, that is made to be held in the hand — სახელური, ტარ; long-handled (broom) *adj.* — გრძელტარიანი

hand-luggage *n.* — ხელის ბარგი

handy ['hændi] *adj.* — 1. clever with the hands — მარჯვე, გახერებული 2. available for use, not far away — მოხერხებული გამოსაყენებლად; 3. (of tools, etc). easily used, useful — ადვილად სახმარი; გამოსადეგი

hare [heə] *n.* — field animal with divided upper lip, like but larger than a rabbit — კურდღელი

hare-brained ['heə'breɪnd] *adj.* — rash, wild — ჩქარი, (დაუფიქრებელი), უჭკუო

heap [hi:p] *n.* — a group of things lying on one another — გროვა: — e. g. a big heap of books — a large number — დიდი რაოდენობა

hectare ['hektɑ:] *n.* — ჰექტარი

helicopter ['helɪ'kɒptə] *n.* — a kind of airplane that can rise straight up from the ground by means of propellers turning horizontally — ჰელიკოპტერი, შვეულმფრენი

highway ['haɪweɪ] *n.* — a public way, esp. a main road — შარავზა, განიერი, კარგად გაკეთებული გზა (სამანქანო)

hippopotamus [hɪpə'pɒtəməs] *n.* — ბეჰემოტი

hit [hɪt] *v.* — 1. strike an object aimed at — დარტყმა; 2. give a blow — სილის გარტყმა; 3. wound the feelings of; affect severely — გულისტკივილის მიღება, დიდი განცდის ქონა e. g. He was hard hit by his failure,

hoarse [hɔ:s] *adj.* — rough and harsh as a hoarse voice — ხმაჩახლეჩილი

hole [həʊl] *n.* — an opening in or

through something, a break in a flat surface — ორმო, ხვრელი

honest [ˈɒnɪst] *adj.* — sincere, fair, just — პატიოსანი

honey [ˈhʌni] *n.* — თაფლი
Am colloq. a term used in addressing one who is dearly loved

hop [hɒp] *n.* — the action of hopping; a short jump;
v. — move forward by short jumps and upon one foot (of human beings) or with both the feet together (of birds) — ხტომა, ცალ ფეხზე ხტომა

hospital [ˈhɒspɪtl] *n.* — a place where sick, injured or wounded people are cared for — საავადმყოფო

hot [hɒt] *adj.* — 1. of a high temperature — ცხელი; e. g. It's too hot near the stove; 2. ცხარე

house [haus] *n.* — 1. a building made for people to live in — სახლი; 2. the home or household, as to keep house — ოჯახი; (i. e. manage the affairs of a household); **to keep a good house** — to provide good food and plenty of comfort — ოჯახის კარგად შენახვა — კვებისა და კომფორტის მნიშვნელობით; **to keep open house** = be ready to welcome guests at any time — სტუმართმოყვარე ოჯახის ქონა; 3. a theatre or other place of entertainment — თეატრი, გასართობი ადგილი;
v. t. — give shelter or lodging to — ბინის, თავშესაფარის მიცემა e. g. We can house you for the week-end.

house-keeper [ˈhaʊski:pə] *n.* — a woman who manages the affairs of a house

howl [haʊl] *v.* — make a long, sad cry (as an animal when in pain or as a person expressing pain, anger, scorn, etc.) — ღმუილი (ღმუის), ყმუილი (ყმუის)

hyena [haɪˈi:nə] *n.* — flesh-eating wild animal, like a wolf, with a laughing cry — აფთარი

I

ice-hockey [ˈaɪs,hɒki] *n.* — a game played on ice by two teams with curved sticks with which a ball must be driven through the goal

ill-tempered [ɪlˈtempəd] *adj.* — bad-tempered, irritable — ფიცხი

imagine [ɪˈmædʒɪn] *v.* — 1. form an idea or picture of in the mind — წარმოდგენა, ფიქრი; e. g. Imagine yourself (to be) on a desert island — უკაცრიელ კუნძულზე წარმოიდგინეთ თქვენი თავი; 2. to think — ფიქრი; e. g. Don't imagine that I can give you the book — ნუ ფიქრობთ, რომ ამ წიგნს მოგცემთ

immediate [ɪˈmi:djət] *adj.* — without any delay — მაშინვე, იმავე წამს გაკეთებული; made or done at once — დაუყოვნებლივ

impressive [ɪmˈpresɪv] *adj.* — able to impress the mind, excite the feelings, influence action — მეტყველი; შთაბეჭდილების მომხდენი, მგრძნობიარე, ამაღელვებელი

include [ɪnˈklu:d] *v.* — contain as part of the whole — შეეცვა, (შეიცავს), შეერთება (შეაერთებს), შეტანა (შეიტანს)

increase [ɪnˈkri:s] *v. t. a. i.* — make or become greater — გადიდება, გაგრძელება

increasing [ɪnˈkri:sɪŋ] *adj.* — მზარდი

increasingly [ɪnˈkri:sɪŋli] *adv.* — more and more — უფრო და უფრო, სულ უფრო

indigestion [ˌɪndɪˈdʒestʃən] *n.* — difficulty in digesting food — მოუნელებლობა; e. g. He suffers from indigestion — კუჭის აშლილობა აქვს

injection [ɪnˈdʒekʃn] *n.* — 1. an act of injecting (by a syringe or pump) — ნემსის გაკეთება; 2. something that is injected — წამალი, რომელსაც აკეთებენ ნემსით

insist [ɪnˈsɪst] *v. i. a. t.* — დაეინებით მოთხოვნა

inspect [ɪnˈspekt] *v. t.* — examine care-

fully and closely; examine officially — დათვალიერება, კარგად გასინჯვა, თვალყურის დევნება

inspection [Ins'pekʃn] *n.* — inspecting or being inspected

inspire [In'spaɪə] *v.* — put thoughts or feelings into; fill with creative power — შთაგონება

installation [ˌInstɑ:'leɪʃn] *n.* — an apparatus set up ready for use — მოწყობილობა

instantly ['Instəntli] *adv.* — immediately, at once; in an instant — თვალის დახამხამებაში, მაშინვე, იმწამსვე

instructive [In'strʌktɪv] *adj.* — giving and containing information or knowledge — საინსტრუქციო, ინსტრუქციული, საწვრთნელი, ჭკუის სასწავლო

intend [In'tend] *v.* — have in mind as a purpose or plan — განზრახვის ქონა, გადაწყვეტილების ქონა

intention [In'tenʃn] *n.* — purpose, intending — გადაწყვეტილება, განზრახვა

interdependence [ˌIntə:di'pendəns] *n.* — the state of being dependent on each other — ურთიერთდამოკიდებულება, ურთიერთკავშირი;

interdependent [ˌIntə:di'pendənt] *adj.* — (things, actions) depending on each other — ურთიერთდამოკიდებული, ერთმანეთზე დამოკიდებული

intuition [ˌIntju'ɪʃn] *n.* — the power of the mind to know something without conscious reasoning or study — ინტუიცია

invasion [In'veɪʒn] *n.* — 1. entering (a country) with armed forces in order to attack — სხვა ქვეყნის საზღვრების გადალახვა დაპყრობის მიზნით; შემოსევა 2. violation — ძალადობა, კანონის დარღვევა

Irish ['aɪərɪʃ] *n.* — ირლანდიელი, ირლანდიური ენა
adj. — ირლანდიური

ironmonger ['aɪən,mʌŋgə] *n.* — a dealer in iron and other metal goods — რკინეულობით მოვაჭრე

item ['aɪtəm] *n.* — ნომერი (პროგრამის)

J

jackal ['dʒækəl] *n.* — wild dog-like animal — ტურა

jewel ['dʒu:əl] *n.* — ძვირფასი ქვა

jeweller ['dʒu:ələ] *n.* — იუველირი

jewellery ['dʒu:əlɪ] *n.* — ძვირფასეულობა, საიუველირო ნაწარმი

journal ['dʒə:nl] *n.* — a periodical esp. a daily newspaper, a magazine

journey ['dʒə:ni] *n.* — trip, travel — მოგზაურობა

judge [dʒʌdʒ] *n.* — 1. public officer with authority to hear and decide cases — მოსამართლე; 2. person qualified and able to give opinions on merits or values — მსაჯული, მსაჯი e. g. a good judge of horses

junction ['dʒʌŋkʃən] *n.* — joining or being joined — შეერთება; (place of) joining, esp. railway station where lines join — შეერთების ადგილი, საკვანძო სადგური

justice ['dʒʌstɪs] *n.* — just conduct; fairness; the quality of being right and just — სამართალი, სამართლიანობა

K

kangaroo ['kæŋgə'ru:] *n.* — კენგურუ

L

lampshade *n.* — a globe of glass or screen of silk, paper, etc., placed round or over a lamp — შუქფარი

land [lænd] *n. v.*
n. — 1. ground, earth, used for farming — ხმელეთი, მიწა
2. country: one's native land — სამშობლო ქვეყანა
v. — 1. go, come, put on land (from a ship, aircraft, etc.) — ჩამოსვლა გემიდან, თვითმფრინავიდან

landing ['lændɪŋ] *n.* — ხმელეთზე გადმოსვლა (გემიდან, თვითმფრინავიდან); კიბის მოედანი

landmark ['lændmɑ:k] *n.* — an object that can easily be seen from a

distance and which helps to guide a traveller or navigator — სამიჯნო სვეტი

launch [lɔ:ntʃ] *n.* — passenger-carrying boat (on rivers, in harbours) driven by steam, petrol, or electricity — კარაბა, მოტორიანი ნავი

law [lɔ:] *n.* — კანონი

legend [ˈledʒənd] *n.* — a story handed down from the past and connected with historical events or people; an old tale of marvellous events, probably or certainly untrue — ლეგენდა

leopard [ˈlepəd] *n.* — ლეოპარდი, ჯიქი

likely [ˈlaɪkli] *adj.* — 1. probable; 2. that seems good, right, reasonable, deserving belief, e. g. a likely excuse (reason for his absence) *adv.* — probably — ალბათ, შეიძლება

lilac [ˈlaɪlək] *n.* — იასამანი

lily [ˈlɪli] *n.* — მთის შროშანა

lilies of the valley *n.* — შროშანა

linen [ˈlɪnɪn] *n.* — ტილო, თეთრეული

adj. — ტილოსი

link [lɪŋk] *v.* — join; connect — შეერთება, შეკვრა, ჩართვა, შერთვა *n.* — 1. one ring of a chain — რგოლი (ჯაჭვის) 2. person or thing that unites or connects two others — კავშირი, დამაკავშირებელი, შემაერთებელი

list [lɪst] *n.* — სია

v. — სიაში შეტანა, ჩაწერა

livestock [ˈlaɪvstɒk] *n.* — farm animals (e. g. cows, horses, sheep, pigs) — შინაური საქონელი

local [ˈləʊkəl] *adj.* — having to do with a particular place or district — ადგილობრივი, რაიონული; e. g. a local doctor — რაიონის ექიმი *n.* — short for a local train — გარეუბანში მიმავალი მატარებელი

locality [ləʊˈkælɪtɪ] *n.* — the place in which a thing exists — ადგილი, ადგილმდებარეობა; a place, district,

region or neighbourhood — რაიონი, ახლომდებარე მიდამოები **lot** [lɒt] *n.* — the entire quantity or number — მთლიანად ყველაფერი e. g. Take the whole lot, I don't want anything.

a lot of = many, much — ბევრი

e. g. He has a lot of money;

a person's fate — ხვედრი, ბედი; e. g. His lot has been a hard one — მძიმე იყო მისი ხვედრი

adv. — a lot — a great deal

e. g. He works a lot — ბევრს მუშაობს

luggage [ˈlʌɡɪdʒ] *n.* — bags, trunks, etc. and their contents taken on a journey — ბარგი

luggage-rack — სატვირთო ბაღე (მატარებელში, გემზე)

luggage-van — საბარგო ვაგონი

luxurious [lʌgˈzjuəriəs] *adj.* — splendid and comfortable; supplied with luxuries — მდიდრული, მშვენიერი e. g. luxurious hotel — მდიდრული, კომფორტაბელური სასტუმრო

M

magnificent [mæɡˈnɪfɪsənt] *adj.* — splendid, excellent, grand or stately — ბრწყინვალე, დიდებული, შესანიშნავი

magnificence [mæɡˈnɪfɪsəns] *n.* — ბრწყინვალეობა

maintain [ˈmeɪnteɪn] *v. t.* — keep up, continue — შენარჩუნება, გაგრძელება; e. g. to maintain friendly relations — მეგობრული დამოკიდებულების შენარჩუნება 2. support — შენახვა e. g. to maintain a son at the university — ვაჟის შენახვა უნივერსიტეტში სწავლის დროს

majestic [məˈdʒestɪk] *adj.* — stately; having dignity and nobility; like a king — დიდებული, წარმოსადეგი, ახოვანი, მეფური

major [ˈmeɪdʒə] *adj.* — greater or more important — უფროსი, მთავარი, მნიშვნელოვანი

n. 1. a person of full age (21 years) 2. მაიორი

majority [mə'dʒɔːrɪtɪ] *n.* — the greater number or part (of) — უმრავლესობა; full legal age — სრულწლოვანება. He will reach his majority next month

make-up *n.* — the paint, powder, false hair, etc. used by an actor to play a part on the stage — გრიმი, კოსმეტიკა

malaria [mə'leəriə] *n.* — an illness in which there are periods of fever — ციებ-ცხელება, მალარია

manage ['mænidʒ] *v.* — be able to do smth.; control — მართვა, გაძღოლა

mare [mɛə] *n.* — female horse — ფაშატი ცხენი

market ['mɑ:kɪt] *n.* — a public place where goods are bought and sold — ბაზარი

to do marketing — to go to market to buy smth. — ბაზარში წასვლა საყიდლებზე

marksmanship ['mɑ:ksmənʃɪp] *n.* — skill in shooting — მიზანში სროლა

mart [mɑ:t] *n.* — (lit.) market-place, centre of commerce — სავაჭრო ცენტრი

master of ceremonies ['mɑ:stər əv 'serɪmənɪz] *n.* — კონფერანსიე

maternity [mə'tɛ:nɪtɪ] *n.* — motherhood; being a mother — დედობა

maternity centre — სამშობიარო სახლი

mattress ['mætrɪs] *n.* — მატრასი, ლეიბი

medical ['medɪkl] *adj.* — having to do with the cure of disease — სამედიცინო, საექიმო

m. aid — სამედიცინო დახმარება

m. service — სამედიცინო მომსახურება

m. centre — სამედიცინო პუნქტი

medicine [medsn] *n.* — 1. the science or art of the prevention, treatment and cure of disease — მედიცინა; 2. drug taken internally to cure disease — წამალი

menu ['menju:] *n.* — a bill of fare, a list of dishes served at a meal — მენიუ

memory ['meməri] *n.* — power of remembering, e. g. to have a good memory, speaking from memory; to the best of my memory — as far as I remember — მახსოვრობა, ზეპირად ცოდნა

mess [mes] *n.* — a state of confusion, dirt or disorder — არეულობა, უწყესრიგობა, უსუფთაობა;

v. t. a. i. — make a mess of — put into a state of dirt, disorder or confusion — არევა რაიმესი (ურევს)

military ['mɪlɪtəri] *adj.* — having to do with soldiers, the army or war as military training — სამხედრო

milk-float *n.* — a cart with a very low floor, used for carrying milk

mince [mɪns] *v. t. a. i.* — cut or chop meat into small pieces (with a knife or in a machine with revolving blades, called a mincing-machine)

mincing-machine *n.* — ხორცის საჭრელი მანქანა

miniature ['mɪnɪətʃə] *n.* — მინიატურა

mishap ['mɪʃæp] *n.* — bad luck, ill fortune; unlucky accident — უბედურება, უბედური შემთხვევა

miss [mɪs] *v.* — 1. fail to hit — აცდენა (მიზნის, მიზანში)

2. fail to get, hear, see; notice or understand — საშუალების ხელიდან გაშვება;

3. be too late for — გაცდენა (რაიმესი) გამოტოვება

moat [mout] *n.* — deep wide ditch with water, round a castle, etc., as a protection against attack — წყლით სავსე თხრილი

mockery ['mɒkəri] *n.* — 1. mocking, ridicule — დაეინება, მასხრად აღება 2. smb. or smth. that is mocked

moist *adj.* — slightly wet; not dry — სველი, ნესტიანი, ნოტიო

monastery ['mɒnəstri] *n.* — a building in which a group of men (called monks) live a religious life — მონასტერი

monk [mʌŋk] *n.* — one of a group of men living together in a monastery — ბერი

monkey [ˈmʌŋki] *n.* — მაიმუნი

monster [ˈmɒnstə] *n.* — 1. wrongly shaped animal or plant; person or thing of extraordinary shape, size, or qualities; 2. (in stories) imaginary creature (e. g. half animal, half bird); 3. very cruel person — ურჩხული

multiply [ˈmʌltɪplaɪ] *v. t. a. i.* — increase, produce a large number of — გამრავლება

multiplication *n.* — გამრავლება

mutton [mʌtn] *n.* — the flesh of the sheep as food — ცხვრის ხორცი

N

necklace [ˈneɪklɪs] *n.* — a string of beads, pearls, jewels worn round the neck as an ornament — ძვ. ყელსაბამი, მძივი

neighbour [ˈneɪbə] *n.* — a person who lives near one; e. g. We are next-door neighbours (our houses are side by side)

neon [ˈni:ən] *n.* — a rare gas forming a very small proportion of the earth's atmosphere — ნეონი

neon lights — lights of gas forming a very small proportion of the atmosphere, used in electric signs

network [ˈnetwɜ:k] *n.* — ქსელი

newsreel — კინო ქრონიკა, კინო დამატება, კინო ჟურნალი

noble [ˈnəʊbl] *n.* — belonging to families of high rank of birth — კეთილშობილი; morally elevated

noise [nɔɪz] *n.* — any loud or unpleasant sound — ხმაური

e. g. Don't make such a noise!

Norseman [ˈnɔ:smən] *n.* — one of the inhabitants of Scandinavia in olden times — ნორვეგიელი, ძველად სკანდინავიელი

nowadays [ˈnaʊədəɪz] *adv.* — in these days, at the present time — ახლა, ამ დროში, ჩვენ დროში

numerous [ˈnju:mərəs] *adj.* — very many; great in number — ბევრი

nurse [nɜ:s] *v. t.* — 1. feed a baby at the breast — ბავშვის ძუძუთი კვება; give milk to a child — ბავშვისათვის რძის მიცემა; 2. look after children — ბავშვების მოვლა; 3. hold in the arms or on the knees — ბავშვის კალთაში ან მკლავზე ყოლა; 4. care for a person during an illness — ავადმყოფის მოვლა;

n. — 1. a person who looks after and feeds a baby — ძიძა, ბავშვის მომვლელი, აღმზრდელი საბავშვო სახლში 2. a person who takes care of the sick — ავადმყოფის მომვლელი

O

obedience [o(u)ˈbi:djəns] *n.* — obeying commands, doing what one is told — მორჩილება, დამჯერობა

obedient [o(u)ˈbi:djənt] *adj.* — willing to obey; doing what one is told — მორჩილი, დამჯერე

obligatory [əˈblɪgətərɪ] *adj.* — compulsory; that is necessary; that is required by law, rule or moral custom — აუცილებელი, სავალდებულო

obliging [əˈblɪdʒɪŋ] *adj.* — willing to help — თავაზიანი

obvious [əˈbvɪəs] *adj.* — easily seen or understood; plain, clear — ნათელი, ცხადი, აშკარა
obviously — *adv.*

occasionally [əˈkeɪʒənəlɪ] *adv.* — now and then; at intervals — ხანდახან, დროგამოშვებით

occupation [ˌɔkjʊˈpeɪʃn] *n.* — the act of occupying; taking and holding possession of — დაპყრობა, დაკავება, ოკუპაცია; 2. employment; business; trade — საქმიანობა, ხელობა

odd [ɒd] *adj.* — 1. (of numbers) not even — კენტი (რიცხვი); 2. extra, over — მეტი, ზედმეტი; counted or included as five hundred odd (between 500 and 600) — ხუთასიდან 600-მდე; 3. occasional; not regular — შემთხვევითი, არარეგულარული;

e. g. He is making his living by odd jobs — შემთხვევითი სამუშაოთი ცხოვრობს; 4. strange — უცნაური; e. g. How odd! — რა უცნაურია; He is a very odd person — მეტად უცნაური ადამიანია.

oil [aɪl] *n.* — ზეთი, ნავთი

onion [ˈʌnjən] *n.* — ხახვი

option [ˈɒpʃən] *n.* — 1. the right, liberty or power of choosing — არჩევის, ამორჩევის უფლება, არჩევა, ამორჩევა, 2. a thing that is or may be chosen — საგანი, რომელიც შეიძლება ამორჩეული იქნეს.

ounce [aʊns] *n.* — unit of weight equal to one-sixteenth of a pound — უნცია

outdoor [ˈaʊtˈdɔː] *adj.* — in the open air, not in a building

outgrow [aʊtˈɡroʊ] *v. t.* — 1. grow out of, become too big for — გაზრდა, outgrow one's dress — გაიზარდა და კაბაში ველარ ეტევა, კაბა დაუპატარავდა; 2. grow faster or taller — სწრაფად გაზრდა, გასწრება სიმაღლეში

output [ˈaʊtpʊt] *n.* — that which is put out or produced — გამოშვება, პროდუქცია

outskirts [ˈaʊtskaɪts] *n.* — borders or outlying parts (esp. of a town) — განაპირა უბანი, მხარე

oven [ˈʌvən] *n.* — an enclosed space over a fire for baking food — ღუმელი

overshadow [ˈoʊvəʃædəʊ] *v.* — darken, black out; obscure, become darkened, (rarely) defend — დაბნელება, ჩამობნელება, დაჩრდილვა

overtime [ˈoʊvətaɪm] *adv.* — (time spent at work) after the usual hours; working overtime; learning extra for overtime — საზეგანაკვეთო, სამუშაო საათების შემდეგ ნამუშევარი

owe [oʊ] *v.* — to be in debt — ვალში ყოფნა, feel that it is necessary to

give gratitude to — ვალდებულება ვისმეს წინაშე

owl [aʊl] *n.* — a nightflying bird with large eyes that lives on mice and small birds — ბუ

P

paddock [ˈpædək] *n.* — a small field near a house or stable, esp. for exercising horses — შემოღობილი ადგილი, მინდორი, კორდი, (ცხენსაშენსა და პიპოდრომზე)

pain [peɪn] *n.* — ტკივილი

painful [ˈpeɪnful] *adj.* — causing pain, unpleasant — მტკივნეული

pancake [ˈpænkɛɪk] *n.* — a thin flat cake made by frying in butter in a pan — ბლინი

pane [peɪn] *n.* — a single sheet of glass in a division of a window — ფანჯრის მინა

panorama [ˌpænəˈrɑːmə] *n.* — 1. pictures that may be rolled out before the spectator; 2. a wide, uninterrupted view — ხედი, პანორამა

pantheon [ˈpænθiən] or [pænˈθiːən] *n.* — 1. a temple dedicated to the worship of all gods; 2. a building or place for the burial of famous men — პანთეონი

panther [ˈpænθə] *n.* — ავაზა

parallel bars [ˈpærələl ˌbɑːz] *n.* — strong parallel bars of wood on upright posts, used for physical exercises — ორბელი

pare [peə] *v. t.* — 1. cut or trim smth. to make it regular; 2. remove the skin of fruit, etc. — გათლა, გაფცქვნა, დაჭრა

park [pɑːk] *v. t.* — put or leave (a motor-car, etc.) in a car park — მანქანის გაჩერება სადგომზე

particular [pəˈtɪkjʊlə] *adj.* — 1. distinct, relating to one as distinguished from others; 2. special, outstanding — განსაკუთრებული, გამოჩენილი; 3. exact, omitting nothing — ზუსტი

particularly [pəˈtɪkjʊləli] *adv.* — distinctly, apart from, more than others

especially one by one; in detail;
especially — განსაკუთრებით, გამორ-
ჩევით, სათითაოდ, დაზუსტებით, დაწვ-
რილებით

pass [pɑ:s] *n.* — 1. success in an ex-
amination, success in satisfying the
examiners but not getting honours
— გამოცდაზე საგნის დამაკმაყოფი-
ლებლად ჩაბარება; 2. permission to
occupy a seat (in a theatre) — ბილე-
ტი, საშვი; 3. a narrow way over or
through mountains — გასასვლელი,
გადასასვლელი, უღელტეხილი

passenger ['pæs(I)n(d)ʒə] *n.* — person
being conveyed by bus, aircraft,
train, ship. etc. — მგზავრი

patch [pætʃ] *n.* — 1. — a small piece
of cloth, metal, etc. put on to
mend a hole — პატარა ნაჭერი გა-
ცვეთილი ადგილის დასაკერებლად, შე-
საკეთებლად; 2. a piece of plaster put
over a cut or wound — პლასტიკი;
3. small area of ground, esp. for
gardening — მიწის პატარა ნაკვეთი

patch [pætʃ] *v.* — put a patch on,
mend with patches — დაკერება;
make all right again, as to patch
up a quarrel — მოგვარება, მოწესრი-
გება, მოხსუბრების შერიგება.

pawn-shop ['pa:nʃɒp] *n.* — a shop where
a man can leave something valuable
and have money lent to him — ლომ-
ბარდი

peach [pi:tʃ] *n.* — ატამი

peel [pi:l] *n.* — the outer skin of fruit
— ხილის კანი, გარსი, ქერქი; can-
dried peel — the peel of oranges, le-
mons, etc. preserved and coated with
sugar — ცუკატი

pepper-box ['pepəbɒks] *n.* — a small
vessel with holes in the lid from
which pepper is sprinkled — პილ-
პილის ჩასაყრელი

perform [pə'fɔ:m] *v. t. a. i.* — act (a
play), give to an audience — შეს-
რულება (როლის)

perfume ['pə:fju:m] *n.* — 1. smell,
odour; sweet smell like that of flow-

ers — სასიამოვნო, სუნი, სურნე-
ლება; არომატი; 2. a sweet-smelling
liquid containing the essence of
flowers — სუნამო

perfumery [pə'fju:məri] *n.* — 1. place
where perfumes are made or sold;
2. perfumes in general.

permanent ['pə:mənənt] *adj.* — lasting,
continuing — მუდმივი, უცვლელი,
პერმანენტული

persuade [pə'sweɪd] *v. t.* — cause smb.
(by argument) to believe smth. or
to think in a certain way — დარწ-
მუნება, (დაარწმუნებს); დაჯერება
(დააჯერებს) cause smb. (by reason-
ing) to do smth. — დათანხმება
(დაითანხმებს)

photograph ['fɒtəgrɑ:f] *n.* — a pic-
ture made by the chemical action
of light on a sensitive film or glass
plate, a photo — ფოტოგრაფიული
სურათი, ფოტოგრაფია

physical ['fɪzɪkl] *adj.* — of the body,
bodily — ფიზიკური, physically adv.
— ფიზიკურად

physician [fɪ'zɪʃn] *n.* — doctor of
medicine and surgery — ექიმი

picturesque [ˌpɪktʃə'resk] *adj.* — 1. (of
scenes, places, etc.) striking or charm-
ing in appearance — ლამაზი, მომ-
ხიბველი გარეგნობის, თვალწარმტა-
ცი 2. (of a person, his language,
or behaviour) striking, original,
full of colour — მხატვრული, მშვე-
ნიერი, თვალწარმტაცი, საზოვანი
picturesqueness *n.*

pinch [pɪntʃ] *v. t.* — 1. press or squeeze
between the thumb and a fin-
ger or between two hard edges —
ჩქმეტა, მოჭექყვა. e. g. to pinch the
finger in a door. 2. be too tight;
cause pain by pressing too tightly
on — მოჭერა (ფეხსაცმლის)

pit [pɪt] *n.* — the ground floor of a
theatre, esp. the part behind the
stalls — ამფითეატრი

plague [pleɪg] *n.* — a terrible disease—
ქირი

plant [plɑ:nt] *v.* — 1. put in the ground to grow — დარგვა (ხის), ჩარგვა
play [pleɪ] *n.* — performance — პიესა, სპექტაკლი
play-bill ['pleɪbɪl] *n.* — a poster announcing the performance of a play — აფიშა
playground ['pleɪgraʊnd] *n.* — სპორტული მოედანი
playwright ['pleɪraɪt] *n.* — a writer of plays (for the theatre) — დრამატურგი
pneumonia [nju:'mounɪə] *n.* — a dangerous illness caused by inflammation of the lungs — ფილტვების ანთეზა
point [pɔɪnt] *n.* — 1. a particular spot — წერტილი, პუნქტი; 2. sharp end (of a pin, pencil, cape, etc.) — მახვილი ბოლო; 3. dot made by a pencil on paper — წერტილი (ქალაღმწე); 4. chief idea, purpose, etc. of smth. said, done, planned, etc. — ძირითადი მიზანი, მთავარი აზრი; e.g. I missed the point of the joke — ვერ გავიგე ხუმრობა; come to the point — ძირითად საკითხამდე მისვლა
polish ['pɔɪʃ] *v. t. a. i.* — 1. make or become smooth and glossy by rubbing, as to polish furniture, to polish smth. up = make it bright or smart — გაწმენდა, გაპრიალება, **polished** *adj.* — გაწმენდილი, გაპრიალებული
popularity [ˌpɒpjʊ'lærɪtɪ] *n.* — the quality of being liked and admired by a large number of people — პოპულარობა; the popularity of football — ფეხბურთის პოპულარობა; to win popularity — პოპულარობის მოხვეჭა, სახელის მოხვეჭა
populous ['pɒpjʊləs] *adj.* — thickly populated — მჭიდროდ დასახლებული, ერმრავალი
pork [pɔ:k] *n.* — the flesh of a pig used as food — ღორის ხორცი
porter ['pɔ:tə] *n.* — 1. person whose

work is to carry luggage, etc. at railway stations, hotels, etc. — ბე-ბარგული, მებარგე 2. door-keeper or gate-keeper — კარისკაცი
post-card ['pəʊs(t) kɑ:d] *n.* — საფოსტო ლია ბარათი
pottery ['pɒtəri] *n.* — earthenware; work of a potter — თიხის ქურქელი
powder ['paʊdə] *n.* — 1. dust — მტვერი; 3. medicine in the form of powder — ფხვნილი (წამალი); 3. a cosmetic for the hair, skin or face — პუდრი
v. t. a. i. — put powder on — ფხვნილის მოყრა, use powder (on the face) — პუდრის წასმა (სახეზე), ხმარება
pre-Roman [prə'roumən] *adj.* — before Roman times — წინარომაული
prescribe [prɪ'skraɪb] *v. t. a. i.* — say, write or tell with authority, dictate (in medicine, of a doctor), advise, order — რჩევა-დარიგების მიცემა (წერილობით ან ზეპირად), წამლის გამოწერა e. g. The doctor prescribed a diet for my brother — ექიმმა ჩემს ძმას დიეტა გამოუწერა (ურჩია); prescribe a medicine — წამლის გამოწერა
prescription [prɪ'skrɪpʃn] *n.* — a doctor's written order or direction for the making up and use of a medicine; also, the medicine itself as: to make up a prescription = mix or prepare a medicine according to the directions — რეცეპტი, წამალი, წამლის დამზადება რეცეპტის მიხედვით
preserve [prɪ'zə:v] *v.* — 1. keep safe from harm — შენახვა, დაცვა; 2. keep from decay by boiling, making jam of, using chemicals — მურაბის, კონსერვის გაკეთება
prevention [prɪ'venʃən] *n.* — the act of preventing, stopping, guarding against, stopping at — აცილება, არიდება, პროფილაქტიკა
prevent [prɪ'vent] *v. t.* — stop or

- hinder — არიდება, აცილება, ხელის შეშლა
- prey** [preɪ] *n.* — an animal, bird, fish, etc. hunted, killed or eaten by another — ნანადირევი
- prick** [prɪk] *v.* — to pierce slightly with a sharp point — ჩხ-ლეტა, წვა-ლება, ქენჯნა (სინდისის)
- primary** [ˈpraɪməɪ] *adj.* — 1. earliest; primitive; first in time — ადრეუ-ლი, დაწყებითი; 2. original, simple, not taken or coming from anything — ძირითადი, პირველადი Primary School — დაწყებითი სკოლა
- print** [prɪnt] *v.* — ბეჭვდა, დაბეჭვდა, დალუქვა, დაჩითვა (ნაქრის); a print dress — ჩითის კაბა
- priority** [praɪˈɔrɪtɪ] *n.* — being prior, or earlier in time or order; right to have or do smth. before others — პრიორიტეტი, პირველობა, უფრო-სობა
- prisoner** [ˈprɪz(ə)nə] *n.* — a person who has been arrested, a person kept in a certain place, detained — ტუსა-ლი, ტყვე
- production** [prəˈdʌkʃən] *n.* — the act of producing; something produced — ნაწარმოები, დადგმა, წარმოდგენა, სპექტაკლი
- profession** [prəˈfeɪʃn] *n.* — 1. occupa- tion, esp. one requiring advanced education and special training (law, architecture, medicine) — პრო-ფესია; 2. statement or declaration of belief, feeling, etc.: profession of faith (friendship, loyalty) — გრძნო-ბის, რწმენის გაცხადება, გამოცხადე-ბა.
- professional** [prəˈfeɪʃənəl] *adj.* — 1. re- lating to, belonging to, or connect- ed with a profession — პროფესი-ული; 2. wholetime occupation, e. g. a professional politician — პროფე-სიული პოლიტიკოსი; 3. one who gets his living by practising a profes- sions: e. g. a professional actor — პროფესიონალი მსახიობი.
- profuse** [prəˈfju:s] *adj.* — very plenti- ful, generous — უხვი, ბარაქიანი; **profusely** [prəˈfju:sli] *adv.* — ვად, ბარაქიანად
- promise** [ˈprɒmɪs] *n.* — 1. a statement or undertaking to do or not to do smth.; or that one will give or get smth., as: to make a promise — შე- პირება რაიმესი; e. g. We received a promise of help — ჩვენ დახმარე- ბას შეგვპირდნენ *v. t. a. i.* — make a promise to do or not to do smth., or to give or get smth. — შეპირება (პირდება); e. g. He promised me to come at 6 sharp — შემპირდა 6 საათზე მოვა- ლო
- promising** [ˈprɒmɪsɪŋ] *adj.* — full of promise as: a promising pupil — კარგი მომავლის მქონე მოსწავლე
- proper** [ˈprɒpə] *adj.* — 1. belonging especially to, associated or connected only with — საკუთარი, შესაფერისი as: the books proper to this subject; 2. correct, fitting, suitable — საკა- დრისი, შესაფერისი; as: a hat pro- per to the occasion
- properly** [ˈprɒpəli] *adv.* — 1. in a pro- per manner; suitably, correctly, with good manners — წესიერად, შე- საფერისად, საკადრისად, მართებუ- ლად; e. g. behave properly
- property** [ˈprɒpərtɪ] *n.* — 1. the fact of owning or being owned; owner- ship — საკუთრება; 2. a thing owned — ქონება; 3. usually pl. things used on the stage of a theatre; an article of dress or furniture — ბუტაფო- რია property man — the man in charge of stage properties
- propose** [prəˈpouz] *v. t. a. i.* — 1. of- fer or put forward for consideration or as a plan; suggest — წინადადების მიცემა, შეთავაზება, შეძლევა; 2. in- tend, purpose — განზრახვა, 3. of- fer marriage — წინადადების მიცე- მა ქორწინებაზე
- prospect** [ˈprɒspekt] *n.* 1. a wide

view over land or sea — პერსპექტივა; 2. that which one looks forward to; a thing that is expected or hoped for; expectation or hope — მომავალი, იმედი; e. g. He has good prospects.

protect [prə'tekt] *v.* — keep safe; guard; defend — დაცვა, დაცვა, მფარველობა, პატრონობა

prove [pru:v] *v.* — 1. show beyond all doubt to be true, demonstrate; 2. try or test by experiment, learn by experience — დამტკიცება, შესწავლა ცდის საშუალებით;

3. show what one is — დამტკიცება, ჩვენება თავის გამომჟღავნების მნიშვნელობით;

e. g. He proved himself (to be) a coward — მან გამოამჟღავნა, რომ მშიშარაა; 4. turn out, be found to be აღმოჩენა (აღმოჩნდა)

provision [prə'vɪʒən] *n.* — 1. the act of providing, supplying or making ready — დამზადება, მარაგი; 2. preparation, esp. for future needs — უზრუნველყოფა; 3. pl. food, food supplies — სანოვაგე, სანოვაგის მარაგი; *v. t.* — supply with stores or provisions — სურსათით მომარაგება

puddle [pʌdl] *n.* — 1. a small pool of dirty, muddy water — გუბე, წუმბე

pull [pul] *v. t. a. i.* — use force in order to make a person or thing move towards one; draw towards — ტრევა, წევა, ზიდვა; **pull round** = recover after an illness — გამოჯანსაღება; **pull oneself together** = gather one's strength; get control of oneself, one's energies, one's nerves — თავის ხელში აყვანა

pullman ['pʌlmən] *n.* — a sleeping car, or one with specially comfortable single seats, on a railway — საძინებელი ვაგონი

punctual ['pʌŋktʃʊəl] *adj.* — coming, doing something at the time appointed — პუნქტუალური, ზუსტი

puppet ['pʌpɪt] *n.* — a doll — თოჯინა

puppet-show — a play in which the actors are puppets worked by wires, etc.;

puppet theatre — a theatre where puppet shows are given — თოჯინების თეატრი

purchase [pə:'tʃəs] *v. t.* — buy — ყიდვა (ყიდულობს);

n. — 1. the act of buying — ყიდვა; 2. a thing which is purchased — ნაყიდი, ნაგაქრი

Q

quack [kwæk] *v.* — make a noise like a duck — ყიყინი (იხვის)

quacking ['kwækɪŋ] *n.* — cry of a duck

quantity ['kwɒntɪtɪ] *n.* — the property of things which can be measured — რაოდენობა (weight, size, amount); e. g. I prefer quality to quantity — ხარისხი მირჩევნია რაოდენობას

quartet [kwɑ:'tet] *n.* — a piece of music arranged for four players or singers — კვარტეტი (მუსიკალური)

queen [kwɪ:n] *n.* — a king's wife — დედოფალი

queue [kju:] *n.* — a long line of people awaiting their turn — რიგი;

v. — (up) to stand in a long line of people awaiting their turn to enter a theatre, bus, get tickets, etc. — რიგში ჩადგომა

quilt [kwɪlt] *n.* — საბანი

quinsy ['kwɪnzɪ] *n.* — a severe inflammation of the throat — ანგინა

R

radically ['rædɪkəlɪ] *adv.* — in a radical manner, completely — რადიკალურად, სრულიად

radish ['rædɪʃ] *n.* — ბოლოკი

ramparts ['ræmpɑ:ts] (pl.) *n.* — wide banks of earth, often with a wall, built to defend a fort, etc. (used in singular also) — სანგარი, ზღუდე, სიმაგრე, საფარველი

rapid ['ræpɪd] *adj.* — 1. quick; swift — ჩქარი, სწრაფი; e. g. a rapid river — სწრაფი მდინარე; a rapid thinker —

სწრაფი მოაზროვნე; 2. (of action) done or performed quickly

rate [reɪt] *n.* — (sing. only) the amount or degree of something measured in proportion to something else; e. g. The train was going at a rate of fifty miles an hour — სისწრაფე, სიჩქარე, ტემპი

ravage ['rævɪdʒ] *n.* — the results of robbing and plundering in a country — განადგურება, გაძარცვა

v. t. a. i. — 1. plunder, rob with violence — ძარცვა; 2. ruin, spoil — განადგურება (ანადგურებს), აოხრება (აოხრებს)

raze [reɪz] *v.* — make level with the ground, destroy utterly, as: a city razed by an earthquake — მიწასთან გასწორება, განადგურება, მოსპობა

rebuilt [ri:'bi:lt] *adj.* — built again — ხელახლა აშენებული; reconstructed — რეკონსტრუირებული, restored to a previous state — აღდგენილი

reconstruct ['ri:kən'strakt] *v.* — construct again, esp. in a new form — გადაკეთება, რეკონსტრუქციის მოხდენა

recover [rɪ'kʌvə] *v.* — to get well, to feel better by and by — გამოჯანსაღება, ჯანმრთელობის გამოკეთება, გონს მოსვლა (გულის შეწუხების შემდეგ)

refined [rɪ'faɪnd] *adj.* — დახვეწილი, სათუთი, ფაქიზი

regain [ri:'geɪn] *v.* — get possession of again — უკან მიღება, დაბრუნება

register ['redʒɪstə] *v.* — 1. make a written record of, in a list — სიაში შეტანა; 2. put or get somebody's name on a register — რეგისტრირება; e. g. at a hotel; 3. (of instruments, e. g. a thermometer) indicate; record — ჩაწერა, აღნიშვნა (მანქანით); 4. (of smb.'s face) show (a feeling) — გამოხატვა (გრძნობის); 5. send (a letter, parcel) by special post paying a fee and getting a receipt for insurance — შეკვეთით წერილის, ამანათის გაგზავნა

rehearse [rɪ'hɑ:s] *v. t. a. i.* — practise (a play) for later performance in public — რეპეტიციის ჩატარება

rehearsal [rɪ'hɑ:sl] *n.* — რეპეტიცია

reign [reɪn] *n.* — 1. the rule of a monarch; 2. influence; ruling power

მეფობა, ბატონობა, მბრძანებლობა; during the reign — მეფობის პერიოდში, ბატონობის, მბრძანებლობის პერიოდში

reindeer ['reɪndɪə] *n.* — ჩრდილოეთის ირემი

relative ['relatɪv] *adj.* — 1. having connection with — ფარლობითი, შეფარდებითი; related to each other — შედარებითი

release [rɪ'li:s] *v. t. a. i.* — allow (a film) to be shown to the public — გამოცემა, გამოშვება

remains [rɪ'meɪnz] *n. pl.* — 1. what is left (e. g. of a meal) — ნარჩენები; 2. ruins (e. g. of Ancient Rome) — ნანგრევები, რუინი; 3. dead body — ნეშტი

remarkable [rɪ'mɑ:kəbl] *adj.* — out of the ordinary — შესანიშნავი, ჩინებული, გამოჩენილი

remind [rɪ'maɪnd] *v.* — put (a person) in mind of, e. g. remind me to answer these letters this evening; cause to remember — მოგონება, გახსენება

Renaissance [rə'neɪsəns] *n.* — period of revival of art and literature in Europe in the 14th—15th and 16th centuries, based on ancient Greek learning — აღორძინების პერიოდი

render ['rendə] *v.* — perform, translate — როლის შესრულება, თარგმნა

repertoire ['repətwa:] *n.* — რეპერტუარი

replace [ri:'pleɪs] *v.* — 1. take the place of — შეცვლა; 2. put back — თავის ადგილზე დადება; 3. restore — აღდგენა

representative [ˌreprɪ'zentətɪv] *n.* — one who acts for others as agent, delegate, etc.; esp. in a parliament as: our representatives in the



Supreme Soviet — წარმომადგენელი

request [rɪ'kwɛst] *v.* — ask or demand — თხოვნა

require [rɪ'kwaɪə] *v.* — ask for; insist upon as a right or by authority; to command (a person) to do; მოთხოვნა (მოითხოვს) 2. need; depend on for success — მოთხოვნილება, დამოკიდებულება ვინმეზე

resemble [rɪ'zɛmbl] *v.* — be like; be similar to — მსგავსება (გავს)

resident ['rɛzɪdənt] *n.* — a person who lives in a place permanently (the opposite of visitor) — მუდმივი მაცხოვრებელი

resort [rɪ'zɔ:t] *n.* — 1. place visited frequently or by large numbers of people, e. g. a seaside (health) resort — ადგილი, სადაც ბევრი ხალხი დადის — აგარაკი, კურორტი
v. — 1. make use of for help or to gain one's purpose, etc. — 2. turn to for help; visit in numbers, go to — დახმარებისათვის მიმართვა, ხშირად მისვლა

restrain [rɪ'streɪn] *v. t.* — 1. hold back; prevent from doing smth. — თავის შეკავება, დაოკება;
restrained *adj.* — showing restraint, not emotional or wild — თავშეკავებული

result [rɪ'zʌlt] *n.* — consequence, that which is produced by an action; an effect — რეზულტატი, შედეგი

rheumatism ['ru:mətɪzəm] *n.* — a painful disease with inflammation in the muscles and joints — რევმატიზმი

rhinoceros [raɪ'nɒsərəs] *n.* — მარტორქა

right [raɪt] *adj.* — 1. მარჯვენა; 2. true, correct — ქეშმარიტი, სწორი, ნამდვილი; 3. proper, most suitable — შესაფერისი, სწორი; e. g. Are we on the right way? — სწორია ეს გზა?

rinse [rɪns] *v.* — wash lightly (usually without soap) by pouring water

on and wringing out — წყალში გავსულია

riverine ['rɪvərəɪn] *adj.* — living or situated on the banks of a river — სანაპიროზე, ნაპირზე (მდინარის)

roar [rɔ:] *v.* — make loud, deep sound as of a lion or of thunder; 2. shout (out) (commands, etc.) — ღრიალი, ბლავილი, გრუხუნი, ყვირილი

rocky ['rɒkɪ] *adj.* — abounding in rocks, made of rock; hard like rock — კლდოვანი, ქვიანი

role [rɔul] *n.* — the part played by an actor — როლი

rolling-pin — ცომის გასაბრტყელე-ბელი

route [ru:t] *n.* — the way from one place to another, the road which one follows — მარშრუტი, სვლის გეზი

row [rou] *n.* — a number of persons or things in a line, e. g. a row of books — რიგი, წყება;
v. t. a. i. — move (a boat) by means of oars — ნიჩბის მოსმა

rub [rʌb] *v.* — to move along the surface of a body with pressure — ხეხვა, გაფხეკა, გაწმენდა, გაპრიალება

rug [rʌg] *n.* — a floor-mat of thick material

ruin [ruɪn] *v.* — cause the ruin of — დანგრევა, დაღუპვა, განადგურება, გაკოტრება; e. g. crops ruined by the storm; *n.* — a state of decay, destruction — დაქცევა, დანგრევა, ნანგრევები, რუინი

ruler ['ru:lə] *n.* — *a.* person who rules or governs; a king, an emperor or dictator — მმართველი, მთავარი, იმპერატორი
2. straight strip of wood, metal, etc. used for drawing straight lines — სახაზავი

rumour ['ru:mə] *n.* — stories passed on from person to person, nobody knowing where they started or whether they are true or false — ამბავი, ხმა

rural ['ruərəl] *adj.* — relating to, re-

sembling or characteristic of the country and country life; (the opposite of urban) — სოფლის, სასოფლო

S

sacrifice ['sækrɪfaɪs] *v.* — 1. make a ceremonial gift to a god, esp. kill a person or an animal for this purpose — მსხვერპლი, შეწირვა; 2. give up smth. for a special purpose — შეწირვა, დათმობა

salad ['sæləd] *n.* — a mixture of different kinds of cold food usually sliced, such as: vegetable salad, fruit salad and so on — სალათი (კერძი)

sale [seɪl] *n.* — the exchange of goods for money — გაყიდვა

salesman ['seɪlzmən] *n.* — a man who sells goods — გამყიდველი კაცი, ნოქარი

saleswoman — გამყიდველი ქალი, ნოქარი ქალი

saucepan ['sa:spən] *n.* — a pot with a cover and a handle, used for cooking — სახელურიანი ქვაბი

sausage ['sɑ:sɪdʒ] *n.* — ძეხვი

save [seɪv] *v. t. a. i.* — keep or rescue from loss or danger, keep or store for future use — შემონახვა, გადარჩენა, დაზოგვა; to save up — დანაზოგის ქონა

scandal [skændl] *n.* — 1. gossip that is bad for a person's reputation — ქორი; 2. actions, etc. that cause general feeling of indignation; shameful or disgraceful action — სკანდალი, აურზაური, ჩხუბი, უსიამოვნება

scenario [sɪ'na:riou] *n.* — the outline of a film, giving the story, scenes, directions for actors — სცენარი

science ['saɪəns] *n.* — მეცნიერება

screen [skri:n] *n.* — a large sheet, curtain or surface upon which motion pictures are shown — ეკრანი

script [skript] *n.* — 1. handwriting — ხელნაწერი; 2. manuscript or typescript, esp. of an actor's part in a play — სცენარი

script-writer *n.* — სცენარისტი

scrub [skrʌb] *v. t. a. i.* — clean by hard rubbing, esp. with a brush, soap and water — ხეხვა

seasoning ['si:zənɪŋ] *n.* — something that gives food a better taste — სახელებელი, საკმაზი

secondary ['sekəndəri] *adj.* — next after the first in importance, time — მეორადი, მეორე ხარისხოვანი; Secondary School — საშუალო სკოლა

select [sɪ'lekt] *v.* — choose, pick out the most suitable — ამორჩევა, შერჩევა, სელექცია

selfish ['selfɪʃ] *adj.* — thinking too much of one's own needs and wishes and thinking too little of other people — ეგოისტი

sell [sel] *v. t. a. i.* — give in return for money — გაყიდვა

sensation [sen'seɪʃn] *n.* — an event causing excitement — სენსაცია

sensible ['sensɪbl] *adj.* — reasonable, practical — შეგნებული, გონიერი, ჭკუიანი

separate ['sepəɪt] *adj.* — divided, apart, not joined — გაყოფილი, დაშორებული, ცალკე

serious ['sɪəriəs] *adj.* — thoughtful, earnest — სერიოზული, დაფიქრებული

serve [sə:v] *v. t. a. i.* — 1. work for, be a servant to (smb.) — მომსახურება; e. g. She served the family well for many years — ემსახურებოდა ოჯახს მრავალი წლის განმავლობაში; He serves as gardener — მეზაღვედ მუშაობს; 2. supply with goods, supply or satisfy the needs, e.g. There was no one in the shop to serve me — მაღაზიაში არავინ იყო, რომ მომსახურებოდა; 3. prepare food, bring food; wait at table — საკმლის დამზადება და მოტანა: სუფრაზე მომსახურების გაწევა; Dinner is served — სუფრა გაშლილია სადილისათვის, სადილი სუფრაზეა მოტანილი; Serve the coffee in the drawing-

- room — ყავა მისაღებ ოთახში მოიტანე
- set** [set] *v.* — 1. (of the sun, moon, stars) go down or sink below the horizon; e. g. The sun is setting; ჩასვლა (მზის, მთვარის) და ა. შ.
2. start, start to do; begin a journey — დაწყება რაიმესი
- settle** [setl] *v. t. a. i.* — decide or determine — გადაწყვეტა (რაიმესი); გადაწყვეტილების მიღება; 2. make one's home — დასახლება, დამკვიდრება as to settle in London (ლონდონში დასახლება)
- settlement** ['setlmənt] *n.* — the act of settling, the process of settling people in a new area, a group of settlers or colonists
- settler** ['setlə] *n.* — colonist; one who makes his home in a newly developed country — ახალმოსახლე, ახალმოშენე
- shadow** ['ʃædəu] *v.* — 1. darken — დაჩრდილვა; 2. keep a secret watch on, follow all the movements of (e. g. a suspected criminal) — კვალდაკვალ, ფეხდაფეხ გაყოლა
n. — ჩრდილი, აჩრდილი
- shake** [ʃeɪk] *v. t. a. i.* — 1. move quickly up and down, backwards and forwards, to and fro — დაქნევა, shake one's head — თავის გაქნევა; 2. cause to move or tremble — დარწმუნება; 3. tremble — კანკალი, ცახცახი, ნძრევა; the earth was shaking — მიწა იძვროდა
n. — shaking or being shaken, e. g. shake of the head — თავის დაქნევა, handshake — ხელის ჩამორთმევა
- sheep-breeder** ['ʃi:p, bri:də] *n.* — one who breeds sheep — მეცხვარე
- ship** [ʃɪp] *n.* — გემი
- shipping**, ['ʃɪpɪŋ] *n.* — 1. ships of a country, port, all the ships in the world — მთელი ქვეყნის გემები; 2. the act or business of importing goods by ship — გემით საქონლის გადატანა
- shop** [ʃɒp] *n.* — a place where goods are sold — მაღაზია
- shop-assistant** — an employee in a shop — გამყიდველი
- shopping** = do shopping = go shopping = visit shops to buy things
- shop-window** *n.* — a front window of a shop in which goods for sale are shown
- shot** [ʃɒt] *n.* — (colloq.) a film record of a scene — კადრი
- showing** ['ʃouɪŋ] *n.* — 1. the impression made by a person's acting or by a set of facts; 2. კინოსეანსი
- shrew** [ʃru:] *n.* — a bad-tempered woman who is constantly scolding people — ჭირვეული
- sight** [saɪt] *n.* — 1. something seen: a view or spectacle — ხედი; (pl.) the noteworthy, interesting objects, buildings, features, etc. of a place as: the sights of London — ლონდონის ღირსშესანიშნავი ადგილები; 2. (power of) seeing — მხედველობა; e. g. lose one's sight = become blind — დაბრმავება
- silly** ['sɪlɪ] *adj.* — foolish, unwise, not sensible — სულელური, სულელი, უჭკუო
- size** [saɪz] *n.* — ზომა
- skyscraper** ['skaɪ, skreɪpə] *n.* — a very high building, esp. as in New York — ცათამბჯენი.
- slave** [sleɪv] *n.* — a person who is owned by another — მონა
- sleeper** ['sli:pə] *n.* — 1. heavy log of wood on which railway lines are laid — ბოძი; 2. sleeping-car — საძინებელი ვაგონი; 3. one who sleeps — მძინარე
- smoke** [smouk] *n.* — ბოლი
- sneeze** [sni:z] *n.* — დაცემინება
v. — ცხვირის დაცემინება
- soccer** ['sɒkə] *n.* — association football — ფეხბურთი
- society** [sə'saɪətɪ] *n.* — საზოგადოება
- soft** [sɒft] *adj.* — 1. not sharp; not hard — რბილი; 2. mild, gentle —

ნაზი; 3. quiet, e. g. a soft answer—
წყნარი, მშვიდი.

solemn [ˈsɒləm] *adj.* — performed with religious or other ceremony; moving the feelings; causing deep thought or respect — ფორმალური, საზეიმო, ბრწყინვალე; 2. serious-looking, grave, important—სერიოზული, მოქუშული, მნიშვნელოვანი

soloist [ˈsɒləʊɪst] *n.* — one who plays or performs by himself — სოლისტი

soot [sut] *n.* — a black, powdery substance formed when coal, wood, oil, etc. burn — ქვარტლი.

sore [sɔ:] *adj.* — 1. painful, hurting when touched, as: a sore throat—ტკივილი, მტკივნეული ადგილი, დაზიანებული, წყლული, კრილობა, a sore heart — მოწყენილი, დარდიანი, ნალვლიანი

soul [saʊl] *n.* — 1. the moral part of man's nature — სული; 2. a cause of life and energy; an active or essential part; moving spirit

sound [saʊnd] *n.* — that which is heard — ხმა; within the sound of—near enough to hear
v.—make or produce sound — წარმოქმნა, უღერა; it sounds well — კარგად უღერს; test or examine by listening — გასინჯვა, მოსმენა

spacious [ˈspeɪʃəs] *adj.* — having much space, with plenty of room — ფართო, განიერი

special [speʃl] *adj.* — of a particular kind, not general, exceptional, unusual, definite — განსაკუთრებული, არაჩვეულებრივი, განსაზღვრული

especially *adv.* — particularly — განსაკუთრებულად, არაჩვეულებრივად

specialist [ˈspeʃəlɪst] *n.* — person who is an expert in a special branch of work, esp. in medicine — სპეციალისტი, e. g. a specialist in diseases of the ear — ყურის სნეულებათა სპეციალისტი

spectator [spekˈteɪtə] *n.* — მაყურებელი

speed [spi:d] *n.* — 1. rate of moving — სიჩქარე, ტემპი; e. g. travelling at full speed — მოგზაურობა სრული სიჩქარით; 2. swiftness — სისწრაფე, e. g. more haste, less speed

spire [spaɪə] *n.* — a tall structure, set on a tower, which narrows to a point

spoil [spɔɪl] *v.* — 1. damage the qualities of — გაფუჭება; 2. lessen the enjoyment of; e. g. holidays were spoiled by bad weather — ცუდმა ამინდმა დღესასწაული გაგვიფუჭა (ჩაგვაშხამა)

spot [spɒt] *n.* — 1. small (esp. round) mark different in colour from what it is on — წინწყლები; e. g. white dress material with red spots; 2. dirty mark or stain—ლაქა; 3. particular place or area — (გარკვეული) ადგილი; e. g. the spot where he was murdered

sprain [spreɪn] *n.* — a twist given to a joint, esp. the ankle or wrist, causing pain and swelling — ღრძობა, ნაღრძობი; e. g. sprained ankle—ნაღრძობი კოჭი

spring [sprɪŋ] *n.* — 1. a stream — ნაკადული; 2. a place where a stream of water comes up out of the earth, as: hot springs — წყარო

square [skwɛə] *adj.* — having four equal sides and four right angles, not round or curved — კვადრატული

squeal [skwi:l] *n.* — shrill cry or sound, longer and louder than a squeak, and indicating terror or pain—წივილი, კივილი;
v.—give a shrill cry or sound longer and louder than a squeak, indicating terror or pain — დაწივლება (წივის), დაკივლება

squeeze [skwi:z] *v.* — 1. press hard—მოჭერა; 2. press in order to get the liquid out — გამოწურვა; 3. force (a person) to pay money — გამოძალვა (ფულის)

squirrel ['skwɪrəl] *n.* — ციყვი
staff [stɑ:f] *n.* — 1. strong stick used as a support when walking, etc.—კომბალი; 2. pole serving as a support — ტარი; e. g. a flag staff—დროშის ტარი; 3. group of assistants under a manager or head — შტატი; the headmaster and his staff — სკოლის დირექტორი და მისი შტატი; 4. group of senior army officers engaged in organization but not in actual fight— შტაბი
v. — provide with a staff; supply with workers — დაკომპლექტება (შტატების)
stag [stæg] *n.* — ხარირემი
stage [steɪdʒ] *n.* — a raised platform in a theatre on which a performance takes place — სცენა
 back stage — კულისები
star [stɑ:] *v.* — appear in a leading part — მთავარ როლში თამაში *n.* — a prominent actor or actress, esp. one playing the leading role—ცნობილი მსახიობი
starch[stɑ:tʃ] *n.* — სახამებელი
starch [stɑ:tʃ] *v.* — make stiff with starch — გახამება თეთრეულის (ახამებს) overstarched p.p. — too much starched
start [stɑ:t] *v.* — set out; begin a journey, begin to move; begin an action — დაწყება რაიმესი
startling ['stɑ:tlɪŋ] *adj.* — surprising—გასაოცარი, თავზარდამცემი, შემადრწუნებელი
state [steɪt] *n.* — სახელმწიფო
stationery ['steɪʃnəri] *adj.* — საკანცელარიო ნივთები, საკანცელარიო ნივთების მალაზია
stay [steɪ] *n.* — (period of) staying (live for a time) — ყოფნა, დგომა, დარჩენა
steady ['stedɪ] *adj.* — standing firm; well balanced; not likely to fall over; regular in movement, speed, direction, etc. — მყარი, მუდმივი, უცვლელი

stew [stju:] *v.* — boil slowly; cook by slow boiling — ბუღვა (იბუღვა), თუშვა (ითუშვა)
stoop [stu:p] *n.* — ბულღამა *v.* — bend the body forwards and downwards — მოხრა, დახრა, მხრებში მოხრა.
store [stɔ:] *n.* — a supply, provision or stock of something kept for use as required, as a store of food — მარაგი *pl.* stores — ქონება, მალაზია, დიდი უნივერსალური მალაზია, საწყობი
v. — შენახვა, მომარაგება, გადანახვა
strain [streɪn] *v.* — injure by a sudden twist or jar, or by too violent movement, as to fall and strain one's shoulder, wrist, ankle — დაჭიმვა
stretch [stretʃ] *v.* — make wider, longer or tighter, by pulling; be or become wider, etc. — გაჭიმვა, დაჭიმვა, გაზმორება, ხელის გაწოდება
striking ['straɪkɪŋ] *adj.* — attracting attention, unusual — უჩვეულო, უცნაური, საოცარი
stroll [strɔʊl] *n.* — a quiet, unhurried walk — სეირნობა, to take a stroll; to go for a stroll — სეირნობა
studio ['stju:diu] *n.* — a place where pictures are made for the cinema — სტუდია, a place where an artist works — სახელოსნო
stuff [stʌf] *n.* — the material of which a thing is made — მატერია, ნივთიერება
style [stɑɪl] *n.* — 1. a particular way of speaking, writing, painting, etc., 2. fashion in dress; 3. a sort; a kind; e. g. old (new) style — სტილი
success [sək'ses] *n.* — 1. succeeding — წარმატება, მიღწევა; 2. good fortune; prosperity; the obtaining of fame, wealth, high position, etc.
successful [sək'sesful] *adj.* — 1. having success, having the desired result; 2. prosperous, doing well in one's career — წარმატების მქონე, წარმატებითი

sucking-pig ['sʌkɪŋ piɡ] *n.* — ძუძუ-
თა გოჭი

subsequent ['sʌbsɪkwənt] *adj.* — fol-
lowing, later — მომდევნო, შემდგომი

subtitle ['sʌb 'taɪtl] *n.* — ტიტრი

suburbs ['sʌbə:bz] *n.* — outlying dis-
tricts of a town or city (used in sin-
gular also) — გარეუბანი

suit [sju:t] *n.* — a set or number of
things to be worn together — კოს-
ტუმი; **suit of clothes** — a set of
outer garments for a man, consis-
ting usually of trousers, of coat and
a waistcoat; a two (three)—piece
suit — a woman's dress consisting
of two (three) garments; a **dress
suit** — a man's evening dress—
ფრაკი

suit-case ['sju:tkeɪs] *n.* — a light,
usually leather, case for clothes,
used when travelling — ჩემოდანი
v. — satisfy — დაკმაყოფილება; be
convenient to; meet the needs of—
მოწყობა (მოგვაწყობს), ხელსაყრე-
ლია, შეფერება (შეეფერება) გამო-
ყენება.

e. g. The seven o'clock train will suit
us very well — 7 საათის მატარებე-
ლი ყველაზე მეტად გვაწყობს; **suit
oneself** = act according to one's own
wishes. Will that time suit you =
will that time be convenient for you?
— ეს დრო გაწყობთ? 2. be good for
the health or comfort of; agree with
— მოხდება (ჯანმრთელობის თვალსა-
ზრისით); 3. become, improve the
appearance of — მოხდება (სახეზე,
გარეგნულად). 4. fit; be in accor-
dance with the character of — შე-
ფერება (შეეფერება), შეხამება (ეხა-
მება), ვარგისობა (ვარგისია); e. g.
An impatient man is not suited for
teaching — მოუთმენელი ადამიანი
მასწავლებლად არ გამოდგება;

suitable *adj.* — შესაფერისი, გამოსაყე-
ნებელი, ვარგისი; **suitably** *adv.*

sulphur ['sʌlfə] *n.* — გოგირდი

superb [sju:'pə:b] *adj.* — magnificent;

of the finest quality — ბრწყინვალე,
შესანიშნავი, უმაღლესი ხარისხის
superman ['sju:pəməŋ] *n.* — a man
who is thought to have superhuman
qualities — ადამიანი, რომელსაც შე-
ადამიანური თვისებები აქვს, ზეადა-
მიანი

sweet [swi:t] *adj.* — having the taste
of sugar — ტკბილი *n.* — 1. a candy,
a tart, pudding — ტკბილეული;
2. one who is loved, a darling — საყ-
ვარელი, ძვირფასი

swine [swaɪn] *n.* — ღორი

swing [swɪŋ] *v.* — move or cause to
move steadily backwards and for-
wards, from side to side — ქანაობა

swinging ['swɪŋɪŋ] *adj.* — having a
smooth, loose motion — მოქანავე

symphony ['sɪmfɪəni] *n.* — სიმფონია

tablecloth ['teɪblkloθ] *n.* — a cloth
spread on a table at meal-times—
სუფრა, მაგიდის გადასაფარებელი

talent ['tælənt] *n.* — ტალანტი

tame [teɪm] *adj.* — domesticated,
gentle — თვინიერი, გაწვრთნილი,
taming — subduing — (აქ) მორჯუ-
ლება

tart [tɑ:t] *n.* — ტორტი

taste [teɪst] *v.* — 1. to eat or drink
esp. in small quantities; e. g. He
hadn't tasted food for three days—
სამი დღეა საკმლისათვის პირი არ
დაუკარებია (არ გაუსინჯავს); 2. test
or learn the flavour of (food, etc.)
by eating or drinking — გემოს გა-
სინჯვა; *n.* გემოვნება

tasty ['teɪstɪ] *adj.* — გემრიელი, გე-
მოიანი

tea-cloth ['ti:kloθ] *n.* — ჩაის ტილო

tear [tɪə] *n.* — ცრემლი

tea-set ['ti:set] *n.* — ჩაის სერვიზი

technical ['teknɪk(ə)l] *adj.* — ტექნი-
კური

technique [tek'ni:k] *n.* — technical
skill; a method used by an expert—
ტექნიკა (შესრულების)

teenager ['ti:n,eɪdʒə] *n.* — a person
from 13 to 19 years of age

tennis ['tenɪs] *n.* — a game for 2 or 4 players in which a ball is driven backwards and forwards over a net — ტენისი, ჩოგბურთი

temporary ['tempərərɪ] *adj.* — lasting for a short time only; not permanent — დროებითი, უამიერი

theatre-goer *n.* — one who goes to a theatre, esp. one who goes frequently — თეატრში ხშირად მოსიარულე

thrive [θraɪv] *v.* — succeed; grow strong or healthy; e. g. children thrive on good food — აყვავება, გაფურჩქვნა, წარმატება

throat [θraʊt] — ყელი

through train — პირდაპირი მატარებელი

tidy ['taɪdɪ] *v.* — make neat; put in order — წესრიგში მოყვანა, დასუფთავება; tidy up a room — ოთახის დალაგება

tiger ['taɪgə] *n.* — ვეფხვი

tigress ['taɪgrɪs] *n.* — she-tiger — ძუ ვეფხვი

timid ['tɪmɪd] *adj.* — easily frightened — მორცხვი, მორიდებული, ფრთხილი

timidly ['tɪmɪdli] *adv.* — მორცხვად, მორიდებით, ფრთხილად

tin [tɪn] *n.* — კალა, თუნუქი
tinned meat — ხორცის კონსერვი
tinned fish — თევზის კონსერვი
tin-opener — კონსერვის გასახსნელი

title [taɪtl] *n.* — 1. the name of a book, picture, poem, etc. — სათაური, სახელწოდება წიგნის, 2. ტიტრი; *adj.* — მთავარი

ton [tʌn] *n.* — ტონა

torrent ['tɒrənt] *n.* — 1. a violent, rushing stream of liquid, usually of water, as: a mountain torrent; 2. a violent flow, as: a torrent of words — ღვარი, ნიაღვარი

torture ['tɔ:tʃə] *v.* — cause severe bodily or mental pain to — ტანჯვა, წამება

touching ['tʌtʃɪŋ] *adj.* — arousing sympathy or pity — ამადელვებელი, გულისამაჩუყებელი

tough [tʌf] *adj.* — hard to cut — ძნელად გასაჭრელი, მაგარი, მკვრივი

tower ['tauə] *n.* — tall strong building; tall part of a building, usually square or round, esp. as part of a castle or church — კოშკი

track [træk] *n.* — a path, a narrow, rough road — ბილიკი

trade [treɪd] *v.* — 1. buy and sell; 2. do business with; exchange — ვაჭრობა *n.* commerce

tragedy ['trædʒɪdɪ] *n.* — ტრაგედია

train [treɪn] *v.* — 1. teach, instruct systematically — სწავლება, წვრთნა; e. g. to train a girl in nursing; to train a dog for the circus; 2. prepare and practise for a sporting contest — მზადება, წვრთნა სპორტული შეჯიბრებებისათვის

trainer ['treɪnə] *n.* — one who trains — მწვრთნელი

training ['treɪnɪŋ] *n.* — the act of teaching — წრთვნა; in training — (of an athlete) — in good physical condition — (სპორტზე) ფორმაში ყოფნა; out of training in poor physical condition — (სპორტსმენზე) ფორმაში არ ყოფნა

trained [treɪnd] *adj.* — კვალიფიციური, ნასწავლი

transform [træns'fɔ:m] *v.* — change the shape or appearance of; change the nature or character of — ტრანსფორმირება, გარდაქმნა, გადაკეთება, შეცვლა, გადაღება

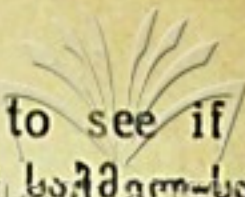
transit ['trænzɪt] *n.* — the act of passing or being carried across, through or over — გატარება, გადაყვანა

transport ['træns'pɔ:t] *n.* — 1. carrying (persons, goods) from one place to another; ტვირთის გადატანა, გადაზიდვა; 2. ship for carrying soldiers

travel [trævl] *v.* — მოგზაურობა (მოგზაურობს)

travelling *n.* — მოგზაურობა

treat [tri:t] *v.* — 1. act or behave towards — მოპყრობა, მოქცევა; e. g.



He treats his wife badly — ცოლს ცუდად ეპყრობა; 2. give medical or surgical care to, in order to cure მკურნალობა, ავადმყოფის მოვლა; e. g. Which doctor is treating you? — რომელი ექიმი მკურნალობთ თქვენ? 3. supply with food, drink, etc., at one's own expense; e. g. to treat one's friends to a good dinner — მიპატიებთ, გამასპინძლებთ

tribute ['tribju:t] *n.* — 1. payment which one government or ruler exacts from another — ხარკი; to pay tribute — ხარკის გადახდა

trifle [traɪfl] *n.* — a thing, fact, idea, etc. of little value or importance — უბრალო რამ, უმნიშვნელო რამ, წვრილმანი

trip [trɪp] *v.* — 1. run with quick light steps — მსუბუქად სწრაფი სვლა 2. (cause to) stumble, (almost) fall after striking the foot on smth. — წაბორძიკება, ფეხის წაკვრა

n. — 1. journey, esp. a pleasure excursion — მოგზაურობა, ექსკურსია, გემით სეირნობა

trouble [trʌbl] *n.* — distress, worry — მოუსვენრობა, წუხილი, ნალვლიანობა, ზრუნვა და დარდი

v. — 1. worry, make anxious — ტკივილის მიყენება; 2. cause pain or discomfort to; e. g. The child is troubled with (by) a cough every winter

trot [trɒt] *v.* — (of horses, etc.) go at a pace faster than a walk but not so fast as a gallop; run with short steps — ჩორთით სიარული

trotter ['trɒtə] *n.* — a horse bred and trained for trotting — მორჩილი (ცხენი)

trunk [trʌŋk] *n.* — 1. main stem of a tree — ტანი (ხის); 2. body without head, arms or legs — ტანი, კორპუსი; 3. large box holding clothes while travelling, 4. long nose of an elephant — ხორთუმი

try [traɪ] *v. i. a. t.* — make an attempt — ცდა (ცდილობს)

try on — put on smth. to see if it fits — გასინჯვა რაიმესი; ^{ესაქმელ-სას-}მელის და ტანსაცმლის ^{გისინჯა} tug [tʌg] *n.* — საბუქსირო მოტორიანი ნავი

tulip ['tju:lɪp] *n.* — ტიტა, ტულიპი

turning ['tɜ:nɪŋ] *n.* — გზაჯვარედინი, მოსახვევი

tweed [twi:d] *n.* — a rough woollen cloth — შალის ქსოვილი

U

unattractive [ʌnə'træktɪv] *adj.* — not pleasing, not charming, unpleasant; not attractive — შეუხედავი, არასასიამოვნო შესახედაობის

underwear [ˌʌndəweə] *n.* — underclothing; clothes worn under one's outer garments — საცვალი

undies ['ʌndɪz] *n. pl.* — (colloq.) women's or children's underclothes

undoubted [ʌn'daʊtɪd] *adj.* — certain, indisputable — უეჭველი, უსათუო, უთუო

undoubtedly *adv.* — უსათუოდ, უეჭველად, უთუოდ

uniform ['ju:nɪfɔ:m] *n.* — ფორმის ტანსაცმელი, მუნდირი

unique [ju:'ni:k] *adj.* — 1. different from all others; having no equal; 2. peculiar; unusual — შეუდარებელი; ყველასაგან განსხვავებული, ტოლუპოვარი, უნიკალური, არაჩვეულებრივი

unprecedented [ʌn'presɪdɪntɪd] *adj.* — never done or known before — უმაგალითო, უპრეცედენტო

upholstered [ʌp'houlstəd] *adj.* — (chairs, sofas, etc.) provided with padding and coverings — ნაჭერგადაკრული ან ტყავგადაკრული (სკამი)

urban ['ɜ:bən] *adj.* — connected with a city or town, not with the country — ქალაქის, საქალაქო as: urban districts; the urban population — ქალაქის რაიონები, ქალაქის მოსახლეობა

usher ['ʌʃə] *n.* — one who shows people to their seats in a theatre, cine-

ma, etc. and, if necessary, keeps order and silence — კაპელდინერი
utensil [ju:'tensl] *n.* — ჭურჭელი, სამზარეულოს ჭურჭლეულობა

V

vacation [və'keɪʃən] *n.* — a regular period of freedom from work or duty, esp. in universities and law-courts — არდასვლა, შვებულება

vacuum-cleaner ['vækjuəm'kli:nə] *n.* — a cleaning machine that sucks up dust, etc. from carpets, walls, furniture — მტვერსასრუტი

variety [və'raɪətɪ] *n.* — the entertainment, consisting of singing, dancing, short plays, music, etc. given at a music-hall;

variety artist — one who performs in a music-hall;

variety theatre — a music-hall;

variety show — the entertainment given at a music-hall — საესტრადო კონცერტი

various ['vɛəriəs] *adj.* — 1. of several kinds, different; 2. many, several, a number of — სხვადასხვა, სხვადასხვანაირი, სხვადასხვაგვარი

vast [vɑ:st] *adj.* — great, huge, extensive, immense, very large — ფართო, ვრცელი, ძალიან დიდი

vaulting-horse ['vɑ:ltɪŋhɔ:s] *n.* — a wooden contrivance for practice in vaulting — ტაიქი

vault [vɑ:lt] *v.* — jump in a single movement, esp. with the aid of the hands or a pole; to vault over a fence — გადახტომა, რაიმეზე გადასვლა (ღობეზე გადავიდა)

veal [vi:l] *n.* — the flesh of a calf as used for food — ხბოს ხორცი

version ['vɜ:ʃən] *n.* — ვარიანტი; screen version — ეკრანიზაცია

viking ['vaɪkɪŋ] *n.* — ვიკინგი, (ვიკინგების მეკობრეები, რომლებიც მე-8—10 საუკუნეებში მოქმედებდნენ ევროპის სანაპიროებზე

vinegar ['vɪnɪgə] *n.* — ძმარი

violet ['vaɪələɪt] *n.* — ია

vital [vaɪtl] *adj.* — essential; full of life and vigour, connected with necessary things for living; e. g. vital wound=one causing death; — სასიცოცხლო, მნიშვნელოვანი, საბედისწერო, სასიკვდილო

vocation [vou'keɪʃn] *n.* — the form of life to which one is called; special fitness or aptitude for a particular kind of work; a person's trade, profession, business or calling — პროფესია, საქმიანობა, მოწოდება

vulgar ['vʌlgə] *adj.* — 1. relating to, belonging to, the common people, not the upper classes, as vulgar life; 2. illmannered, coarse; not refined — უბრალო, უხეში, დაბალი ფენის შესაფერისი, ვულგარული, უხეში ქცევის, შეუფერებელი; vulgar tongue=the language commonly spoken by the people of a country— უხეში ენა, უსწავლელი ხალხის ენა

W

wag [wæg] *v.* — move or cause to move, to and fro or from side to side; e. g. A dog wags its tail when it feels pleased — აქნევა, მოქნევა, ჩაქნევა, გაქნევა, დაქნევა, რხევა; ძალი კუდს აქნევს როცა ნასიამოვნებია

wall [wɑ:l] *v.* — surround with a wall; e. g. for defence, as: a walled city (გალავანი) კედელშემოვლებული ქალაქი) fill or close up (an opening) as: to wall up a doorway; — კედლის ამოყვანა, ამოშენება

wall-bars *n.* — შვედური კედელი

war [wɑ:] *n.* — use of armed force (period of) fighting, between nations or groups — ომი; e. g. declare war upon — ომის გამოცხადება

warehouse ['weəhaus] *n.* — a store house; a building where goods, furniture, etc. may be stored — საქონლის საწყობი

washing-machine ['wɑ:ʃɪŋmə'ʃi:n] *n.* — სარეცხი მანქანა

water-polo ['wɑ:təpoulou] *n.* — წყალბურთი

wave [weɪv] *v.* — 1. move or be moved to and fro, up or down, as flag moves in the wind — რხევა, რწევა, ქანობა, რყევა; 2. cause (smth.) to move in this way; move one's hand — ხელის დაქნევა; wave smb. on (away, etc). — მოშორება, მოგერიება

weightlifter *n.* — შტანგისტი

well-equipped ['wel I'kwɪpt] *p. p.* — კარგად მომარაგებული, კარგად მოწყობილი

whisky ['wɪskɪ] *n.* — ვისკი (არაყი)

whole [həʊl] *n.* — a thing that is complete in itself — მთელი; something constituting a complex unity — მთლიანობა, სრული რამ, ჯამი.

adj. — every part of; all that there is of; in this sense *whole* is synonymous with *all* but is used with sing. nouns only and is always preceded by some other determinative, e.g. the whole country was anxious for peace; (attrib. and predic. with sing. or pl. nouns) entire; complete, undivided: It rained for three whole days — მთელი, მთლიანი

window-pane ['wɪndəʊpeɪn] *n.* — a pane of glass in a window — ფანჯრის მინა

window-frame ['wɪndəʊfreɪm] *n.* — a border of wood of the window — ფანჯრის ჩარჩო

wine [waɪn] *n.* — ღვინო

wipe [waɪp] *v.* — clean or dry by rubbing with cloth, paper, the hands — გაწმენდა, გამშრალება, შემშრალება

wisdom-tooth *n.* — the extreme back

tooth on either side of the jaw, usu. coming through after the twentieth year — სიბრძნის კბილი

worship ['wɔ:ʃɪp] *n.* — თაყვანისცემა
v. — თაყვანისცემა (თაყვანს სცემს)

worshipping *adj.* — feeling or showing great respect, reverence, admiration, etc. for — თაყვანისმცემლური

worth [wɜ:θ] *adj.* — having a certain value or price; to be worth — ღირებული

wound [wu:nd] *v.* — cause a hurt or injury to some part of the body by cutting, stabbing, shooting — დაჭრა, ჭრილობის მიყენება

wrap [ræp] *v.* — roll or fold round, cover in — გახვევა, შეხვევა, შეფუთვა

wretched ['retʃɪd] *adj.* — 1. very unfortunate, miserable — უბედური, საწყალი, საცოდავი; e. g. This aching tooth makes me feel wretched; 2. causing unhappiness or misery; e. g. a wretched home in the slums; 3. bad; e. g. wretched weather.

wring [rɪŋ] *v.* — twist with force; squeeze; press the water out — გაწურვა (სარეცხის)

Y

yell [jel] *v.* — utter a loud, sharp cry as with pain, anger, etc. also laugh loudly — ყვირილი, ღრიალი, ხარხარი, გოდება; e. g. to yell with laughter, fright

Z

zebra ['zi:brə] *n.* — ზებრა

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