**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**ДВНЗ «УЖГОРОДСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ»**

**ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ**

**КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ**

**Петій Н.В., Онищак Г.В., Пантелеймонова Л.І.**

**ПРАКТИКУМ З АНАЛІТИЧНОГО ЧИТАННЯ**

**(для студентів 2 курсу денного та 3 курсу заочного відділення спеціальності 035.041 «Філологія (германські мови та літератури  
(переклад включно))»)**

**Ужгород - 2020**

УДК

ББК

**Петій Н.В., Онищак Г.В., Пантелеймонова Л.І.** Практикум з аналітичного читання (для студентів 2 курсу денного та 3 курсу заочного відділення спеціальності 035.041 «Філологія (германські мови та літератури (переклад включно))»): навчальний посібник (англ. мовою). Ужгород, 2020. 119 c.

Навчальний посібник призначений для використання студентами 2 курсу денного та 3 курсу заочного відділення спеціальності 035.041 «Філологія (германські мови та літератури (переклад включно))» факультету іноземних мов. Мета посібника – удосконалення лексичних навичок, якими повинні володіти студенти в межах вивчення аспекту аналітичного читання та підготовка до державного іспиту на здобуття кваліфікації бакалавра. Посібник також буде корисним студентам інших курсів денного та заочного відділень, абітурієнтам, викладачам та усім, хто намагається покращити своє знання англійської мови.

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Рекомендовано до друку науково-методичною комісією факультету англійської філології Ужгородського національного університету (протокол №3 від 21 грудня 2020 р.)

**ВСТУП**

Видання спрямоване на опанування аспекту «Аналітичне читання», який є одним із базових у низці компонентів, що становлять специфіку і методику викладання дисципліни “Практична англійська мова” студентам ІІ курсу денного відділення та ІІІ курсу заочного відділення спеціальності 035.041 «Філологія (германські мови та літератури (переклад включно))», яке здійснюється кафедрою англійської філології факультету іноземної філології Ужгородського національного університету. Посібник укладений відповідно до робочої програми кафедри.

Навчальний посібник містить вправи, призначені для опрацювання лексичного матеріалу за аспектом «Аналітичне читання», які передбачають поглиблену роботу студентів з лексичним мінімумом до чотирьох аналітичних текстів: “In Other Words”, “A Day’s Wait”, “Seeing People Off”, “The Apple-Tree”.

Засвоєння вокабуляру аналітичних текстів і споріднених лексичних одиниць становить мовний фокус навчального посібника. Різноманітні завдання, спрямовані на засвоєння лексичних одиниць, включають вправи на вивчення семантичних особливостей аналітичних слів, їхнього словотворчого потенціалу та сполучуваності. Систематичне введення та опрацювання ідіоматичних зворотів і фразових дієслів допомагає студентам не тільки краще засвоїти цільову лексику, а й значно розширити свій словниковий запас.

Речення, що пропонуються для перекладу, вибрані з автентичних американських та британських художніх та публіцистичних текстів, а також з автентичних текстів українських художніх творів та сучасних українських газет.

**TEXT 1**

**SPEECH PATTERNS**

… what the student acquires is a purely practical skill which *is recognized* by society as ‘skilled work’ but *is* not generally *elevated* to the level of a profession.

Translators have constantly complained that translation *is underestimated* as a profession. Our profession *is based* on knowledge and experience.

… it provides the basis on which further developments in the field *may be achieved*

… it represents a formalized pool of knowledge which is shared and *can be explored* and *extended* by the professional community as a whole, not just locally but across the world.

**EXERCISES**

**I. Complete the following sentences using Speech Patterns 1 and 2:**

1. The parcel … at five o’clock yesterday. 2. I am sure, a lot of questions … when he finishes speaking. 3. The shops … opened at 8 o’clock in the morning. 4. It’s very cold. You … . 5. This report … at once. The meeting is about to start. 6. This work is easy. It … by a child, if you ask me. 7. The doctor … for early in the morning. 8. These questions won't … at tomorrow’s meeting. 9. The book … by a person of any age. 10. All his documents … during the war. 11. This museum … in summer. 12. The traffic rules must … always … . 13. The authorities have decided that the meeting … next Wednesday. 14. For the past few days I had to work in Jack's office because mine … at the moment. 15. The larger portrait … by a well-known Flemish artist.

**II. Paraphrase the following sentences using Speech Patterns 1 and 2:**

1. A jellyfish stung her while she was swimming. 2. She read the children a very interesting story. 3. The headmaster called his parents to the office. 4. They sang me some of the old songs. 5. They repeated the same thing to him several times. 6. Among other things he mentioned to me this most interesting fact. 7. Did they explain the difficulty to you? 8. They described to us the life in this out-of-the-way place. 9. The lecture was interesting, the students asked the professor a lot of questions. 10.They taught him several languages when he was a child. 11. They often ask him such questions. 12. They teach us two foreign languages at this university. 13. He asked them to hand in their reports at once. 14. They envied him his talent. 15. We must look into the question. 16. They must have left the keys behind. 17. You ought to clean the house before they arrive. 18. They might take the old man to the hospital. 19. He must give the message to the right person. 20. People should send their complaints to the head office.

**III. Make up two sentences of your own on each pattern.**

**IV. Translate the following sentences into English using the Speech Patterns:**

1. Його можна було побачити в саду в будь-яку погоду. 2. Стелі завжди фарбують у білий колір. 3. Правил дорожнього руху необхідно дотримуватися. 4. Дітей поведуть до театру в неділю. 5. Їх зустрінуть на станції. 5. Він одразу помітив, що вікно розбите. 6. Відповідь надішлють Вам поштою. 7. Нам обіцяли нову квартиру. 8. Йому повідомили останні новини вчора. 9. Нам могли пояснити суть проблеми раніше. 10. Мені так добре пояснили дорогу до того будинку, що я легко знайшов його. 11. Професору поставили кілька запитань. 12. Їх попросили прийти вчасно. 13. Нас навчали, як грати у цю гру. 14. Мене спитали, де я народилася. 15. Які предмети викладають на першому курсі?

**V. Make up and act out in front of the class suitable dialogues using the Speech Patterns**

**IN OTHER WORDS**

By Mona Baker

**PART I**

Writing my own novels has always required a huge effort of organisation and imagination; but, sentence by sentence, translation is intellectually more taxing.  
*(Parks 2010)*

Professionals in every walk of life form associations and institutes of various kinds to provide practising members with a forum to discuss and set standards for the profession as a whole, to set examinations, assess competence and lay codes of conduct. The standards set by a given profession may well be extremely high, but this does not necessarily guarantee recognition by those outside the profession. Notwithstanding the length and breadth of one’s experience, recognition, in our increasingly qualification-conscious society, comes mostly with proof of some kind of formal education. Every respectable profession (or every profession which wants to be recognized as such) therefore attempts to provide its members with systematic training in the field.

There are two main types of training that a profession can provide for its members: vocational training and academic training. Vocational courses provide training in practical skills but do not include a strong theoretical component. A good example would be a course in plumbing or typing. At the end of a typing course, a student is able to type accurately and at speed and has a piece of paper to prove it. But that is the end of the story; what the student acquires is a purely practical skill which is recognized by society as ‘skilled work’ but is not generally elevated to the level of a profession. Like vocational courses, most academic courses set out to teach students how to do a particular job, such as curing certain types of illness, building bridges or writing computer programs. But they do more than that: an academic course always includes a strong theoretical component. The value of this theoretical component is that it encourages students to reflect on what they do, how they do it and why they do it in one way rather than another. This last exercise, exploring the advantages and disadvantages of various ways of doing things, is itself impossible to perform unless one has a thorough and intimate knowledge of the objects and tools of one’s work. A doctor cannot decide whether it is better to follow one course of treatment rather than another without understanding such things as how the human body works, what side effects a given medicine may have, what is available to counteract these effects and so on.

Theoretical training does not necessarily guarantee success in all instances. Things still go wrong occasionally because, in medicine for example, the reaction of the human body and the influence of other factors, such as stress, will never be totally predictable. But the value of a theoretical understanding of, say, the human apparatus and such things as the nature and make-up of various drugs is that (a) it minimizes the risks involved on any given occasion and prepares the student for dealing with the unpredictable; (b) it gives the practicing doctor a certain degree of confidence, which comes from knowing that his or her decisions are calculated on the basis of concrete knowledge rather than ‘hunches’ or ‘intuition’; and (c) it provides the basis on which further developments in the field may be achieved because it represents a formalized pool of knowledge which is shared and can be explored and extended by the professional community as a whole, not just locally but across the world. Needless to say, this type of theoretical knowledge is itself of no value unless it is firmly grounded in practical experience.

**PART II**

Throughout its long history, translation has never really enjoyed the kind of recognition and respect that other professions, such as medicine and engineering, have enjoyed. Translators have constantly complained that translation is underestimated as a profession. In summing up the first conference held by the Institute of Translation and Interpreting in Britain, Professor Bellos (reported by Nick Rosenthal) stated, ‘The main impetus and concern of this first ITI Conference was the unjustly low status in professional terms of the translator. An appropriate theme, since it was one of the main reasons for the formation of the ITI’ (Bellos 1987:163). Some two decades later, the novelist and translator Tim Parks still had to remind us that at least ‘for a few minutes every year we really must acknowledge that translators are important’ (Parks 2010). There is no doubt that the low status accorded to translation as a profession is ‘unjust’, but one has to admit that this is not just the fault of the general public. The translation community itself has traditionally been guilty of underestimating not so much the value as the complexity of the translation process and hence the need for formal professional training in the field, though this situation is thankfully changing quite rapidly. Since the first edition of this book was published, in 1992, numerous training programmes have been set up for translators and interpreters across the world. Translation has become a highly attractive career for young people with a love for languages and for engaging with other cultures, as well as a growing area of research. Those entering the profession now have to demonstrate that they can reflect on what they do and that they have invested in acquiring not only the vocational but also the intellectual skills required to undertake such a complex and highly consequential task, one that has a major impact on the lives of the many people who rely on them as mediators.

In the past, talented translators who had no systematic formal training in translation but who nevertheless achieved a high level of competence through long and varied experience tended to think that the translation community as a whole could achieve their own high standards in the same way:

Our profession is based on knowledge and experience. It has the longest apprenticeship of any profession. Not until thirty do you start to be useful as a translator, not until fifty do you start to be in your prime.

The first stage of the career pyramid – the apprenticeship stage – is the time we devote to *investing in ourselves* by acquiring knowledge and experience of life. Let me propose a life path: grandparents of different nationalities, a good school education in which you learn to read, write, spell, construe and love your own language. Then roam the world, make friends, see life. Go back to education, but to take a technical or commercial degree, not a language degree. Spend the rest of your twenties and your early thirties in the countries whose languages you speak, working in industry or commerce but not directly in languages. Never marry into your own nationality. Have your children. Then back to a postgraduate translation course. A staff job as a translator, and then go freelance. By which time you are forty and ready to begin.

(*Lanna Castellano 1988 :133*)

Lanna’s recommended career path no doubt worked for many people in the past. Her own case proves that it did: she is a widely respected first-class translator. The question is whether it was ever feasible for most aspiring translators to pursue this career path and whether this approach is or was right for the profession as a whole, bearing in mind that it stresses, at least for the first thirty or forty years of one’s career, life experience rather than formal academic training. One obvious problem with this career path is that it takes so long to acquire the skills you need as a translator that your career is almost over before it begins.

**EXERCISES ON THE CONTENT**

**Task 1.** Find in Text the English equivalents for the following words and phrases and use them in sentences of your own:

встановлювати стандарти; оцінити компетентність; кодекс поведінки; гарантувати визнання; шанована професія; систематичне навчання; академічна підготовка; теоретичний компонент; мінімізувати ризик; професійна спільнота; талановиті перекладачі; досягти високих стандартів; набути навичок; кар’єрна стежка.

**Task 2.** Explain what is meant by the following:

1. this does not necessarily guarantee recognition by those outside the profession. 2. in our increasingly qualification-conscious society. 3. student is able to type accurately and at speed and has a piece of paper to prove it. 4. what the student acquires is a purely practical skill which is recognized by society as ‘skilled work’ but is not generally elevated to the level of a profession. 5. one has a thorough and intimate knowledge of the objects and tools of one’s work. 6. it represents a formalized pool of knowledge. 7. this type of theoretical knowledge is itself of no value unless it is firmly grounded in practical experience. 8. the low status accorded to translation as a profession is ‘unjust’. 9. to undertake such a complex and highly consequential task. 10. Lanna’s recommended career path no doubt worked for many people in the past.

**Task 3.** Answer the following questions and do the given tasks:

1. In what key is the extract written: is it matter-of-fact, dramatic, pathetic? 2. What kind of text is it? Is it a narration, a character-drawing or a piece of academic writing? 3. What is the author's method in presenting his arguments? 4. What are the predominant figures of speech in giving arguments? 5. Find some examples of epithets in the text. Discuss their stylistic value. 6. Point out the features of speech in the text. 7. Point out the adjectives in the text, classifying them according to sense into literal and figurative.

**Task 4.** Retell the text close to the text.

**Task 5.** Give a summary of the text.

**ACTIVE VOCABULARY COMPREHENSION**

**PART I**

**Task 1**. In the text of the lesson find the words and phrases that match the definitions below.

|  |  |
| --- | --- |
| 1) a vigorous or determined attempt;  2) the ability of the mind to be creative or resourceful;  3) in a way that is correct in all details; exactly;  4) the regard that something is held to deserve; the importance, worth, or usefulness of something; | 1. 5) the accomplishment of an aim or purpose; 2. 6) at infrequent or irregular intervals; now and then; 3. 7) a feeling or guess based on intuition rather than fact; 4. 8) successfully bring about or reach (a desired objective or result) by effort, skill, or courage. |

**Task 2**. Paraphrase the following words and word combinations. Make use of the sentences from the extract illustrating their meanings.

|  |  |  |
| --- | --- | --- |
| 1. | taxing |  |
| 2. | guarantee |  |
| 3. | attempt |  |
| 4. | cure |  |
| 5. | counteract |  |
| 6. | predictable |  |
| 7. | intuition |  |
| 8. | value |  |
| 9. | instance |  |
| 10. | experience |  |

**Task 3**. In the extract find synonyms to the words and expressions given below.

|  |  |
| --- | --- |
| 1. 1) code, guideline, principle; 2. 2) identification, acknowledgment, acceptance; 3. 3) knowledge, background, maturity, practice | 1. 4) career, employment, pursuit, specialty; 2. 5) community, humankind, people, civilization; 3. 6) detriment, loss, minus, cons; 4. 7) result, consequence, impact, outcome; 5. 8) assurance, belief, certainty |

**Task 4**. Match the words given below with the antonyms from the text.

|  |  |
| --- | --- |
| 1) discourage, dishearten, dissuade | a) predictable |
| 2) invalidate, refute, reject, disprove | b) systematic |
| 3) easy, facile, trivial, untroubling | c) respectable |
| 4) chaotic, disorderly, unmethodical | d) taxing |
| 5) improbable, unexpected, unforeseen, unpredictable | e) prove |
| 6) dishonest, unrespectable, dishonorable, unworthy | f) encourage |
| 7) believable, logical, achievable, manageable | g) impossible |

**Task 5.** Fill in the table with the missing words.

|  |  |  |  |
| --- | --- | --- | --- |
| **noun** | **verb** | **adjective** | **adverb** |
|  |  | *respectable* |  |
|  | *prove* |  |  |
| *education* |  |  |  |
|  |  |  | *necessarily* |
|  |  | *systematic* |  |
|  | *recognize* |  |  |
| *imagination* |  |  |  |
|  | *predict* |  |  |
| *confidence* |  |  |  |

**Task 6.** Match the halves of the word combinations from the text.

|  |  |
| --- | --- |
| 1. 1) walk of 2. 2) code of 3. 3) assess 4. 4) intimate 5. 5) guarantee 6. 6) pool 7. 7) professional 8. 8) to be firmly 9. 9) practical   10) skilled | 1. a) of knowledge 2. b) experience 3. c) knowledge 4. d) success 5. e) work 6. f) grounded 7. g) community 8. h) conduct 9. i) competence 10. j) life |

**Task 7**. Replace the italicized parts of the sentences with the word combinations above.

1. This, of course, is a gross violation of the *rules of behaviour*.

2. One of the greatest pleasures of this job is meeting people from all *trades, professions, or occupations*.

3. We need someone with an *extensive expertise* of the political arena.

4. The Guiding Principles are *securely established* in existing international human rights law.

5. Migrant women tend to be employed in the shadow economy and in less *competent jobs* than men, even though some are better qualified.

**Task 8.** Translate the following sentences using word combinations from the table above.

1. Асоціація журналістів зобов'язана розробити відповідно до законодавства *кодекс професійної етики*, якого журналісти повинні дотримуватися.

2. Люди з усіх *верств суспільства* потрапили під вплив цієї книги.

3. Представник ЄС сказав, що уряд може використовувати для *оцінки компетентності* закладів різні засоби, включаючи акредитацію.

4. Нам допомогли його досвід і *глибоке знання* стану справ в Україні.

5. У цьому напрямку досягнуто певного прогресу, однак лише припинення внутрішнього конфлікту може *гарантувати успіх*.

6. Організації-партнери розширили наш *фонд знань* і ресурсів і забезпечили створення більш справжнього «глобального» партнерства.

7. Ваша думка вагома для нас і *професійного співтовариства*.

8. Усі контртерористичні зусилля повинні *міцно спиратися* на демократичні принципи.

9. Директор підкреслив, що важливе значення має не стільки керівництво, скільки *практичний досвід*.

10. Жінки складають більше половини від загального числа безробітних, що раніше займалися *кваліфікованою працею*.

**PART II**

**Task 1**. In the text of the lesson find the words and phrases that match the definitions below:

|  |  |
| --- | --- |
| 1) take delight or pleasure in (an activity or occasion);  2) express dissatisfaction or annoyance about something;  3) anxiety, worry; a matter of interest or importance to someone;  4) a piece of work to be done or undertaken; | 1. 5) a marked effect or influence; 2. 6) the ability to do something successfully or efficiently; 3. 7) a group of people living in the same place or having a particular characteristic in common; 4. 8) doing particular pieces of work for different organizations, rather than working all the time for a single organization. |

**Task 2**. Paraphrase the following words and word combinations. Make use of the sentences from the extract illustrating their meanings:

|  |  |  |
| --- | --- | --- |
| 1. | respect |  |
| 2. | impetus |  |
| 3. | doubt |  |
| 4. | guilty |  |
| 5. | value |  |
| 6. | career |  |
| 7. | research |  |
| 8. | mediator |  |
| 9. | tend |  |
| 10. | experience |  |

**Task 3**. In the extract find synonyms to the words and expressions given below:

|  |  |
| --- | --- |
| 1. 1) unfairly, wrongly, unlawfully 2. 2) underrate, undervalue, belittle 3. 3) suitable, applicable, opportune 4. 4) rank, position, prominence | 1. 5) contribute money, provide, supply 2. 6) achieve, earn, gain, get 3. 7) attempt, engage in, launch, tackle 4. 8) effect, influence, imprint |

**Task 4**. Match the words given below with the antonyms from the text:

|  |  |
| --- | --- |
| 1) insignificant, trivial, unimportant | a) complexity |
| 2) advantage, accuracy, correctness | b) fault |
| 3) few, lacking, deficient | c) numerous |
| 4) fail, lose, neglect | d) engage |
| 5) simplicity, clarity, ease | e) consequential |
| 6) useless, unproductive, unvaluable | f) achieve |
| 7) dismiss, reject, cancel | g) useful |

**Task 5.** Complete the sentence with a suitable derivative of the word in capitals:

1. I paused, as if running through a mental list of various items of great \_\_\_\_\_\_\_\_\_\_\_ and urgency. COMPLEX

2. We suffered a \_\_\_\_\_\_\_\_\_\_\_ loss as a result of the non-delivery of these documents CONSEQUENCE

3. The influence of the media should never be \_\_\_\_\_\_\_\_\_\_\_\_ . ESTIMATE

4. My father believed that if I got an \_\_\_\_\_\_\_\_\_\_\_ to a proper trade I'd be financially secure for life. APPRENTICE

5. These factors helped to elevate the town into the list of the ten most \_\_\_\_\_\_\_\_\_\_ in the country. ATTRACT

6. Looking after a baby at home all day is nice but it doesn't provide much \_\_\_\_\_\_\_\_\_\_\_ stimulation. INTELLECT

7. New laws will protect employees against \_\_\_\_\_\_ dismissals. JUST

8. She has agreed to act as a \_\_\_\_\_\_\_\_\_\_ and meet with the board to try to resolve the dispute. MEDIATE

8. At her feet, a vase lay on its side, \_\_\_\_\_\_\_\_\_\_\_\_ unbroken, the flowers and water it held now blending with the Persian weave. THANK

**Task 6.** Match the halves of the word combinations from the text. Provide their Ukrainian equivalents:

|  |  |
| --- | --- |
| 1. 1) enjoy 2. 2) a love 3. 3) enter 4. 4) consequential 5. 5) achieve 6. 6) career 7. 7) formal 8. 8) invest 9. 9) a life   10) roam  11) general | 1. a) task 2. b) pyramid 3. c) public 4. d) recognition 5. e) the world 6. f) for languages 7. g) the profession 8. h) in oneself 9. i) training 10. j) high standards 11. k) path |

**Task 7**.Translate the following sentences using word combinations from the table above:

1. Передбачається, що технічні кваліфікації будуть *користуватися визнанням* за межами країни.

2. Моя *любов до мов* ніколи не згасне.

3. Як правило, в державах діють стандарти, що визначають мінімальний рівень кваліфікації або досвіду роботи, необхідний для *початку роботи в цій професії*.

4. Впровадження цієї системи є потужним інструментом *досягнення високих стандартів* прозорості та ефективності.

5. Жінки складають 40 відсотків від загальної кількості студентів та випускників у *формальних програмах навчання*.

6. Виконанню цієї роботи необхідно сприяти, з тим щоб жінки могли вільно вибирати свій *життєвий шлях*.

7. Мені подобається безцільно *блукати по світу*. А ще я трохи пишу.

8. Представники також розповіли про ініціативи, спрямовані на підвищення інформованості *широкої громадськості.*

**VOCABULARY NOTES**

**WORK**

**Task 1**. Paraphrase the underlined parts of these sentences, using the lexeme *work*, its derivatives and phrases:

1. He has changed his job and is now doing a job of a consultant for a German firm. 2. Jean has been unemployed for six months. 3. Selling is a career that seems to attract people who choose to work a lot. 4. Two new people to do a job with similar performance records were brought in to replace them. 5. Getting your goal clear in your mind is the first step in making a dream real, practical and effective, possible. 6. The calm presence of an empathetic parent allows a child to alter some of these images on her own. 7. I meet lots of interesting people in my type of work. 8. In common with many mothers, she feels torn between her family and her duties around the house. 9. The museum has many paintings by Picasso as well as other modern painters. 10. There is a dispute over land but we believe we have found an effective solution to this problem.

**Task 2*.*** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. Thousands of people are seriously injured at work every year. 2. The result is that a piece of work takes a long time to complete. 3. By 2015, workaholics were considered as socially handicapped as the chronically unemployed. 4. The report shows that male manual workers earn twice as much as female workers. 5. A new plan provides for loans to students, but to make the system workable more government funding will be needed. 6. The reworking of another artist’s work by appropriation or erasure has been identified as a postmodern preoccupation. 7. The aim of the program is to instil a work ethic and a sense of teamwork in young people. 8. Women now represent almost 50% of the workforce. 9. The plant closed in November 2010, leaving 400 people out of work. 10. Please list your educational qualifications and work experience.

**Task 3.**Translate the following sentences into English:

1. Він шукає роботу у сфері журналістики. 2. Твори Шекспіра перекладені багатьма мовами світу і з'являються на театральній сцені частіше, ніж п'єси будь-якого іншого драматурга, який коли-небудь жив і творив. 3. Джон працює на велику фірму, виконуючи обов’язки менеджера та перекладача. 4. Переробіть цей проект ще раз, будь ласка. 5. Цей прилад придатний до роботи. 6. Кваліфіковані робітники високо цінуються у нашій компанії. 7. Вона потрапила під скорочення і була безробітною близько шести місяців. 8. Я вірю, що наші сподівання реальні і здійсненні. 9. На жаль, ліфт не працює. 10. Який вид роботи тобі до вподоби?

**PROFESSION**

**Task 1**. Paraphrase the underlined parts of these sentences, using the lexeme *profession*, its derivatives and phrases:

1. Like the contagious diseases defeat, Simon’s resignation was received as a serious blow by the work that needs special medical training. 2. Most athletes these days are highly-trained people who work very skillfully, who spend their whole time practising or competing. 3. The boss praised her skills and high standards of behaviour and dynamism. 4. After retiring from sport, he began his expert career as a journalist. 5. The magazine wasn’t very designed in a way that shows high standards and good training. 6. She’s a teacher of the highest rank in a department of Columbia University. 7. The women made an excellent showing – they were every bit as well trained and showing high standards of work as their male colleagues. 8. Keeley’s competence and high skills and standards of behaviour will be missed. 9. These glossy brochures look very skillfully done. 10. The carpet should be fitted with the necessary skills and training.

**Task 2.** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. Many teachers are thinking about leaving the profession for more highly paid careers. 2. This new professional will need to be much more familiar with statistics in order to choose and evaluate training and testing situations. 3. Professional basketball players can earn huge sums of money. 4. We were impressed with the professionalism of the staff. 5. After his father died, he did a lot of odd jobs, including shining shoes, boxing professionally and preaching. 6. Many professors run their graduate 'masters' classes as offices in which the students work on their projects. 7. Because women were new to the system, however, and very few were qualified for professorships, most professorships continued to be awarded to men. 8. The medical profession was about to be excluded by its ignorance from an almost universal practice. 9. Hugh intended to enter the teaching profession. 10. The successful applicant will be a decisive professional, capable of making hard decisions.

**Task 3**. Translate the following sentences into English:

1. Він лікар за фахом. 2. Обох лікарів звинувачують у професійній халатності. 3. Якість його роботи свідчить про високий професійний рівень. 4. Містер Блек – справжній фахівець у своїй справі. 5. Він працює професором в одному з вищих навчальних закладів столиці. 6. З метою добору осіб, здатних професійно виконувати посадові обов’язки, проводиться конкурс на зайняття вакантної посади керівника підрозділу. 7. Самовідданість та професіоналізм наших працівників вражає. 8. Він досягнув вершин у своїй професії. 9. Ці новини швидко поширилися в медичній сфері. 10. Ваша заробітна плата більшою мірою залежатиме від професійного виконання Ваших безпосередніх обов’язків.

**KNOWLEDGE**

**Task 1.** Paraphrase the underlined parts of these sentences, using the lexeme *knowledge*, its derivatives and phrases:

1. He doesn’t have the skills or information and understanding needed to do the job. 2. Apart from vaccines, there is no established way to protect against meningitis. 3. Her understanding of computers is quite awe-inspiring. 4. Highly skilled historians regard that story as pure fiction. 5. He is a musician famous throughout the world. 6. Explorers penetrated deep into the regions which had not been discovered before. 7. In relation to the dangers of smoking, the findings here showed that parents believed their children knew a lot. 8. She talks in a way that shows she knows a lot about pesticides. 9. They could relax safe in the state of knowing that they had the funding for the project. 10. The author isn’t virtually famous outside Poland.

**Task 2**. Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. In this town there are only a couple of restaurants that to my knowledge serve good food. 2. The sales staff are all knowledgeable, helpful, and cheerful. 3. For some unknown reason, Mark quit his job and moved to Greece. 4. The Internet has opened up a marketplace where sellers and buyers are virtually unknown to each other. 5. They both deny all knowledge of the affair. 6. The three men were knowledgeable, responsible, and hard-working, but what stands out even more is the intensity of their commitment to the search. 7. He struck me by his knowledge. 8. The facts were unknown to us. 9. Bases of such changes include self-knowledge and self-critique of biases, stereotypes, and prejudices plus the virtues of openness and humility, as previously noted. 10. The details of the scandal are now common knowledge.

**Task 3**. Translate the following sentences into English:

1. Вона продемонструвала чудові знання з хімії на ЗНО. 2. До мене дійшли чутки, що Ви збираєтеся вийти на пенсію раніше. 3. Загальновідомо, що професійна етика – це кодекс правил, що визначає поведінку працівника у службовому середовищі. 4. Вона добре знається на підрахунках. 5. Він визнаний авторитет у цій галузі. 6. Я не знав чого він хоче. 7. Його знання історії вразили знаних професорів цього університету. 8. Чи знаєш ти, де відбуватиметься зустріч? 9. Його справжнє ім’я майже нікому невідоме. 10. Самопізнання – початковий етап самовиховання особистості.

**RECOGNITION**

**Task 1.** Paraphrase the underlined parts of these sentences, using the lexeme *recognition*, its derivatives and phrases:

1. Although he was popular in Europe, Hendrix had yet to achieve public respect and acceptance in his home country. 2. He put on a large hat and glasses as a disguise and hoped no one would know him by looking at him. 3. We’ve recovered two bodies from the wreckage, but they have been damaged so much that we do not recognize them. 4. My father craved acceptance as a professional. 5. The US refuses to accept officially the country’s military government. 6. She returned to the United States to find a country that seemed very different from the one she had left as a young woman. 7. The cartoon character was instantly familiar to millions of children. 8. It's a new country, hoping for diplomatic agreement from the international community. 9. The creature was human in a way that is easy to recognize. 10. Violence in schools is a generally known problem.

**Task 2**. Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. The importance of voluntary organizations in the economy still needs to be given recognition. 2. The government does recognize the value of the arts in this country. 3. The explosion left nothing but small, unrecognizable pieces of the aircraft scattered over the field. 4. Many distant relatives, most of whom I hardly recognized, turned up for my brother’s wedding. 5. He stared at her, but there was no sign of recognition. 6. He was recognized as having a gift for languages. 7. If we were gibbons, our lives would be unrecognizable. 8. British medical qualifications are recognized in many countries throughout the world. 9. It is widely recognized that driver fatigue is a problem on motorways. 10. He is the person who is responsible for the creation of a recognizably modern army.

**Task 3**. Translate the following sentences into English:

1. Він хотів залишитися невпізнаним, проте його викрили відразу. 2. Головна мета цього проекту – одержати схвалення громадськості. 3. Його було не важко впізнати, він майже зовсім не змінився з того часу, коли я бачила його востаннє. 4. Я насилу упізнав його. 5. Він здобув визнання у медичній сфері. 6. На Україні є багато визнаних широкою громадськістю діячів. 7. Він мав щастя здобути собі всенародне визнання. 8. Людина, її життя і здоров’я, честь і гідність, недоторканість і безпека визнаються в Україні найвищою соціальною цінністю. 9. Ми розкажемо Вам про геніїв, до яких визнання прийшло лише після смерті. 10. Її важко було впізнати через яскравий макіяж.

**SUCCESS**

**Task 1.** Paraphrase the underlined parts of these sentences, using the lexeme *success*, its derivatives and phrases:

1. The successful completion of almost any project depends largely on its manager. 2. We lost four important games in a sequence. 3. The Orchestra is currently searching for someone who will take a job of music director James Sedares. 4. Our product which achieved the intended effect is based on a very simple idea. 5. I regret to inform you that your application failed. 6. Nights following one after another without sleep make any new parent feel ready to quit. 7. She wanted to be the first woman to climb Mount Everest, and she almost achieved her aim. 8. She has had a long and outstanding career in television. 9. She had already completed these courses in a way that she intended. 10. We’ve tried to contact him, but so far without any positive results.

**Task 2**. Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. I've been trying to persuade her to take on more people, but so far without success. 2. Like many rich kids, Georgie was raised by a succession of underpaid nannies. 3. Many people regard him as a likely successor to the current managing director. 4. To be successful, a former member must have served on an influential committee and acquired expertise on controversial issues. 5. The Society was substantially unsuccessful in its aim of persuading other charities to adopt the same methods. 6. Successive governments have failed to tackle the problem of international debt. 7. As long as the financial crisis continues, economic reform cannot possibly succeed. 8. He was determined to make a success of the business. 9. They successfully defended their championship title. 10. Success is never blamed.

**Task 3**. Translate the following sentences into English:

1. Після його появи в пресі, на нього чекав великий успіх. 2. Щоб досягти успіху, потрібно працювати не покладаючи рук. 3. Я невдало намагався переконати його. 4. Як співак він мав великий успіх у широкого глядача. 5. Переможця не судять. 6. Він демонструє значні успіхи у навчанні. 7. У нього був вигляд успішної людини. 8. Він пропрацював у цій компанії п’ять років підряд. 9. Він виявився єдиним спадкоємцем у їхній родині. 10. Я б ніколи не подумав, що ти так швидко і успішно справишся з завданням.

**EXPERIENCE**

**Task 1**. Paraphrase the underlined parts of these sentences, using the lexeme *experience*, its derivatives and phrases:

1. I have a little bit of knowledge and skills working in a hotel. 2. Because of my lack of experience in the business, I think I trusted other people too much. 3. My elder brother possessed a lot more skills or knowledge in these matters. 4. She's too young and hasn’t got much knowledge to go abroad on her own. 5. Many women have feelings of nausea during pregnancy. 6. She is highly skillful and self-assured. 7. A detective possessing much knowledge and skill was assigned to the case. 8. The driver with lack of skill kept stalling the car. 9. Stanley Spencer had been through the war; he had felt the horror, the vulgarity, of war. 10. My lack of practical knowledge and skill was a disadvantage.

**Task 2**. Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. I speak from experience, as my wife and I had to turn back and miss the December 1990 meeting. 2. The inexperience of the teaching staff has taken its toll on student test scores. 3. Paul liked to turn to more experienced people for advice. 4. There are a lot of young, inexperienced players on the team. 5. You may experience some dizziness after taking the medicine. 6. The best way to learn is by experience. 7. The company has experienced meteoric growth. 8. This matter is too important to be left in the hands of an inexperienced lawyer. 9. Nothing can ever equal that experience. 10. We had never experienced this kind of holiday before.

**Task 3**. Translate the following sentences into English:

1. Досвід – великий вчитель. 2. Вона демонструє значний досвід у цій сфері діяльності. 3. Він досвідчена людина. 4. У неї п’ять років педагогічного стажу. 5. У нього недостатньо кваліфікації для виконання цієї роботи. 6. Після загибелі батьків він зазнав багато горя. 7. Щоб це зрозуміти, необхідно самому це перенести. 8. Вона здобула визнання як досвідчений працівник у їхній компанії. 9. У неї великий досвід догляду за дітьми. 10. Не думаю, що це вдала ідея. Вона недосвідчена у проведенні такого роду заходів.

**VALUE**

**Task 1**. Paraphrase the underlined parts of these sentences, using the lexeme *value*, its derivatives and phrases:

1. He thought that the individual is important as a person and was patient with those who did not share this view. 2. Your knowledge and experience would be very useful to us. 3. On most political issues my own opinion was pretty well useless. 4. Discussion of the transport link focused on its degree of importance to the local community. 5. To its opponents in the developing world, globalization is seen as an attack on traditional cultural principles and beliefs. 6. I hope this book will be useful to both teachers and students. 7. Thieves had taken a radio and a Walkman, but nothing worth a lot of money. 8. The research should provide significant insights into organizational arrangements. 9. It still can be argued that Japanese shares are estimated higher than they really value in terms of the return they offer. 10. Many companies deal with their female employees in a way that do not recognize them to be important.

**Task 2**. Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. Real estate values continue to rise. 2. Young people who meet the standards earn nationally recognized credentials that employers value. 3. Joyce gave us a lot of valuable advice when we first started the company. 4. Such attitudes are valueless unless they reflect inner cognition and certainty. 5. Your attitudes about sex are affected by your religious and moral values. 6. Residential property in the city has doubled in value in the last three years. 7. Most customers are looking for value for their money rather than cutting-edge fashion. 8. Why were spices so highly valued in late 15th-century Europe? 9. The real value of their salaries has fallen. 10. Good quality furniture should hold its value.

**Task 3**. Translate the following sentences into English:

1. Наша компанія оцінює Ваш будинок у 100 тисяч доларів. 2. Я занадто дорожу своєю честю, щоб вплутуватися у справи сумнівного характеру. 3. Дякую Вам за цінні поради, яких я обов’язково послухаюся. 4. Я визнаю, що недооцінював тебе як друга. 5. Твої слова нічого не варті. 7. Над проектами аеромобілів, які стали б відкриттям великої значущості, розробники активно працюють уже багато років. 8. Він не надає великої значущості своїй роботі. 9. Кожна національна мова самобутня і відображає культурні цінності своєї спільноти. 10. Здається, він переоцінює свої реальні можливості.

**SKILL**

**Task 1**. Paraphrase the underlined parts of these sentences, using the lexeme *skill*, its derivatives and phrases:

1. The cut of a diamond depends on the special ability of its craftsman. 2. He had a clear idea of his company's strengths and professionally exploited them. 3. He then made effective use of the new medium of the internet to inform and entertain a much wider audience. 4. They want to bring in more people demonstrating accomplishments, skill and special training to reduce the risk of delay. 5. We have already mentioned that economic globalization has reduced the number of jobs available to workers without previous training. 6. Administrative staff may no longer need special skills to do their work, due to increased automation and efficiency. 7. They would then join the workforce as not fully skilled trainees lacking much experience and training. 8. The course helps people gain particular abilities they need to run a successful business. 9. No matter our children's ages, learning to wait is an important ability that will go with them throughout their lives. 10. By the effective utilization of money to buy the players to win the league and so qualify for the European Cup.

**Task 2**. Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. Your ability to learn new skills is impressive and makes work more rewarding. 2. Technically the players are very skillful and the games are very competitive. 3. Training of skilled engineers is at least as demanding as the training of lawyers. 4. In the US, minorities and immigrants have generally gone into low-paid, unskilled jobs. 5. The committee needs someone who has some skill in financial planning. 6. Advances in machine technology had deskilled numerous manual jobs. 7. The strategic, cerebral, super-competent boss is turned into the hopeless, helpless and hapless semi-skilled labourer. 8. We will give you the opportunity to develop your skills. 9. The nurse must use her communication skills to help the patient feel at ease. 10. The whole team played with great skill and determination.

**Task 3**. Translate the following sentences into English:

1. Він продемонстрував велику майстерність й професіоналізм. 2. Уміння підтримувати розмову дуже цінується у роботі журналіста. 3. Джек, досвідчений та амбітний, очолить раду директорів. 4. Це була дійсно блискуче проведена операція. 5. Майстерно й управно він доводив усі свої справи до успішного завершення. 6. У зв’язку з модернізацією підприємства кількість кваліфікованих працівників буде скорочено. 7. Необхідно залучити висококваліфіковані кадри для виконання цього завдання. 8. Некваліфікована праця дуже низько оплачується. 9. Вона була ще дуже молоденька, невміла та недосвідчена. 10. Майстерність письменника в тому, щоб заговорити до читача мовою його серця і мовою його розуму.

**QUALIFICATION**

**Task 1**. Paraphrase the underlined parts of these sentences, using the lexeme *value*, its derivatives and phrases:

1. She left school at 16, with no academic skills or knowledge. 2. Demand has far outstripped supply of experienced teachers. 3. In practical terms it is clearer by the day that she does not have the right qualifications for the job. 4. It felt very insulting – I had all the necessary skills for that job. 5. The trouble was, he got the team kept from taking part in the process. 6. He has no official qualifications. 7. Only members of the credit union can have a right for loans. 8. He had to take a series of exams needed in order to get the degree. 9. He was ordered to abstain from driving for six months. 10. His statement requires explanation in detail and clarification.

**Task 2**. Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. When you chase your dream job your enthusiasm counts for more than formal qualifications. 2. All of the people who work for me are fully qualified and trustworthy. 3. I think they were all replaced in the mid-1990s by unqualified sales staff. 4. She has already qualified as a doctor in her homeland. 5. Each player took the wrong option, signed for the wrong score and was subsequently disqualified. 6. A professional qualification in accountancy would be an advantage. 7. If we can find a suitably qualified person, we'll start straight away. 8. Fluency in three languages qualifies her for work in the European Parliament. 9. Our qualification for the World Cup finals hangs in the balance. 10. There are no minimum qualifications as personal qualities are regarded as more important than academic ability.

**Task 3**. Translate the following sentences into English:

1. Він має усі необхідні дані для отримання цієї роботи. 2. Ми розглянули багато кандидатур, але саме Ваша годиться для цієї посади. 3. Вона дуже компетентний лікар. 4. У цьому вищому навчальному закладі готують лікарів. 5. Він готувався викладати англійську. 6. Після навчання на курсах підвищення кваліфікації ти зможеш влаштуватися на цю роботу. 7. Цей атестат не дає Вам права на вступ. 8. По закінченні навчання усі складатимуть фаховий іспит. 9. Після отримання травми гравця дискваліфікували. 10. Він придатний до військової служби.

**TEXT 2**

**SPEECH PATTERNS**

It *would have been* natural if the boy *had gone* to sleep.

1a.

It would have been natural if you had punished the child for his behaviour yesterday.

It wouldn't have been so cold in the morning if the wind had stopped blowing.

It would have been strange if he hadn't called on me when he was here last summer.

It would have been quite dark in the forest if we hadn't made a good fire.

1b.

The father *wouldn't have called* the doctor if the boy *had been* quite well.

Grant would have accepted Mario's invitation if he hadn't made up his plans for the summer.

Anne would have taken her spring exams if she hadn't fallen ill.

We shouldn't have made friends with them if we hadn't stayed in the same camp.

We should have finished our work yesterday if you had helped us.

1c.

The boy *would have behaved* in a different way if he *were* selfish.

They wouldn't have quarreled if they both were less ner­vous.

You would have improved your spelling long ago if you were more diligent.

We should have invited him to our party if we knew him better.

She wouldn't have forgiven him if she didn’t love him so much.

He *seemed to know* all about influenza.

The children seem to like each other very much.

You don't seem to understand me.

She seemed to know grammar much better than we thought.

They didn’t seem to have met before.

I *can’t keep from* thinking.

Can’t you keep from talking all the time?

Try and keep from gossiping about other people.

She couldn’t keep from scolding the child, though she knew she shouldn’t do it.

We can’t keep from laughing when we look at him.

**EXERCISES**

**I. Change these sentences, using Patterns la and lb:**

**Example:** *We should meet a lot of tourists if we went to a tourist camp next summer.*

*We should have met a lot of tourists if we had gone to a tourist camp last year (last summer, when we had our holiday, etc.).*

1. Mario wouldn’t come to England if John didn’t invite him. 2. Peter would accept your invitation if he were not ill. 3. It wouldn't be a hardship for the children to sweep and clean the rooms, would it? 4. If the weather were fine we should go to a holiday camp next summer. 5. We would live in a hotel if the rates were not very high. 6. It would be natural if they didn’t meet after their quarrel. 7. My friend and I would go to the cinema after this lesson if the rest of the students agreed to go with us. 8. If the weather didn’t change we should go to the country tonight.

**II.** **Combine the following sentences into one, using speech Pattern lc:**

**Example**: *They quarreled. They both are very nervous.*

*They wouldn't have quarreled if they both were not very nervous.*

1. Bob recovered. The doctors that had treated him are very experienced. 2. Mary passed her exams. She is industrious. 3. We invited John Brown to our tea-party. We are acquainted with him. 4. 1 didn't leave the children alone. They are naughty. 5. She didn’t agree to teach us French. She doesn’t know the language well. 6. Martha understood the German delegates, she is a German. 7. I gave you this book because it's very interesting. 8. I advised my friends to have a walking tour because I myself am fond of walking tours.

**III. Make up sentences after Patterns 2 and 3, using the following words and phrases:**

a) *Pattern 2*: to be busy, to know a lot, to understand each other, to hate (smb. or smth.), to love music, e. g. *Ann seems to love children, I often see her playing with little boys and girls in our yard*.

b) *Pattern 3*: to scold each other, to argue (about smth.), to meet (with), to write a letter, to dream (of smth), e.g. *She can't keep from crying when she reads sentimental poetry*.

**IV. Translate these sentences into English using Speech patterns:**

1. Не хвилюйся, дитина не була б такою веселою, якби була серйозно хворою. 2. Тобі б не пасувало, якби ти мав бороду та вуса, ти виглядав би старшим на свій вік. 3. Було б краще, якби вони не дозволяли дітям дивитися телевізор так пізно. 4. Було б природно, якби діти спитали мене про їхнього нового вчителя, проте ніхто цього не зробив. 5. Було б звично, якби він зробив це сам, у нього дуже добре виходить. 6. Ти давно б закінчила цей переклад, якби не балакала так довго по телефону. 7. Ти б не забула мені зателефонувати, якби не була такою розсіяною.

**A DAY’S WAIT**

by Ernest Hemingway

Hemingway, Ernest (1899–1961), a prominent American novelist and short-story writer. He began to write fiction about 1923, his first books being the reflection of his war experience. “The Sun Also Rises” (1926) belongs to this period as well as “A Farewell to Arms” (1929) in which the antiwar protest is particularly powerful.

During the Civil War Hemingway visited Spain as a war correspon­dent. His impressions of the period and his sympathies with the Republi­cans found reflection in his famous play “The Fifth Column” (1937), the novel “For Whom the Bell Tolls" (1940) and a number of short stories.

His later works are “Across the River and into the Trees” (1950) and “The Old Man and the Sea” (1952) and the very last novel “Islands in the Stream” (1970) published after the author’s death. In 1954 he was awarded a Nobel Prize for literature.

Hemingway’s manner is characterized by deep psychological insight into the human nature. He early established himself as the master of a new style: laconic and somewhat dry.

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move. “What’s the matter, Schatz?”

“I've got a headache.”

“You'd better go back to bed.” “No, I’m all right.”

“You go to bed. I’ll see you when I'm dressed.”

But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

“You go up to bed,” I said, “you’re sick.” “I'm all right,” he said.

When the doctor came he took the boy’s temperature. “What is it?” I asked him.

“One hundred and two.”

Downstairs, the doctor left three different medicines in different colored capsules with instructions for giving them. One was to bring down the fever, another a purgative, the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

“Do you want me to read to you?”

“All right, if you want to,” said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was go­ing on.

I read aloud from Howard Pyle's *Book of Pirates*, but I could see he was not following what I was reading.

“How do you feel, Schatz?” I asked him.

“Just the same, so far,” he said.

I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

“Why don't you try to go to sleep? I'll wake you up for the medicine.”

“I'd rather stay awake.”

After a while he said to me, “You don’t have to stay in here with me, Papa, if it bothers you.”

“It doesn't bother me.”

“No, I mean you don't have to stay if it's going to bother you.”

I thought perhaps he was a little light-headed and after giving him the prescribed capsules at eleven o'clock I went out for a while.

It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a little walk up the road and along a frozen creek.

At the house they said the boy had refused to let anyone come into the room.

“You can't come in,” he said. “You mustn’t get what I have.” I went up to him and found him in exactly the posi­tion I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed.

I took his temperature. “What is it?”

“Something like a hundred”, I said. It was one hundred and two and four tenths.

“It was a hundred and two,” he said. “Who said so?”

“The doctor,”

“Your temperature is all right,” I said. “It’s nothing to worry about.”

“I don’t worry,” he said, "but I can't keep from thinking.”

“Don’t think,” I said. "Just take it easy.”

“I’m taking it easy,” he said and looked worried about something.

"Take this with water.”

“Do you think it will do any good?” “Of course, it will.”

I sat down and opened the Pirate Book and commenced to read but I could see he was not following, so I stopped.

“About what time do you think I'm going to die?” he asked.

“What?”

“About how long will it be before I die?”

“You aren’t going to die. What’s the matter with you?” “Oh, yes, I am. I heard him say a hundred and two.” “People don’t die with a fever of one hundred and two. That's a silly way to talk!”

“I know they do. At school in France the boys told me you can’t live with forty-four degrees. I’ve got a hundred and two.”

He had been waiting to die all day, ever since nine o’clock in the morning.

“You poor Schatz,” I said. “Poor old Schatz, it's like miles and kilometers. You aren’t going to die. That’s a different thermometer. On that thermometer thirty-seven is normal. On this kind it's ninety-eight.”

“Are you sure?”

“Absolutely,” I said. “It's like miles and kilometers. You know, like how many kilometers we make when we do sev­enty miles in the car?”

“Oh,” he said.

But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

**EXERCISES ON THE CONTENT**

**Task 1**. Find in the text the English equivalents for the following words and phrases and use them in sentences of your own:

читати вголос; у хорошому стані; в ногах ліжка; спати; страждати від головного болю; збити температуру; виміряти температуру; лежати нерухомо; лежати й не спати; ясний день; не мати значення.

**Task 2**. Explain what is meant by the following:

1. His face was very white and there were dark areas under his eyes. 2. He lay still in the bed and seemed very detached from what was going on. 3. … but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed. 4. You know, like how many kilometers we make when we do sev­enty miles in the car? 5. But his gaze at the foot of the bed relaxed slowly.

**Task 3**. Answer the following questions:

1. What were the symptoms of the boy’s illness? 2. Why did it seem to the father that the doctor knew all about influenza? 3. What worried the boy? Since when? 4. Why did the boy prefer to stay awake? 5. What were the symptoms of the boy’s nervous strain that the father took for the symptoms of his illness? 6. Wouldn’t it have been more natural if the boy had told his father about his fears? Why? 7. Do you like the boy’s behaviour? How does it characterize him? 8. How would you explain the contrasts in the boy’s behaviour on the first and the second day of his illness? 9. Why did the author introduce the description of the father's walk? 10. Do you find the situation described in the story true to life? (Give your reasons.) 11. Do you think you would have behaved in the same way in the boy’s place? 12. What do you consider to be the point of the story?

**Task 4**. Retell the text: a) close to the text; b) as if you were the father; c) as if you were the boy.

**Task 5**. Give a summary of the text.

**ACTIVE VOCABULARY COMPREHENSION**

**Task 1**. In the text of the lesson find the words and phrases that match the definitions below:

|  |  |
| --- | --- |
| 1. suffering from a disease or not feeling well 2. having a skin colour that is very white, or whiter than it usually is 3. extremely unhappy, for example because you feel lonely, cold, ill 4. to become red in the face 5. a large number of cases of a disease that happen at the same time | 1. an infectious disease that is like a very bad cold 2. not reacting to or becoming involved in something in an emotional way 3. to be interested in something and in the way it develops 4. the lowest part of something 5. not important |

**Task 2**. Paraphrase the following word combinations. Make use of the sentences from the extract illustrating their meanings.

|  |  |
| --- | --- |
| to take one’s temperature |  |
| to bring down the fever |  |
| to overcome the condition |  |
| to make a note |  |
| to lie still |  |
| to wake up |  |
| to keep from |  |
| to read aloud |  |
| to be asleep |  |

**Task 3**.In the extract find synonyms to the words and expressions given below:

|  |  |
| --- | --- |
| 1. dizzy, giddy, whirling 2. motionless, unmoving 3. shining, sunny, gleaming 4. disinterested, indifferent 5. loose, relaxed, saggy | 1. unwell, sick, ailing 2. bottom, base, edge 3. unhappy, sad, sorrowful 4. sleeping, napping, dozing 5. put down, write down, record |

**Task 4**. Replace the italicized parts of the sentences with the words and word combinations from the text:

1. Never *write* anything *down* on paper which might be used in evidence against you at a later date. 2. Those colleagues for whom this is *not important* are also acting out of their deepest convictions. 3. He, *having a bloodless face* with fury, ordered her to leave the premises. 4. He played the recording through once, then sat *in the same position* for several minutes. 5. Molly had fought and *successfully conquered* her fear of flying. 6. The failure to tackle *the spread of a disease* reflects decades of underfunding. 7. Overdosing of *advisable* drugs can be fatal. 8. Let battle *start* and may the best men win. 9. Ministers say that chemists can do more in advising older people on taking *pills or tablets* and dealing with coughs and colds. 10. A cool shower makes the body alert and boosts circulation.

**Task 5**. Translate the following sentences into English:

1. В яких умовах Ви жили, будучи дитиною? 2. Я записала всі його зауваження. 3. Якби ти прийняла ліки вчора, ти б почувалася краще сьогодні. 4. Дівчата мали нещасний вигляд, коли їм розповіли про хворобу матері. 5. Дозволь дітям побігати босоніж, це їх не нашкодить. 6. На Вашому місці я б не записувала усі ці дані, вони не мають великого значення. 7. Якщо ти не спатимеш, ти почуватимешся жахливо завтра. 8. Мені подобається цей лікар, бо він не виписує багато ліків. 9. Він лежав нерухомо, потупивши погляд у стелю. 10. Ніби збирається на дощ. Думаю, нам краще залишитись вдома.

**VOCABULARY NOTES**

**SHIVER**

**Task 1**. Paraphrase the underlined parts of these sentences, using the verb *shiver* and its synonyms:

1. I was shaking because of cold in my thin sleeping bag. 2. The desk moves from side to side when you put anything on it. 3. My hands were making small uncontrolled movements because I was nervous so much, I could hardly write my name on the exam paper. 4. Jane’s lip began to shake slightly and I thought she was going to cry. 5. Dave tried to kiss Julia but she shook with repugnance and turned away. 6. Bottles shook and made a quick series of short sounds as he stacked the beer crates. 7. Some insects’ wings shake continuously with small movements so fast that the movement is invisible to the human eye. 8. The whole house started to move suddenly from side to side. 9. Greene was on his feet now, his body shaking uncontrollably with rage. 10. She shook from horror at the thought that she could have been killed.

**Task 2.** Read the following sentences and explain the difference between the synonyms and account for the choice of particular word in each case:

(*shiver – wobble – rattle – vibrate – shake – tremble – shudder*)

1. Jake stood shivering in the cold air. 2. We sat shivering under a blanket. 3. Julia shivered and pulled her coat more tightly around her. 4. Polly hid behind the door, trembling with fear. 5. The others were all shaking with laughter. 6. I shuddered to think of my son all alone in New York. 7. The pile of bricks wobbled and fell. 8. The wind blew and the windows rattled. 8. The floor was vibrating to the beat of the music. 9. As air passes over our vocal chords, it makes them vibrate. 10. I woke up to the sound of cups and plates rattling, and knew that Dad was already up. 11. Just then we heard the rattle of a key in the lock. 12. Jerry came in carrying a tray of glasses that were wobbling alarmingly. 13. Suddenly the ground beneath my feet began to shake. 14. The car slowed down, shook for a moment and then stopped. 15. She had begun to tremble with a sort of frightened and frustrated fury.

**Task 3.** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. They were forced to wait outside for hours, shivering with cold. 2. A few moments later he shivered again, sneezed and decided the time had come to return to his mates and forget it. 3. I still felt nauseated, both sweating and shivering, as we walked down the corridor to my room. 4. Sensitive to cold, always shivering. 5. There were a couple of men under the tarp with us, shivering with fever. 6. Julie again felt a shiver run up her spine. 7. Wilson saw the doubt in her eyes and the droop of her body and felt a shiver pass through her own. 8. Just thinking about flying in an airplane gives me the shivers. 9. Stephen King’s novels have sent shivers up readers’ spines for more than 20 years. 10. We both kept waiting for the moment when the experience would overwhelm us and send shivers up our spines. 11. At the realisation, a shiver ran through her body. 12. Despite the heat of the afternoon, she felt shivery, and guessed it was delayed shock. 13. It seems he first complained of a headache and feeling shivery a couple of days ago. 14. Reaction to the violence of her own feelings had left her shivery. 15. The surgeon prodded the shivery flesh, searching for the tumour that must be removed. 16. He was shivering from head to foot.

**Task 4.** Translate the following sentences into English:

1. Ліз виглянула у вікно і затремтіла від холоду, коли побачила, що озеро вкрилося кригою. 2. Вона тремтіла всім тілом і здавалося, що холодне повітря пронизувало його. 3. Вона тремтіла при згадці про майбутній іспит. 4. Я почула дивний звук позаду мене і по спині у мене побігли мурашки. 5. Ти мене лякаєш, коли дивишся на мене ось так. 6. Перестань труситися. Краще вдягнися тепліше. 7. Я відчуваю дивний трепет, коли проходжу повз той будинок. Згідно чуток, там мешкають привиди. 8. Згадка про покійну неймовірно лякала її. 10. Чому б Тобі не заспокоїтися? Ти трусишся з ніг до голови. 11. Сама думка про політ жахає мене. 12. Вона намагалася стриматися від здригання, але навіть думка про те, що за кілька хвилин вона опиниться вдома, не допомогла. 13. Тремтячою рукою вона піднесла сірника, щоб підпалити сигарету.

**ACHE**

**Task 1.** Paraphrase the underlined parts of these sentences, using the noun *ache* and its synonyms or derivatives:

1. Lisa felt a continuous and unpleasant pain spreading up her arm. 2. I have a few slight feelings of pain but no real health problems. 3. You won’t feel that any part of your body hurts during the operation. 4. In college he began to suffer from pain in his head and unpleasant feeling that his arms and legs hurt. 5. I have a continuous pain in my back after fifteen minutes of shoveling snow. 6. He lay on the ground, breathless and frightened, waiting for the next attack of sharp pain. 7. I’d had an odd sudden but not severe pain now and again, but my heart-attack was totally unexpected. 8. A sudden sharp pain in the muscles started in his left leg and spread upwards. 9. George felt a sudden but not severe pain in his ankle from when he had slipped on the ice. 10. Jenny ran slower and slower, complaining all the way of various minor pains.

**Task 2.** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. I went to dance class last week, and I've been aching ever since. 2. My arms ached from carrying all the groceries. 3. She felt hot and her head was beginning to ache. 4. The sight of those children at their mother's funeral made my heart ache. 5. Tim’s heart was aching for her. 6. Sarah ached with sadness that her brother was so ill. 7. He ached to reach out and hold her close. 8. I’m aching for sleep. 9. His head ached, the cool air no panacea, and his thoughts, too, were disturbed. 10. She had been aching for him since she had first seen him straddling that bike with such lazy arrogance. 11. Your limbs can ache and your muscles can feel weak. 12. Yet there remained an ache in her heart which told her she had not achieved what she wanted to. 13. A sharp ache filled her chest and she was afraid she was going to cry. 14. His breathing was frightful and the unrelenting ache in his legs grew harsher with every stride. 15. She is putting up peaches for the winter and fighting that ache to be gone again. 16. Grandma said that apart from a few aches and pains she was feeling quite well. 17. A slipped disc can cause severe back pain. 18. He told the doctor he was suffering from chest pains. 19. Carla can be a pain sometimes, but she's been a good friend to me. 20. However, composers often go to great pains to keep to true intervals. 21. Mrs. Henessy was at pains to say that she was fighting for a principle, not just for financial compensation. 22. In effect, each is swearing to keep it on pain of death. 23. his policy is inflicting needless pain on thousands of American families. 24. Probation officers, it is argued, are concerned with establishing rules for probationers and not inflicting pain on them. 25. Morphine is used to relieve pain. 26. The singer complained of a sore throat after Wednesday's show. 27. His bad leg gives him trouble whenever it rains. 28. For those involved, the scandal has been a very painful experience. 29. It has been five years since we separated, but I still find the memories quite painful. 30. The operation is simple and painless.

**Task 3.** Translate the following sentences into English:

1. Йдучи по вулиці, він раптом відчув тупий біль у спині. 2. У мене болить горло. 3. Хворий палець заважав мені писати. 3. Хлопчик не міг займатися спортом через хворе серце. 4. Я не сплю від болю. 5. Ти повинен докласти чималих зусиль, щоб досягти чогось у житті. 6. Коли ми зайшли до будинку, було болісно дивитися на волоцюг, що тинялися вздовж кімнат. 7. У мене болить зуб. 8. Він мене образив. – Так Тобі і треба. Ти буваєш нестерпною занудою. 9. Мені було боляче дивитися як вони сварилися. 10. Твої болячки мене зовсім не хвилюють.

**PRESCRIBE**

**Task 1.** Paraphrase the underlined parts of these sentences, using the verb *to prescribe* and its derivatives:

1. Agreement developed that diagnosis should not result in mere labeling but should be used to recommend appropriate treatment. 2. The same applied if antibiotics were suggested, or a referral to a specialty, usually orthopaedics, was required. 3. Drugs ordered for people by doctors can be extremely hazardous if used in the wrong way. 4. All schools must follow the district's restricted by law curriculum. 5. This order from a doctor is for a controlled substance. 6. If these don’t work, I may have to suggest you something stronger. 7. Overdosing of recommended drugs can be fatal. 8. There are many books that describe prescription and those medicines that you can buy without a written order from a doctor. 9. You know, I just get a repeat order from a doctor every week. 10. We are trying to cut the price of particular medicines ordered by a doctor.

**Task 2.** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. Four years is the minimum jail sentence that federal law prescribes. 2. Agreement developed that diagnosis should not result in mere labeling but should be used to prescribe appropriate treatment. 3. But some doctors have a history of abusing that trust for profit, prescribing unnecessary and ineffective diet regimes to all comers. 4. It may prescribe the manner of their exercise, but it cannot subvert the rights themselves.... 5. The clinic responded with two more alarm clocks before prescribing drugs. 6. Therefore, I initiate disulfiram treatment by prescribing the drug for the patient to self-administer. 7. If the prescribed action affects others outside your community, would you so react if aware from their viewpoints? 8. The list of prescribed topics may look formidable, but not all need to be covered in depth. 9. The work of the first two years is based mainly on prescribed texts, and on literary and stylistic criticism. 10. Within a group each individual had a prescribed status above or below the other members of the group. 11. Get the repeat prescriptions in time so that he is never left without. 12. They can produce repeat prescriptions when the doctor so authorizes. 13. One by one, chains operating stores in Maryland told state workers they would have to go elsewhere to fill prescriptions. 14. The party’s main prescription for educational problems was to give schools more money. 15. Typically, each kit will include bandages, plasters, emergency survival blanket, burns kit and non-prescription drugs. 16. The drug can no longer be legally prescribed. 17. This drug is often prescribed for women with heart trouble. 18. Everything about her life was strictly prescribed. 19. Would you like to wait while the pharmacist makes up your prescription? 20. Some drugs are only available on prescription. 21. She gave him a prescription for antibiotics. 22. The curriculum is rigidly prescribed from an early age. 23. I've been prescribed painkillers. 24. The doctor should give you a repeat prescription. 25. Morishita described the policy as ‘a prescription for disaster’.

**Task 3.** Translate the following sentences into English:

1. Ти повинен дотримуватися приписів лікаря, і не зволікати, інакше хвороба прогресуватиме. 2. Лікар прописав декілька пілюль від розладу шлунку, але в жодній аптеці цих ліків без припису лікаря не видавали. 3. Приймайте ці ліки по одній ложці тричі на день відповідно до припису лікаря. 4. Лікар виписав рецепт на антибіотики. 5. Ці ліки не видаються без припису лікаря. 6. Продукт повинен відповідати міжнародним визнаним стандартам. 7. У мене закінчилися ліки, і щоб купити нові мені необхідно отримати повторний припис від лікаря. 8. Ці знеболюючі викликають залежність, саме тому вони видаються лише за приписом. 9. Здавалося, лікар знав все, що стосувалося виразки шлунку. Не кваплячись він виписав рецепт і запевнив, що за кілька днів я одужаю. 10. З самого дитинства я мріяв стати лікарем, працювати у лікарні, лікувати хворих, виписувати ліки.

**MEDICINE**

**Task 1.** Paraphrase the underlined parts of these sentences, using the noun *medicine* and its derivatives:

1. Have you been taking your remedy? 2. She studied the science of the treatment and prevention of diseases at Johns Hopkins University. 3. Laughter is the best way of making you feel better when you are sad. 4. Drugs should be kept out of children's reach. 5. So why is complementary practice of treating diseases gaining popularity? 6. The injury required urgent attention of the doctors, nurses, and other people who treat ill people. 7. As many as 30,000 refugees died of hunger and a lack of treatment with the help of pills, tablets and other means. 8. Baker's education related to the science of medicine was continued at Guy's Hospital, London. 9. I keep a bottle of brandy handy - purely for remedial purposes. 10. He will understand that he is mistaken the day he is treated in the same unpleasant way as he treats others.

**Task 2.** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. The discovery of penicillin revolutionized Western medicine. 2. He was taken to the hospital by the police, where he was given a great deal of medicine and became unconscious. 3. In the centre, we record part of my daily routine for self-help holistic medicine which includes pectoral muscle exercises. 4. It was well fitted out, with a formidable medicine chest. 5. No medicine, no therapy, can bring her back. 6. Preventative medicine and good health rather than repairs were his philosophy. 7. Having Clara come and live with me will be the best medicine in the world. 8. In my view, scientists have a crucial role to play in the rapprochement of conventional and complementary medicine. 9. Needle Works Acupuncture is widely used in human alternative medicine. 10. Such developments are paving the way to rapprochement between conventional and complementary medicine. 11. The rift between conventional and complementary medicine has had many harmful effects. 12. Conradin hated her with all his heart, but he obeyed her quietly and took his medicine without arguing. 13. He shut his eyes, held his nose like a kid about to take his medicine, and started to drink. 14. His major problem is that he misses taking his medicine as he travels too much. 15. Like someone recovering from the flu, she quit taking her medicine as soon as she felt better. 16. Soon after she left the hospital, with a clearer mind, she again stopped taking her medicine. 17. Most companies offer medical and dental benefits to their employees. 18. He said he had Achilles’ tendinitis, the medical equivalent of the cavalry for Lewis' relay hopes. 19. Only a couple in the collection deals directly with medical matters. 20. There were lectures on quite advanced medical care, on intelligence-gathering, signalling and demolitions.

**Task 3.** Translate the following sentences into English:

1. Негайно викличте швидку! Ця дівчина потребує невідкладної медичної допомоги. 2. Медичний огляд населення здійснюється безкоштовно. 3. З медичної точки зору, це проблема кваліфікується як невідкладна. 4. Цими днями у сфері медицини точаться безперервні дискусії щодо доцільності вакцинації дітей. 5. На жаль, не всі ліки будуть однаково ефективні у цьому випадку. 6. Коли дівчина знепритомніла, я так злякався, що ледве вимовив “ домашню аптечку.” 7. Можете мені порекомендувати якісь хороші ліки від застуди? 8. Я не можу змусити себе приймати ті ліки, вони такі гіркі на смак. 9. Прийнявши ліки, вона не відразу відчула, що вони діють. 10. Ці ліки знімуть біль. 11. Традиційна медицина розводить руками у таких складних випадках лікування хвороб. 12. Він сидів мовчки, отримавши заслужене покарання (проковтнувши пілюлю). 13. Ти зрозумієш, що вчинив негарно, коли хтось відплатить Тобі тією ж монетою. 14. Він вивчав медицину вже 7 років, а так і не визначився з покликанням. 15. Прогулянка буде найкращими ліками у цьому випадку.

**BARE**

**Task 1.** Paraphrase the underlined parts of these sentences, using the adjective *bare* and its synonyms:

1. The dress tied around her neck, leaving her shoulders uncovered. 2. The room was completely without furniture except for a bed against the wall. 3. The children ran without any clothes through the yard. 4. Using her hands without gloves on, she smears paint on the canvas. 5. They found the body lying partly undressed in the grass. 6. I hate coming home to a house without people in it. 7. Only a few apartments were still available for use. 8. The newspaper had simply published the facts without additional details. 9. The streets were not crowded. 10. She looked round her tiny unfurnished room.

**Task 2.** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. The room was completely bare except for a bed against the wall. 2. We spent a long time walking through the bare rooms, remembering the games we used to play there. 3. He placed the towel on the bed under her bare foot. 4. In winter, rice fields were bare and brown, but there was the anticipation of spring planting just around the corner. 5. The strength of this book is that it puts flesh on the bare bones of this argument. 6. There is only room here to outline the bare facts about cuts and the main lines of argument that surround them. 7. I don't know how we can cut any more spending. We’re down to the bare bones. 8. The above is the bare bones of the arrangement. 9. Although many people in Esarn are poor, most have the bare necessities. 10. But even with only the barest essentials, the list is as long as my arm. 11. The depth of the problem is laid bare in the fact that 40% of 18- to 25- year-olds are unemployed. 12. The excavation laid bare the streets of the ancient city. 13. They’ll fight with their bare hands to protect their homeland. 14. He’d strangled two children with his bare hands, then called the police to give himself up. 15. I reached out to feel your forehead, but you burned so hot I could not touch you with my bare hands. 16. Leaders like that get only the bare minimum of effort and never rouse employees to cooperative activity. 17. You can’t go out bareheaded in this weather. 18. These kids shouldn’t be playing bareheaded in the snow. 19. He walked barefoot across the sand. 20. Through his telescope he could see millions of stars that were invisible to the naked eye. 21. His knowledge is slim, transparent to the naked eye. 22. Could you pick up the empty beer cans over there? 23. He stared at the empty page. The test was nearly over, and he hadn't managed to answer any of the questions. 24. Bill went into the bar, but he couldn’t spot a single vacant seat. 25. If you're looking for somewhere to rent, I think there’s a vacant apartment in my building.

**Task 3.** What words and phrases from the exercises above match the following definitions:

1. without a hat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. the smallest amount possible \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. without using a weapon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. without shoes or socks \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. having no clothes on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. a room without furniture \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. to make smth. known \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. a room without people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. facts without details \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. trees without leaves \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. a room which can be occupied \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. walls without pictures \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 4.** Translate the following sentences into English:

1. Діти бігали босоніж по мокрій від роси траві. 2. Чому ж Ти ходиш з непокритою головою в таку холодну погоду. 3. Вчитель попросив студентів знайти вільну аудиторію. 4. Він розповів самі лише голі факти, не вдаючись у деталі. 5. Я кажу чисту правду. 6. Пуста кімната здавалася дуже просторою. 7. Прикрасьте голі стіни картинами. 8. Він ледве встигав за ходом її міркувань. 9. Він розкрив всі секрети, але в них все ще залишалися сумніви щодо правдивості його слів. 10. Не ходи босяка, вдягни кімнатні тапочки.

**REFUSE**

**Task 1.** Paraphrase the underlined parts of these sentences, using the verb *refuse*, its synonyms and derivatives:

1. She asked him to leave, but he said firmly that he wouldn’t. 2. Heaps of decaying rubbish littered every street. 3. Denial to do military service was a criminal offence. 4. As an adult, she refuses to accept her Catholic upbringing. 5. Roger never refuses an invitation to dinner. 6. A security officer at the factory, who politely refused to give his name, said he had seen two men leave the building. 7. Vladimir has stopped trying to teach her Russian. 8. Mum asked him to apologize, but he said he wouldn’t. 9. He was upset by her denial. 10. The minister politely refused to comment about the progress of the peace talks.

**Task 2.** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. He flatly refuses any offers of financial help. 2. He tried to persuade her to come with him, but she refused. 3. He was unable to attend the meeting in Moscow, because the Russian authorities had refused him a visa. 4. I asked Stevie if she would help us, but she refused. 5. If they refuse to leave, call the police. 6. Judge Eyck refused his request for bail. 7. Ms. Knight refused to accept the manager’s apology. 8. Over 2,000 applications for political asylum were refused last year. 9. We are gradually developing safer and more effective methods of refuse disposal. 10. This was made up of the organic residues of farms, forestry, industry and domestic refuse. 11. Workers on Monday mucked out basement and main-floor refuse left by the water. 12. Refusal to do military service was a criminal offence. 13. His request for a bigger room met with a blunt refusal. 14. She must understand the consequences of her refusal to accept medical treatment. 15. His argument seemed to be based fearlessly on the refusal to recognize what is already public knowledge about our plans. 16. Ed asked me to run the new division for them, but I declined. 17. Mr. Casey regrets that he will have to decline your kind invitation owing to a prior engagement. 18. The bishop was invited to attend the opening ceremony, but he declined. 19. The pilot declined medical treatment after the accident. 20. Catherine rejected many suitable men before settling on Tom. 21. Feminists rejected traditional notions of the role of women in society. 22. I'm not going to turn down an invitation to go to New York! 23. Not many young men were courted by Stalin's daughter - and had the nerve to turn her down. 24. I gave up going to the theatre when I moved out of London. 25. Why don't you give up smoking?

**Task 3.** Translate the following sentences into English:

1. Її категорична відмова вразила його. 2. Я не прийму відмови. 3. Він категорично заперечував свою вину. 4. Йому ніколи ні в чому не відмовляли. 5. Він відмовився від пропозиції не вагаючись. 6. Він відмовився супроводжувати її на вечірку. 7. Він не хотів слухати її виправдання, він давно вже все вирішив. 8. Вона відмовилася зробити нам послугу. 9. ЇЇ ідею відхилили, оскільки вона здавалася безглуздою для більшості присутніх. 10. Було б не розумно відмовлятися від такої роботи.

**FOOT**

**Task 1.** Paraphrase the underlined parts of these sentences, using the noun *foot* and phrases:

1. The part of my leg below the ankle hurts. 2. We fell asleep listening to the surf chisel away at the lowest part of the cliff below. 3. She sounded like she was very old and ill. 4. The bus left us at the bottom of the hill, and we went the rest of the way walking. 5. He walked to the lowest part of the stairs. 6. The worst thing about working in the shop is that you’re standing for a long time without having time to sit down all day. 7. As soon as I entered the place, I knew that I had to be involved somehow. 8. The kids have been getting in my way all day long. 9. Ed was talking about dropping out of school, but Mom and Dad said very firmly he mustn’t do that. 10. Well, at least relax for a few minutes. Would you like a drink? 11. She’s a little weird isn’t she? Oh no, have I told something embarrassing? Is she a friend of yours? 12. Simon and I started a relationship badly but we're good friends now. 13. There was some interesting information to the story. 14. But, though local firms contributed, the public still paid for much of the bill. 15. She was still unable to stand or walk properly.

**Task 2.** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. Antony rose to his feet and stood gazing intensely at her. 2. They got to their feet and consulted; then they disappeared. 3. I had blisters on the soles of my feet. 4. I dropped a glass earlier, so don't walk around in bare feet. 5. Don’t wipe your feet on the carpet! 6. Over six feet tall, and square-shouldered, Marcus Judge was still an imposing character. 7. She was blonde, just over 5 feet tall, and appeared to be in her 30s or early 40s. 8. At the foot of the stairs Ronni darted him a quick look. 9. He found half a dozen fishermen seated under the palm trees at the foot of the Co-operative quay. 10. I sat down and he stretched out on the foot of the bed, circling her left ankle with one hand. 11. Port researchers have a wealth of data on the site, located at the foot of Eighth Avenue. 12. The two men had attempted to cross the mountains on foot. 13. The three men turned, facing it, Kao Chen getting to his feet. 14. A correspondent from the New York Times was on his feet. 15. As soon as I set foot in there, I knew that I had to be involved somehow. 16. August paid off the bank, then never set foot in New Albion or Lake Wobegon again. 17. That way you will not be under her feet. 18. You'd better put your foot down before those kids get completely out of control. 19. Rice, however, put his foot down and made what he called his first policy decision. 20. Tammuz had dimmed the lights, put his feet up, and asked the computer to tune in the wall-screen. 21. Simon and I got off on the wrong foot but we're good friends now. 22. But, though local firms contributed, the public still footed much of the bill. 23. The National Science Foundation, which was footing the bill, decided to hire an independent contractor to complete the project. 24. I don't see this affair as anything more than an interesting historical footnote. 25. A Maslow footnote sent me to the library to browse through books on the creative processes of mathematicians and scientists.

**Task 2.** Translate the following sentences into English:

1. Ми йшли туди пішки вздовж звивистої дороги. 2. Він піднявся і покинув кімнату. 3. Я увесь день на ногах. 4. У підніжжя пагорба виднілася фігура людини. 5. В ногах ліжка лежала кішка. 6. Він був 4 фути заввишки. 7. В кінці сторінки є примітки. 8. Жінка була така стара і немічна, здавалося, що вона стоїть однією ногою в могилі. 9. Він оплатив рахунок відразу ж. 10. Зверніть увагу на примітки. 11. Після нашої розмови я більше не ступлю ні ногою до її будинку. 12. Оплатіть рахунок, щоб погасити кредит. 13. Собака лежала у його ніг. 14. Вони прийшли пішки. 15. На дальньому кінці стола стояла старовинна ваза. 16. Діти путалися під ногами. Краще б я повела їх садку. 17. Вам давно вже пора відпочити. 18. Вона швидко одужала і повернулася до роботи. 19. Він успішно почав бізнес з самого початку, але раптом щось пішло не за планом. 20. Вистава розпочалася невдало.

**CONDITION**

**Task 1.** Paraphrase the underlined parts of these sentences, using the noun *condition*  and phrases:

1. Poor situation in which people work lead to demoralized and unproductive employees. 2. After two weeks of negotiations the two sides still cannot agree on what a contract says must be done. 3. Diane suffers from a rare heart state which means she has to take drugs all the time. 4. The gallery, with fine turned balusters, is in good state. 5. ‘I'm so unfit’, she panted. 6. It was obvious I was too weak to cope with a train journey and a stay in Hastings at Christmas. 7. Never should untrained personnel use the equipment. 8. He was released on bail only if he agreed that he did not go within half a mile of his mother's address. 9. People suffering from this illness should not smoke. 10. Investment is a necessary prerequisite of economic growth.

**Task 2.** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. Teachers voted to strike over pay and conditions. 2. Travellers are advised not to fly because of poor weather conditions. 3. And even where unions still do exist, they have lost much of their power to control wages or negotiate working conditions. 4. Animals were neglected and lived in appalling conditions. 5. Children used to have to work in dreadful conditions, in factories and mines. 6. Slavery is, then, under certain conditions, a highly profitable system of exploitation. 7. It’s reckoned to be the best method yet devised of keeping the body in good condition. 8. Be sure you read and understand the conditions of participation in the program. 9. He was taken to hospital in a critical condition. 10. Last night the hospitals said Jason was poorly and Neil was in a stable condition. 11. Parents continue to send children to school, even where physical conditions are very poor because of lack of maintenance. 12. With your foot in that condition you cannot go very far. 13. Meanwhile the condition of the two-year-old boy is said to be improving. 14. He was conditioned to obey his father at all times. 15. The administration has conditioned its support for the new laws. 16. He was released on conditional bail pending committal proceedings. 17. In fact the conditional theory adopts some of the best points of several of the theories found wanting in the previous chapter. 18. The survey will assess the condition of thousands of bridges. 19. The rescue was carried out under extremely difficult conditions. 20. He was certainly in no condition to be driving a car. 21. They spoke on condition that their names would not be used in the article. 22. He was overweight and out of condition.

**Task 3.** Translate the following sentences into English:

1. Її здоров’я знаходиться у критичному стані. 2. Твій стан здоров’я мене турбує. Ти дуже часто хворієш. 3. Ця будівля перебуває у жахливо стані. 4. Через рідкісну хворобу йому суворо заборонено виконувати важкі фізичні вправи. 5. Я набрала зайву вагу, і мені здається, всі помічають, що я не в формі. 6. Умови в котрих вони живуть просто жахливі. 7. За таких обставин буде дуже важко знайти вихід з цієї ситуації. 8. Задоволення від роботи певною мірою залежить від хороших умов праці. 9. Я розкрию Тобі таємницю, за умови, що це залишиться між нами. 10. Оскільки людина розвивається у суспільстві, то саме суспільство обумовлює людську поведінку.

**LIKE**

**Task 1.** Paraphrase the underlined parts of these sentences, using the word like and its derivatives:

1. They get on well together because they are of the same mind. 2. I don’t enjoy meetings, especially if they go on for too long. 3. I enjoyed being with her, but I was afraid to ask her to go out with me. 4. Similar to many women of her age, she struggled to find a balance between her career and her children. 5. I think my mother and I are very much similar in some ways. 6. In this church we have a striking and unusual similarity of a home. 7. It’s not typical of Greg to be late. 8. The garden looked similar to a jungle. 9. Things e.g. glass, paper, and plastic can all be recycled. 10. I don’t think it’s nice when you get angry.

**Task 2.** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. I've always liked Sally - she's a lot of fun. 2. How do you like living in London? 3. In time, I got to like her. 4. I never really like her - she was always a bit stuck-up and condescending. 5. Fruits like oranges and kiwis have lots of vitamin C. 6. He moves and talks just like his father. 7. Huge trees had snapped like matchsticks in the hurricane-force winds. 8. It’s not like Emily to lie. 9. It was like 9 o’clock when I got home. 10. It's like poetry, Tom Rigby says, when they're working well. 11. Try to buy two fish of like size. 12. The likeness was remarkably good, certainly enough for a quick check at Immigration. 13. I don’t think she bears a likeness to her father. 14. The painting is a good likeness of my mother. 15. The show was unlike anything we’d ever seen before. 16. The festival has been a great success, unlike last year when it rained non-stop. 17. Not everyone acts or thinks alike. 18. It’s a show that appeals to young and old alike. 19. Even though they’re twins, their personalities are alike as chalk and cheese. 20. The likelihood of developing cancer is increased in people who smoke.

**Task 3.** Translate the following sentences into English:

1. Хоча вони лише двоюрідні сестри, мені здається, вони дуже схожі. 2. Вона відноситься до всіх своїх друзів у рівній мірі. 3. Судді розглядали 2 подібні справи цілий день, і врешті решт, винесли вердикт. 4. Ці близнюки подібні як дві краплі води. 5. Це саме те, чого від Вас можна було чекати. 6. Такі люди нам у колективі не потрібні. 7. У подібних випадках краще звернутися до відповідних органів, а не брати правосуддя в свої руки. 8. Здається вона засмучена. 9. Робіть, як Вам завгодно. Я не втручатимусь. 10. Він дуже схожий на батька.

**TEXT 3**

We must *prevent him from leaving*.

**SPEECH PATTERNS**

The cold wet weather prevented the Lowood girls from going for long walks.

His rheumatism often prevented Salvatore from doing anything at all.

You’d better keep yourself from taking extreme measures.

Various reasons kept Bill from joining the expedition.

Eliza tried to keep her little child from crying.

You can’t *act without feeling*.

Jolyon started for the Club without having made up his mind.

Frank now felt, without knowing why, that the offer was probably good.

Rose sat there for a long time without unfastening her coat.

You can’t teach one how to use speech patterns without giving a good supply of various examples.

They can’t have good crops without cultivating soil.

His clothes made him *hard to recognize*.

Lots of mistakes made his speech difficult to follow.

There was something in Bosinney’s appearance that made him easy to recognize.

Her shallow-mindedness makes her dull to speak to.

They found it impossible to supply the factory with raw cotton.

We found it hard to make up our minds about choosing a place for rest.

These letters are *hardly worth the paper* they are written on.

The problem is hardly worth the trouble taken.

The picture is of little value, it is hardly worth the money paid.

The experiment is hardly worth the time you’ve spent on it.

The incident is hardly worth all this excitement.

The soil was hardly worth the toil.

**EXERCISES**

**I. Change the sentences, using the patterns**:

**Pattern 1**: 1. The explorers could not reach the southern boundaries of the desert because of the scorching heat and lack of fresh water. 2. The day was foggy; the fishermen could not see the coast-line. 3. It’s wet outdoors. Put on my raincoat, it’ll save you for a while. 4. He couldn’t take part in the conference because he was ill. 5. She could not make a good speech because of her poor knowledge of English.

**Pattern 2**: 1. Amy did not say a word and left the room. 2. You can hardly realize what an ocean-going ship is if you haven’t been inside. 3. They will not come to see us if they are not invited. 4. He could listen to long verses in Latin, though he did not understand a word. 5. He would mark rhythm with his right foot, though he never realized what he was doing.

**Pattern 3**: 1. Owing to the smallness of our boat it was easy to navigate in such shallow waters. 2. It was impossible to move on because of the rainy season in the tropics, 3. We could hardly recognize the place after the hurricane. 4. It was easy to change our plans owing to his quick arrival. 5. I could not recognize your sister because of her new hairdo.

**Pattern 4**: 1. I don’t think you are right taking so much trouble over the problem. 2. That sacrifice of his was almost useless. Just to think of all the efforts made! 3. What’s the fare? I’m afraid it is more expensive than your luggage. 4. She had made a long way to come there, but the conference was of little value to her. 5. The manuscript turned out to be a variant of the original. I was sorry I wasted so much time translating it.

**II. Complete the following sentences, using the patterns. Make use of the words and phrases in brackets**:

**Pattern 1**: 1. Various reasons ... (*to do optional subjects*). 2. Her illness ... (*to qualify for this post*). 3. My neighbour’s silly remarks ... (*to enjoy the performance*). 4. His advice ... (*to get into trouble*). 5. The windy weather ... (*to take us for a drive*).

**Pattern 2**: 1. You can’t leave Great Britain ... (*to see the Lake District*). 2. She will not take any medicine ... (*to consult a doctor*). 3. You shouldn’t leave ... (*to have a snack*). 4. She can’t speak about the news ... (*to get excited*). 5. You won’t be able to pass your exam ... (*to work hard*).

**Pattern 3**: 1. Her manners ... (*unpleasant to deal with*). 2. Lack of rainfalls ... (*difficult to plough*). 3. Likeness of their names ... (*easy to remember*). 4. I don’t find it ... (*to bother him*). 5. We find it ... (*to make use of tape-recording*).

**Pattern 4**: 1. The picture is of little value, it ... (*money*). 2. The results of the expedition ... (*efforts*). 3. The trip is ... (*trouble*). 4. The decorations are ... (*time*). 5. The victory was ... (*sacrifice*). 6. The medicine is ... (*money*).

**III. Translate the following sentences into English. Use the patterns:**

**Pattern 1**: 1. Прийміть ліки, вони вбережуть Вас від застуди. 2. Щось завадило Тому сказати Беккі, що там в печері він бачив індіанця Джо. 3. Що завадило Вам скористатися цією можливістю? 4. Вона розповідала смішні історії, щоб хлопчик не плакав. 5. Френк розумів, що тільки швидкі дії врятують його від розорення.

**Pattern 2**: 1. Моллі поїхала з міста, нікому не сказавши про свої підозри. 2. Герт спитав, яке право має Денні будувати плани, не радячись з ним. 3. Не дивлячись на нього, Герт сказав: “Можеш іти”. 4. Не кажучи ні слова, Ленні вийшов.

**Pattern 3**: 1. Багато спеціальних термінів роблять його доповідь складною для розуміння. 2. Турботи і тривоги зробили її обличчя таким, що важко впізнати. 3. Яскраві метафори робили його приклади легкими для запам’ятовування. 4. Усі вважають, що з ним легко мати справу. 5. Я бачу, що з Вашим старшим братом приємно поговорити.

**Pattern 4**: 1. Навряд чи ця марка варта грошей, які Ви заплатили за неї. 2. Справа не вартує клопоту. 3. Упаковка дорожча ніж товар. 4. Навряд чи ця подорож варта витраченого часу. 5. Джеймс Форсайт вважав, що свіже повітря не варте тих грошей, які платять за заміські будинки.

**IV. Respond to the following statements, using the patterns. (Make use of the conversational formulas given in the Reminder):**

A. 1. Alexander Popov was unable to perfect his invention because of the lack of money. 2. Little David was afraid of the Murdstones, he could not read his lesson well in their presence. 3. Lanny realized that Mabel might get into trouble. He wanted to save his sister. 4. You can’t possibly start on a sea voyage if the weather report is unfavourable.

B. 1. You must see the Lake District with your own eyes to be able to appreciate its beauty. 2. My uncle dislikes Mary though he has never seen her. 3. Passengers should not be reminded to pay their fares. 4. I hope, you will translate all these sentences and never consult a dictionary.

C. 1. There was something strange about the Gadfly’s manner of speaking. 2. Latin grammar is logical, that’s why it is easy to understand. 3. Byron’s verses are well-rhymed, you can learn them by heart quite easily. 4. If you know Swedish you’ll find little difficulty in understanding Norwegian because these languages are of common origin.

|  |
| --- |
| **REMINDER** |
| Just so. Quite so. I quite agree here. Naturally. Certainly. Sure. I think so. Looks like that. I disagree with you. You are wrong. You are mistaken. There’s something in what you say, b u t ... . Certainly not. Impossible! It’s unfair. It’s unjust. |

**V. Think of short situations in which you can use these patterns**.

**SEEING PEOPLE OFF**

**By Max Beerbohm**

Max Beerbohm (1872—1956) is an English caricaturist, writer, dandy, and wit whose sophisticated drawings and parodies were unique in capturing, usually without malice, whatever was pretentious, affected, or absurd in his famous and fashionable contemporaries. He was the drama critic for the Saturday Review from 1898 until 1910, when he relocated to Rapallo, Italy. In his later years he was popular for his occasional radio broadcasts. Among his best-known works is his only novel “Zuleika Dobson”, published in 1911. His caricatures, drawn usually in pen or pencil with muted watercolour tinting, are in many public collections.

On a cold grey morning of last week, I duly turned up at Euston to see off an old friend who was starting for America.

Overnight, we had given a farewell dinner, in which sadness was well mingled with festivity.

And now, here we were, stiff and self-conscious on the platform; and framed in the window of the railway-carriage, was the face of our friend; but it was as the face of a stranger — a stranger anxious to please, an appealing stranger, an awkward stranger.

“Have you got everything?” asked one of us, breaking the silence.

“Yes, everything,” said our friend, with a pleasant nod. There was a long pause.

One of us, with a nod and a forced smile at the traveller, said:

“Well!”

The nod, the smile, and the unmeaning monosyllable were returned conscientiously.

Another pause was broken by one of us with a fit of coughing. It was an obviously assumed fit, but it served to pass the time. There was no sign of the train’s departure.

A middle-aged man was talking earnestly to a young lady at the next window but one to ours. His fine profile was vaguely familiar to me. The young lady was evidently American, and he was evidently English; otherwise I should have guessed from his impressive air that he was her father.

In a flash I remembered. The man was Hubert Le Ros. But how he changed since last I saw him! That was seven or eight years ago, in the Strand. He was then (as usual) out of engagement, and borrowed half-a-crown. It seemed a privilege to lend anything to him. He was always magnetic. And why his magnetism had never made him successful on the London stage was always a mystery to me. He was an excellent actor.

It was strange to see him, after all these years here on the platform of Euston, looking so prosperous and solid. It was not only the flesh he had put on, but also the clothes, that made him hard to recognize. He looked like a banker. Any one would have been proud to be seen off by him.

“Stand back, please!”

The train was about to start and I waved farewell to my friend. Le Ros did not stand back. He stood clasping in both hands the hands of the young American.

“Stand back, sir, please!”

He obeyed, but quickly darted forward again to whisper some final word. I think there were tears in her eyes. There certainly were tears in his when, at length, having watched the train out of sight, he turned round.

He seemed, nevertheless, delighted to see me. He asked me where I had been hiding all these years: and simultaneously repaid me the half-crown as though it had been borrowed yesterday. He linked his arm in mine, and walked me slowly along the platform, saying with what pleasure he read my dramatic criticism every Saturday. I told him, in return, how much he was missed on the stage.

“Ah, yes,” he said, “I never act on the stage nowadays.” He laid some emphasis on the word “stage,” and I asked him where, then, he did act.

“On the platform,” he answered.

“You mean,” said I, “that you recite at concerts?” He smiled.

“This,” he whispered, striking his stick on the ground, “is the platform I mean.”

“I suppose,” he said presently, giving me a light for the cigar which he had offered me, “you have been seeing a friend off?”

He asked me what I supposed he had been doing. I said that I had watched him doing the same thing.

“No,” he said gravely. “That lady was not a friend of mine. I met her for the first time this morning, less than half an hour ago, here,” and again he struck the platform with his stick.

I confessed that I was bewildered. He smiled.

“You may,” he said, “have heard of the Anglo-American Social Bureau.”

I had not. He explained to me that of the thousands of Americans who pass through England there are many hundreds who have no English friends. In the old days they used to bring letters of introduction. But the English are so inhospitable that these letters are hardly worth the paper they are written on.

“Americans are a sociable people, and most of them have plenty of money to spend. The A.A.S.B. supplies them with English friends. Fifty per cent of the fees is paid over to the friend. The other fifty is retained by the A.A.S.B. I am not, alas, a director. If I were, I should be a very rich man indeed. I am only an employee. But even so I do very well. I am one of the seers-off.”

I asked for enlightenment.

“Many Americans,” he said, “cannot afford to keep friends in England. But they can all afford to be seen off. The fee is only five pounds (twenty-five dollars) for a single traveller; and eight pounds (forty dollars) for a party of two or more. They send that in to the Bureau, giving the date of their departure, and a description by which the seer-off can identify them on the platform. And then — well, then they are seen off.”

“But is it worth it?” I exclaimed.

“Of course it is worth it,” said Le Ros. “It prevents them from feeling out of it. It earns them the respect of the guard. It saves them from being despised by their fellow-passengers — the people who are going to be on the boat. Besides, it is a great pleasure in itself. You saw me seeing that young lady off. Didn’t you think I did it beautifully?”

“Beautifully,” I admitted. “I envied you. There was I —” “Yes, I can imagine. There were you, shuffling from foot to foot, staring blankly at your friend, trying to make conversation, I know. That’s how I used to be myself, before I studied, and went into the thing professionally. I don’t say I am perfect yet. A railway station is the most difficult of all places to act in, as you discovered for yourself.”

“But,” I said, “I wasn’t trying to act. I really felt.”

“So did I, my boy,” said Le Ros. “You can’t act without feeling. Didn’t you see those tears in my eyes when the train started? I hadn’t forced them. I tell you I was moved. So were you, I dare say. But you couldn’t have pumped up a tear to prove it. You can’t express your feeling. In other words, you can’t act. At any rate,” he added kindly, “not in a railway station.”

“Teach me!” I cried.

He looked thoughtfully at me.

“Well,” he said at length, “the seeing-off season is practically over. Yes, I’ll give you a course. I have a good many pupils on hand already; but yes,” he said, consulting an ornate note-book, “I could give you an hour on Tuesdays and Fridays.”

His terms, I confess, are rather high. But I do not grudge the investment.

**EXERCISES ON THE CONTENT**

**Task 1**. Answer the following questions:

1. Where is the scene laid in the story? 2. How did the seers-off feel and why? What were they doing to pass the time? 3. What made the narrator of the story think that the man who was seeing off a young lady was not her father? 4. Who was the man? Under what circumstances had the narrator met him before? What made him hard to recognize? 5. What made the narrator ask Le Ros where he acted? 6. Why did the answer make him think that Le Ros recited at concerts? 7. Why was he bewildered when Le Ros said he had first met the young lady he was seeing off less than half an hour before? 8. What can you say about the activities of the Anglo-American Social Bureau? 9. How can you explain Le Ros’s success as an employee of the Bureau? 10. How did, in Le Ros’s opinion, the seeing-off ceremony help Americans? Do you think it was a good idea? 11. What is the implication of the word *afford* applied to friends? Can friends really be afforded or not afforded? 12. Did Le Ros take seriously his job and himself in the role of a professional seer off? How does it characterize him? 13. What is the author’s (not the narrator’s!) attitude to Le Ros? What is the author’s irony directed against?

**Task 2**. Work in pairs. The following statements are not true to fact. Correct them, using the conversational formulas given in the Reminder:

**Example**: *The author turned up at Euston to meet a friend of his. – Oh, no, he didn’t. He turned up at Euston to see his friend off.*

1. The seers-off felt quite at ease on the platform. 2. No one tried to break the silence on the platform. 3. The fit of coughing helped the situation. 4. There was every sign of the train’s immediate departure when they came to the platform. 5. The face of Le Ros didn’t seem familiar to the narrator. 6. Le Ros was very sorry to see the narrator. 7. Le Ros said he worked on the stage. 8. Le Ros said he was a director of the Anglo-American Social Bureau. 9. The narrator fully understood why Le Ros had been unsuccessful on the stage. 10. Le Ros explained that all the fees were paid over to the employees. 11. Le Ros looked like a beggar when the narrator saw him on the platform. 12. The narrator didn’t envy Le Ros. 13. Le Ros said that one can act without feeling. 14. There were no signs of Le Ros being moved when he saw the young American off. 15. The narrator was not moved when seeing his friend off. 16. The narrator wanted Le Ros to teach him to conceal his feelings.

**Reminder**: I’m afraid I don’t agree, I think you’re mistaken (there). I don’t think you are right. I see what you mean, but ... . I’m not so sure. On the contrary. You can’t be serious! I doubt it. I disagree with you. I shouldn’t say so. I object to it. Far from it. Surely not. Nothing of the sort! Just the other way round.

**Task 3**. a) Retell the text: 1) in the third person; 2) as if you were the narrator’s friend who was leaving for America; 3) as if you were the young American lady; 4) as if you were Le Ros. b) Give a summary of the story.

**Task 4**. Go over the text again to discuss the following in class. Let someone agree or disagree and express their own opinion (see the Prompts suggested):

1. What kind of man is described in the character of Le Ros? Do you consider the character true to life or is it exaggerated? Which method of characterization does the author use, direct or indirect? (Prove your point.) 2. Is the story just an amusing anecdote or does it contain elements of social satire? (Prove your point.) 3. Which lines and passages bear touches of humour? What type of humour prevails in the story? Is the story true to life? What problems does it raise?

**Prompts**: true enough; absolutely/exactly/quite; I couldn’t agree more; yes, but surely you don’t think; yes, but on the other hand; as I see it; in my view (opinion); personally I believe (I feel); I’d just like to say; the way I see it; if you ask me: it’s like this; oh, surely not; I’d rather not say anything about

**ACTIVE VOCABULARY COMPREHENSION**

**Task 1**. In the text of the lesson find the words and phrases that match the definitions below.

|  |  |
| --- | --- |
| 1. between the ages of about 40 and 60 2. a smile that is not natural and sincere 3. a word with one syllable 4. very seriously and sincerely 5. to do or give something very unwillingly 6. having the power of attracting people | 1. to say a poem, piece of literature etc. that you have learned, for people to listen to 2. to feel strong emotions, especially of sadness or sympathy 3. close by and ready when needed 4. outside the area that you can see |

**Task 2**. Paraphrase the following words and word combinations. Make use of the sentences from the extract illustrating their meanings.

|  |  |  |
| --- | --- | --- |
| 1. | to turn up |  |
| 2. | to see sb off |  |
| 3. | to start for |  |
| 4. | a farewell dinner |  |
| 5. | in a flash |  |
| 6. | prosperous |  |
| 7. | to be about to |  |
| 8. | to dart forward |  |
| 9. | at length |  |
| 10. | to be delighted |  |
| 11. | at any rate |  |
| 12. | to link one’s arm in |  |
| 13. | to be bewildered |  |
| 14. | alas |  |
| 15. | to be worth |  |

**Task 3**. In the extract find synonyms to the words and expressions given below.

|  |  |
| --- | --- |
| 1. nightly 2. uncomfortable, embarrassing 3. diligently, assiduously 4. to predict, speculate 5. a secret, puzzle 6. to comply with, adhere to 7. unwelcoming 8. a payment, commission 9. leave-taking, setting off 10. to detest, hate, abominate | 1. decorated, ornamented 2. unknown 3. to submit proof/evidence 4. an advantage, benefit 5. obviously 6. esteem, regard 7. an expenditure, share 8. to let sb have the use of 9. properly, aptly 10. to be jealous of |

**Task 4**. Match the words given below with the antonyms from the text.

|  |  |
| --- | --- |
| 1. unfriendly, unsociable | 1. anxious |
| 2. unwilling | b) to whisper |
| 3. lenient, mild | c) blankly |
| 4. to borrow | d) evidently |
| 5. to shout, cry | e) sociable |
| 6. to conceal | f) magnetism |
| 7. ambiguously | g) to lend |
| 8. impressively | h) stiff |
| 9. precisely | i) vaguely |
| 10. repulsion | j) to admit |

**Task 5.** Fill in the table with the missing words.

|  |  |  |  |
| --- | --- | --- | --- |
| **noun** | **verb** | **adjective** | **adverb** |
| ………….. | …………. | *anxious* | …………. |
| …………. | *please* | ………… | …………. |
| *familiarity* | …………. | ………… | …………. |
| ………….. | ………… | …………. | *impressively* |
| ………….. | …………. | *magnetic* | …………. |
| …………. | *obey* | ……….. | …………. |
| *confession* | …………. | ……….. | …………. |
| …………. | *depart* | ……….. | …………. |

**Task 6.** Match the halves of the word combinations from the text.

|  |  |
| --- | --- |
| 1. to give 2. to break 3. to go into 4. to be out of 5. to grudge 6. to put on 7. to clasp 8. to lay 9. to ask for 10. to earn 11. to do 12. to pass | 1. the silence 2. the thing 3. an hour 4. the investment 5. one’s hand 6. flesh 7. engagement 8. enlightment 9. emphasis on 10. well 11. respect 12. the time |

**Task 7**. Replace the italicized parts of the sentences with the word combinations above:

1. Can I ask you *to explain this point*? I cannot make a head or tail of it. 2. He *deserved regard* by working social hours and doing his work professionally. 3. The father always *impressed on me* the value of hard work. 4. Though he *is very successful*, has a well-paid job, a sack of wealth and a tight schedule, he would never refuse *to spare you some time* if you need it. 5. The newly-weds were standing on the platform, *holding their hands tightly with fingers around them*, and awaiting anxiously for the train to start. 6. A loud scream from the next room *ended the period of silence*. 7. After the bankruptcy of the company, he could hardly keep his body and soul together and *regretted the money invested in it*. 8. *Having no job* for such a long period of time, I was so keen on my new job that was ready *to start to do it* immediately. 9. A healthy diet and everyday exercise will prevent you from *putting on weight*. 10. We started to tell different stories *to make the time go faster*.

**Task 8**. Fill in the gaps with one of the active words and expressions:

1. After about twenty minutes, someone \_\_\_\_\_\_\_\_\_ . 2. There was nothing to do, so we played cards \_\_\_\_\_\_\_\_\_. 3. Monica \_\_\_\_\_\_\_ from foot to foot nervously and stared \_\_\_\_\_\_\_ at the floor. 4. Just wait here. I’ll be back \_\_\_\_\_\_\_\_. 5. I’ve only been \_\_\_\_\_\_\_\_ for a few weeks. 6. He has put on \_\_\_\_\_\_\_\_\_ recently. 7. Jill \_\_\_\_\_\_\_\_ forward and pulled him away from the fire. 8. The course \_\_\_\_\_\_\_\_\_ emphasis on practical work. 9. An informer \_\_\_\_\_\_\_\_ the police with the names of those involved in the crime. 10. His laziness \_\_\_\_\_\_\_\_\_\_ the old man from doing anything at all. 11. We could only \_\_\_\_\_\_ the reason of his rude behaviour. 12. The way women’s minds work is always a \_\_\_\_\_\_\_\_ for men. 13. That’s what he said, \_\_\_\_\_\_\_\_! 14. I was \_\_\_\_\_\_\_\_ to tears when I heard the truth. 15. I can take a \_\_\_\_\_\_\_ of introduction from my previous employer.

**Task 9**. Fill in the appropriate prepositions and adverbs:

1. They might turn \_\_\_ on time and do all the right things, or they might not. 2. Several hundred people had waited at Pier 41 to see the celebrities \_\_\_. 3. When are you starting \_\_\_ Seattle? 4. Organizers of the fair have a nurse \_\_\_ hand in case of any injuries. 5. It’s all done \_\_\_ flash these days. 6. They were glad to be working, especially in these years of drought when so many people were \_\_\_ engagement. 7. John’s put \_\_\_ a lot of weight recently, hasn’t he? 8. I wasn’t \_\_\_ to let him pay for it. 9. Then one day for a brief second he got up his nerve and darted \_\_\_. 10. Well, \_\_\_ any rate, the next meeting will be on Wednesday. 11. She said that her interview had laid emphasis \_\_\_ personal circumstances rather than experience and qualifications. 12. It was easier \_\_\_ the old days.

**Task 10.** What do words in bold in the sentences below mean? Choose the best alternative:

1. Overnight, we had given a farewell dinner, in which sadness was **well mingled** with festivity.
2. mixed together
3. linked
4. joined
5. … and **framed in the window of the railway-carriage**, was the face of our friend; but it was as the face of a stranger — a stranger anxious to please, an appealing stranger, an awkward stranger.
6. surrounded
7. put in a structure
8. reflected
9. The nod, the smile, and the unmeaning monosyllable **were returned** conscientiously.
10. happened again
11. were sent back
12. were uttered aloud
13. The young lady was evidently American, and he was evidently English; otherwise I should have guessed from his **impressive air** that he was her father.
14. massive
15. good
16. admirable
17. He linked his arm in mine, and **walked me slowly along the platform**, saying with what pleasure he read my dramatic criticism every Saturday.
18. moved forward
19. wandered
20. walked in small steps with me
21. Americans are **a** sociable **people**, and most of them have plenty of money to spend.
22. men, women and children
23. people in general
24. race
25. It prevents them from **feeling out of it**.
26. engaging
27. participating
28. feeling alienated from
29. I tell you I **was moved**.
30. walked
31. rode a car
32. felt sympathy and compassion
33. But you couldn’t **have pumped up a tear** to prove it.
34. have cried heavily
35. have sobbed
36. have forced the tears come out
37. Yes, I’ll **give you a course**.
38. teach
39. support
40. encourage

**Task 11**. Translate the following sentences using active vocabulary and complexes with the infinitive:

1. Дозвольте мені провести Вас на станцію. 2. Здавалося, що він набрав зайву вагу. 3. Ми випадково зустрілися вночі. 4. Виявилося, що він вирушив до Лондона вчора вночі. 5. Сталося так, що ми пропустили прощальну вечерю. 6. Ми бачили, як вони стояли, тримаючись за руки. 7. Виявилося, що він успішна людина. 8. Він був змушений наголосити на доцільності практичного застосування цієї методики. 9. На жаль, мені не випадало розпочинати роботу з нуля. 10. Виявилося, що він безробітній понад рік. 11. Чоловік попросив мене дати йому прикурити. 12. Він обов’язково заслужить повагу своїх колег. 13. Здавалося, що чоловік був дуже зворушений. 14. В одну мить, здалося, що сигнал сирени порушив тишу. 15. Раджу Вам попросити роз’яснень.

**Task 12**. In pairs speak on the following points:

1. Give examples of possible places to act on.
2. Has there ever been a person in your life whose life twist impressed you the most? If yes, tell your groupmates about him/her.
3. **Work in groups.** Make lists of: a) activities to pass the time on the train; b) actions performed to earn respect.
4. Suggest you own tips how to do well. Give a step-by-step guide.

**VOCABULARY NOTES**

**SERVE**

**Task 1**. Paraphrase the underlined parts of these sentences, using the verb *serve*, its derivatives and phrases:

1. A light meal will be provided during the flight. 2. I met my wife, Rachel, while being employed as a member of the Royal Navy. 3. Their spare room also is used as an office. 4. “I feel awful.” “It is your deserved punishment for eating so much.” 5. Millions are involved in voluntary work. 6. He has done us a great act of assistance. 7. He retired after 40 years' employment. 8. I am ready to assist, day or night. 9. The plane is the most advanced fighter available for use today. 10. Think twice before you hire him.

**Task 2*.*** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. The waiter served them both with salmon poached in white wine. 2. Frank has served this company his whole working life. 3. The decision should serve as a warning to companies that pollute the environment. 4. There was only one girl serving customers. 5. “He hit me!” “It serves you right. You shouldn't have been so mean to him.” 6. These teenagers all do community service in their free time. 7. You have done me a great service - thank you. 8. I really grudge paying for poor service. 9. The larger firm was capable of providing a better range of services. 10. Both elevators had been out of service, so I had to use the stairs.

**Task 3.**Translate the following sentences into English:

1. Подавайте м’ясо з рисом або локшиною. 2. Цей столик ще добре послужить. 3. Я зроблю усе, що в моїх силах, щоб бути їй корисним. 4. Згорток служив йому подушкою. 5. Він працював керівником відділу протягом трьох років. 6. Сніданок подається до дев’ятої години ранку. 7. Він служив у В’єтнамі. 8. Рада допомогти. 9. Я повністю до Ваших послуг. 10. Вони поскаржилися на погане обслуговування в барі. 11. Його нагородили за довгу службу. 12. Відправа проводитиметься у неділю о восьмій годині. 13. Ти зрозумієш, що помилявся, коли тобі відплатять тією ж монетою. 14. Чим можу чимось допомогти? 15. Її батько військовослужбовець.

**FAMILIAR**

**Task 1.** Paraphrase the underlined parts of these sentences, using the adjective *familiar*, its derivatives and phrases:

1. He surrounds himself with attractive, intelligent, or well-known people. 2. He talked of other cultures as if he had better knowledge of them than his own. 3. Most people know this figure from Wagner's opera. 4. He knows and talks in an informal way with all the teachers. 5. In the distance, she heard the recognized, unmistakable sound of an explosion. 6. He touched her, and encountered warmth flashed through her, easing the pain. 7. She was unsure whether he was a friend or a foe. 8. His knowledge of the law gave him a great advantage in the court. 9. She smiled, comforted by the relaxed friendliness of his unique communication style. 10. If you know a person or situation very well, you can easily lose respect for him/her.

**Task 2**. Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. Her face seemed familiar to me. 2. I'm not familiar with her poetry. 3. Have we met? You look familiar. 4. I thought he was being a bit familiar with my wife. 5. Are you familiar with this type of machine? 6. Beggars on the street are becoming a familiar sight. 7. We had met before, but we were hardly on familiar terms. 8. Then he drew back, his gaze running over her face in that familiar confident way. 9. Familiarity with the sea is proved by the free use of marine motives in decoration. 10. Familiarity breeds contempt.

**Task 3.** Translate the following sentences into English:

1. Приємно бачити знайомі обличчя! 2. Вона стала відомою постаттю в політичній сфері. 3. До цього часу ми були в дружніх стосунках. 4. Він добре розуміється (знається) на цьому. 5. Вона відчула у повітрі такий знайомий їй запах. 6. Її ім’я мені не знайоме. 7. Він мій близький друг. 8. Я маю сумніви щодо його обізнаності з предметом обговорення. 9. Його фамільярність зіпсувала переговори. 10. Що ближче когось знаєш, то більше недоліків помічаєш.

**IMPRESS**

**Task 1.** Paraphrase the underlined parts of these sentences, using the verb impress, its derivatives and phrases:

1. We admired the great richness of detail in her painting. 2. His opinion of her was favorable. 3. I wanted to create an image of success. 4. He gave a majestic performance as Othello. 5. There are some very spectacular buildings in the town. 6. He's at that age when he is easily influenced by others when he's very easily led by other children. 7. He made an effect on the girls at the tennis club. 8. I don't tend to trust the opinion I form when I meet someone or see something for the first time. 9. What was your opinion of Charlotte’s husband? 10. Nobody instilled in me the need to save.

**Task 2.** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. She impressed me as a scholar. 2. Father impressed on me the value of hard work. 3. Their generosity made a lasting impression on me. 4. She failed to create any profound impression. 5. I was under the impression that they were married. 6. The events left a permanent impression in his mind. 7. The teacher was accused of forcing his political beliefs on impressionable teenagers. 8. The book had a profound effect on his impressionable young mind. 9. The front of the museum is very impressive. 10. The building is most impressive when viewed from the front.

**Task 3.** Translate the following sentences into English:

1. Вам завжди вдається вразити нас своїми ідеями. 2. Він завжди намагається навіяти мені цю думку. 3. Він справив хороше враження. 4. У мене таке враження, що я з цим мав справу раніше. 5. У мене склалося враження, що ми всім страшенно набридли. 6. Діти зараз у вразливому віці. 7. Його манери вражаючі. 8. Її перший виступ був вражаючим. 9. Яке Ваше враження від книги? (Яка Ваша думка про книгу?). 10. Він справляє враження розумної людини.

**OBEY**

**Task 1.** Paraphrase the underlined parts of these sentences, using the verb obey, its derivatives and phrases:

1. You are required to submit to the authority. 2. I have sworn to carry out the laws, and I cannot forswear myself. 3. The officer expects complete compliance from his troops. 4. Bruno was a quiet and tractable little boy. 5. He demands unquestioning compliance from his soldiers. 6. Compliance with the order was one of the monastery rules. 7. You’re a very naughty boy! Look what you’ve done!

**Task 2.** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. The children must learn to obey. 2. There is no ifs or buts. He has to obey. 3. Soldiers are expected to obey orders without questioning them. 4. Failure to obey the law can lead to a large fine. 5. He lived in obedience to the church’s teachings. 6. With blind obedience, I allowed my father to organize my life. 7. Students are expected to be quiet and obedient in the classroom. 8. Our boss treats us all like naughty children. 9. He is a pleasant child, but often rowdy, disobedient and rough with others. 10. The King required absolute obedience.

**Task 3.** Translate the following sentences into English:

1. Діти повинні дотримуватись правил. 2. Він завжди слухається своїх батьків. 3. Вчитель вимагає слухняності від учнів. 4. Cобака завжди слухалася свого хазяїна. 5. Слухайте й коріться! 6. Ми живемо згідно з законом. 7. Він справляє враження слухняного хлопчика. 8. З сліпою покорою, вона покинула кімнату. 9. Він завжди поводиться як неслухняна дитина. 10. Ви повинні дотримуватися правил.

**PREVENT**

**Task 1.** Paraphrase the underlined parts of these sentences, using the verb *prevent*, its derivatives and phrases:

1. His back injury may keep him from playing in tomorrow’s game. 2. There were reports that some people had been kept from voting in the election. 3. This will help stop accidents from happening. 4. She wanted to keep other children from meeting the same fate. 5. We need to focus more on crime avoidance. 6. The cream assists in the avoidance of skin cancer. 7. A health centre provides both precautionary and promotive care. 8. Farmers are covering their crops as a precautionary measure against frost. 9. Strokes and heart disease are the main avoidable causes of premature death. 10. Most common health upsets that spoil a holiday are easily avoidable.

**Task 2.** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. Nothing shall prevent us from reaching our aim! 2. He wore gloves to prevent frostbite. 3. We must prevent the cancer from spreading. 4. Vitamin C is popularly believed to prevent colds. 5. Prevention is better than cure. 6. Effective crime prevention must be our main goal. 7. Good crowd control is crucial to the prevention of riots. 8. We’ll take whatever preventive action is necessary. 9. Every one of these deaths is preventable. 10. Forty-thousand children a day die from preventable diseases.

**Task 3.** Translate the following sentences into English:

1. Погана погода перешкодила їм провести вихідні на узбережжі. 2. Це перешкодило нашому відвідуванню театру. 3. Цей нещасний випадок можна було б відвернути. 4. Наше завдання – не допустити пожежі. 5. Ці запобіжні заходи здійснюються для безпосереднього запобігання хворобі. 6. Профілактика краще лікування. 7. Щось перешкодило йому прийти. 8. Жодної з смертей не можна було уникнути. 9. Подорожуючи за кордоном, ужийте профілактичних засобів, щоб уникнути хвороб. 10. Нічого не зашкодить їй досягти своєї мети.

**EARN**

**Task 1.** Paraphrase the underlined parts of these sentences, using the verb earn, its derivatives and phrases:

1. He is paid nearly £20,00 a year. 2. You don’t receive much money in return for labour being a nurse. 3. He did all sorts of jobs to earn enough money for the things he needs to live. 4. I was the only person in the house who was receiving money and supporting the family. 5. She was earning a lot at the bank. 6. He explained that earning enough money for the things he needs to live left little time for photography but holidays left ample time. 7. He hopes to gain a place in the team. 8. The company has gained a reputation for reliability. 9. People who earn money should not be penalized by the tax system. 10. Through hard work you will deserve the respect of your colleagues. 11. We older children were expected to do jobs in return for being given a home and food. 12. There are two people who earn money by working in the family. 13. Over the last decade, the amount of money earned rose faster than prices. 14. Everyone should have the means to earn enough money for the things they need to live. 15. As a teacher, she had gained the respect and admiration of her students.

**Task 2.** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. She earns a lot in her new job. 2. I earn extra for working on Sunday. 3. In industry, you can earn serious money. 4. His accomplishments earned him respect. 5. I think you've earned a rest. 6. He did not earn enough to keep a wife and children. 7. I'm just trying to earn an honest living. 8. He is the only wage earner in the family. 9. Tourism is the country's single biggest earner. 10. Private childcare is still too expensive for the average earner. 11. For tax purposes, your pension and earnings are added together. 12. He claimed compensation for loss of earnings. 13. Average earnings for teachers are around $70,000. 14. Professionals pay more tax, because of their higher earnings. 15. Some football players have weekly earnings of over £50,000.

**Task 3.** Translate the following sentences into English:

1. Чим вона заробляє на життя? 2. Її витрати перевищують її заробіток. 3. Вона заробляє гроші на життя, працюючи вчителем у сільській школі. 4. Він може дозволити собі усе, чого забажає, адже заробляє багато. 5. Вона заробляє на життя викладанням. 6. Скільки Ви одержуєте на місяць? 7. Пропрацювавши цілий місяць, вона чесно заслужила добрий відпочинок. 8. Її сумлінна праця заслуговує похвали. 9. З нею приємно мати справу. Крім того, вона саме та людина, яка заслуговує довір’я. 10. Його річний заробіток становить 25 тисяч гривень. 11. Хто годувальник у їхній сім’ї? 12. Я потребую відпочинку. Чи не вважаєте Ви, що я його заслужив? 13. Його заробітна плата його не влаштовувала, адже він заробляв лише на їжу та помешкання. 14. Сьогодні спостерігається значне підвищення середньої зарплати. 15. Він був єдиною людиною, яка утримувала сім’ю.

**LIGHT**

**Task 1.** Paraphrase the underlined parts of these sentences, using the verb *light*, its derivatives and phrases:

1. The brightness from the sun was coming into the room through a crack in the door. 2. He switched on the lamp, opened the door, and went into the dim public space. 3. I look at this coldly in the light of right and wrong. 4. He was reading the Evening Telegraph using the light of a torch. 5. Eventually she made herself go forward, turning on the lamps as soon as she could reach them. 6. These problems should have been made known publicly much earlier. 7. As an economist, he was able to provide an explanation for the problem. 8. Fresh evidence has become known publicly that suggests he didn't in fact commit the murder. 9. As finals approached, she felt that at last she could see signs of improvement in a situation that has been bad for a long time. 10. Her son was the most precious person in her life. 11. She had blue eyes and pale brown hair. 12. The porch is always well provided with the light at night. 13. The old man ignited a cigarette and took a puff.

**Task 2.** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. In the fading light she could just make out the shape of a tractor. 2. The light was fading, and I was afraid we wouldn’t be home before dark. 3. The house could be clearly seen by the light of the moon. 4. Rory did not switch on a light, but strode to the window and jerked back the drapes. 5. It’s harder when you keep standing in my light. 6. New evidence in this case has recently come to light. 7. I had hoped that he would be able to shed some light on the problem. 8. He was not ready to the light of the day. 9. The office was a big light room at the back of the house. 10. The room was lit by dozens of candles.

**Task 3.** Translate the following sentences into English:

1. Світло сонця проглядало через відкриті двері. 2. Вона зайшла до кімнати і увімкнула світло. 3. У світлі останніх новин, вона зовсім не винна. 4. Він виконував домашню роботу при світлі свічки. 5. Чоловік зупинився і дав мені прикурити. 6. Не застеляйте мені світло, будь ласка! 7. Було виявлено нові факти цієї складної справи. 8. У неї біла шкіра та світле волосся. 9. День був ясний. 10. Веранда добре освітлюється.

**TEXT 4**

Frank Ashurst and his friend Robert Garton *were on a tramp*.

**SPEECH PATTERNS**

They were on a hike.

We shall go on an excursion tomorrow.

I shall start on a tour next Sunday.

He will set out on a trip early in the morning.

According to their map *they had* still some *seven miles to go*.

We have two hours to while away.

They still have a lot to do.

Jane still has two exams to take.

He has letters to mail.

Both *were (as) thin as rails*.

The boy is really as obstinate as a mule.

She was as good as her word.

You’re as sulky as a bear, what's the matter?

And let me tell you he is as cross as two sticks.

Garton *was like some* primeval *beast*.

She *looked like a wild flower*.

He looked like a huge bear.

The cloth looks like silk.

The two were like a well-designed sculpture one could display on the mantel of a bedroom corner fireplace. A work of art.

Her eyes were like pools of still water when she looked up at him.

Garton’s hair *was a kind of* dark unfathomed *mop*. Passing through *a sort of porch*...

It was a sort of box.

It was a kind of game.

We spent the night in a sort of hut.

He felt the hairs prickle at the back of his neck as he recognized a kind of tune in the wolf’s howls.

Their eyes met briefly, and he gave her a kind of nod, meaning he knew she had heard the sounds and had understood.

Perhaps he *struck her as strange*.

The whole affair strikes me as queer.

The suggestion struck him as tempting.

That I found nobody at home struck me as odd.

Her question struck me as naive.

His full name struck her as familiar, but she wasn't sure from where.

**EXERCISES**

**I. Complete the following sentences using Speech Patterns 1, 2, 3, 4:**

1. We saw lots of interesting things when we were ... . 2. It's too late to start ... . 3. Will you go with them ... ? 4. I am busy now, I have ... . 5. It was growing dark and they still had ... . 6. I shan't be free till July 1, I have ... . 7. Both brothers are tall and as ... . 8. In the father's presence the boys are as ... . 9. The twins are as ... . 10. With her close-cropped hair she ... . 11. She is under 20, but she ... . 12. The water in the lake was so warm that it was ... . 13. She was a small, pretty woman with a complexion that was ... . 14. The cloud was now spreading across the sky, it was ... . 15. I had a good look at the picture yesterday and I think it is ... . 16. I don't know the rules, but I think it's ... . 17. This is the house where the writer lived, now it is ... . 18. I'm not sure of the meaning of the term, perhaps it's ... .

**II. Paraphrase the following sentences using Speech Patterns 5, 6:**

1. I had a vague suspicion that he was cheating. 2. The vines formed a poor (inadequate) roof. 3. I didn't know the game they were playing. 4. It was a deserted hut that could give them some shelter. 5. She had something resembling a hat on her head. 6. The whole affair seems to me a bit queer. 7. That I found nobody at home seemed to me odd. 8. The excuse he gave seemed to me ridiculous. 9. He seems to me a person well-read in literature. 10. He turned the car towards a large house that seemed to be typically Swiss.

**III. Make up two sentences of your own on each pattern.**

**IV. Translate the following sentences Into English using the Speech Patterns:**

1. Це сталося, коли ми подорожували по Кавказу. 2. Як тільки ми приїхали в Лондон, ми вирушили на екскурсію. 3. Після весілля Майкл і Флер поїхали у весільну подорож. 4. Ремонт на дачі майже завершений, залишилося тільки пофарбувати підлогу. 5. Мені залишалося прочитати ще біля десяти сторінок, коли згасло світло. 6. Геологам залишалося пробути в таборі ще три дні, коли раптово вибухнула буря. 7. Після хвороби Джон став худим як скіпка, а говорить, що вже добре себе почуває. 8. Цікаво, чому це діти на людях як шовкові, а вдома роблять, що хочуть? 9. Близнюки були схожі як дві краплі води, і ніхто крім матері не міг їх розрізнити. 10. Він дуже освічена людина. Розмовляти з ним – все одно, що читати енциклопедію. 11. Дівчинка рано залишилася без матері, і її старша сестра була їй як мати. 12. Цей місяць в горах був схожий на чудовий сон. 13. У них на дачі є щось на зразок тераси, але вона ще не добудована. 14. Не маю уявлення, що це за страва. Може бути, це щось подібне до рагу? 15. Це така квітка, яку можна знайти тільки високо в горах. 16. Коли ми підійшли до будинку, нам здалося дивним, що вікна не освітлені. 17. Він здався мені дуже обережною і нерішучою людиною. 18. Мені здається, він справжній знавець живопису.

**V. Make up and act out in front of the class suitable dialogues using the Speech Patterns.**

**THE APPLE-TREE**

By John Galsworthy

(Extract)

John Galsworthy (1867—1933), a prominent English novelist, playwright and short-story writer, came from an upper middle-class family. He was educated at Harrow and Oxford and was called to the Bar. His first novel (*From the Four Winds*) was published in 1897, but it was *The Man of Property* that won him fame. Among his numerous novels *The Forsyte Saga* and *A Modern Comedy* are the most prominent. They give a truthful picture of English bourgeois society at the end of the 19th and the beginning of the 20th centuries. *The Apple-Tree* (1917) is one of the most popular long short stories written by John Galsworthy.

On the first of May, after their last year together at college, Frank Ashurst and his friend Robert Garton were on a tramp. They had walked that day from Brent, intending to make Chagford but Ashurst’s football knee had given out, and according to their map they had still some seven miles to go. They were sitting on a bank beside the road, where a track crossed alongside a wood, resting the knee and talking of the universe, as young men will. Both were over six feet, and thin as rails. Ashurst pale, idealistic, full of absence; Garton queer, round-the-corner, knotted, curly, like some primeval beast. Both had a literary bent; neither wore a hat. Ashurst's hair was smooth, pale, wavy; and had a way of rising on either side of his brow, as if always being flung back; Garton’s was a kind of dark unfathomed mop. They had not met a soul for miles.

“My dear fellow”, Garton was saying, “pity’s only an effect of self-consciousness; it’s a disease of the last five thousand years. The world was happier without”.

Ashurst did not answer; he had plucked a blue floweret, and was twiddling it against the sky. A cuckoo began calling from a thorn tree. The sky, the flowers, the songs of birds! Robert was talking through his hat. And he said:

“Well, let’s go on, and find some farm where we can put up”. In uttering those words he was conscious of a girl coming down from the common just above them. She was outlined against the sky, carrying a basket, and you could see that sky through the crook of her arm. And Ashurst, who saw beauty without wondering how it could advantage him, thought: “How pretty!” The wind, blowing her dark frieze skirt against her legs, lifted her battered peacock tam-o'-shanter; her greyish blouse was worn and old, her shoes were split, her little hands rough and red, her neck browned. Her dark hair waved untidy across her broad forehead, her face was short, her upper lip short, showing a glint of teeth, her brows were straight and dark, her lashes long and dark, her nose straight; but her grey eyes were the wonder – dewy as if opened for the first time that day. She looked at Ashurst – perhaps he struck her as strange, limping along without a hat, with his large eyes on her, and his hair flung back. He could not take off what was not on his head, but put up his hand in a salute, and said:

“Can you tell us if there’s a farm near here where we could stay the night? I’ve gone lame”.

“There’s only one farm near, sir”. She spoke without shyness, in a pretty, soft, crisp voice.

“And where is that?”

“Down here, sir”

“Would you put us up?”

“Oh! I think we would”.

“Will you show us the way?”

“Yes, sir”.

He limped on, silent, and Garton took up the catechism.

“Are you a Devonshire girl?”

“No, sir”.

“What then?”

“From Wales”.

“Ah. I *thought* you were a Celt, so it’s not your farm?”

“My aunt’s, sir”.

“And your uncle’s?”

“He is dead”.

“Who farms it, then?”

“My aunt, and my three cousins”.

“But your uncle was a Devonshire man?”

“Yes, sir”.

“Have you lived here long?”

“Seven years”.

“And how d’you like it after Wales?”

“I don’t know, sir”.

“I suppose you don’t remember?”

“Oh, yes! But it is different”.

“I believe you!”

Ashurst broke in suddenly:

“How old are you?”

“Seventeen, sir”.

“And what’s your name?”

“Megan David”.

“This is Robert Garton, and I am Frank Ashurst. We wanted to get on to Chagford”.

“It is a pity your leg is hurting you”.

Ashurst smiled, and when he smiled his face was rather beautiful.

Descending past the narrow wood, they came on the farm suddenly – a long, low stone-built dwelling with casement windows, in a farmyard where pigs and fowls and an old mare were straying. A short steep-up grass hill behind was crowned with a few Scotch firs, and in front, an old orchard of apple trees, just breaking into flower, stretched down to a stream and a long wild meadow. A little boy with oblique dark eyes was shepherding a pig, and by the house door stood a woman, who came towards them. The girl said:

“It is Mrs. Narracombe, my aunt”.

“Mrs. Narracombe, my aunt” had a quick, dark eye, like a mother wild-duck’s, and something of the same snaky turn about her neck.

“We met your niece on the road”, said Ashurst, “she thought you might perhaps put us up for the night”.

Mrs. Narracombe, taking them in from head to heel, answered:

“Well, I can, if you don’t mind one room. Megan, get the spare room ready, and a bowl of cream. You’ll be wanting tea, I suppose”.

Passing through a sort of porch made by two yew trees and some flowering-currant bushes, the girl disappeared into the house, her peacock tam-o’-shanter bright athwart that rosy-pink and the dark green of the yews.

“Will you come into the parlour and rest your leg? You’ll be from college, perhaps?”

“We were, but we’ve gone down now”.

The parlour, brick-floored, with bare table and shiny chairs and sofa stuffed with horsehair, seemed never to have been used, it was so terribly clean. Ashurst sat down at once on the sofa, holding his lame knee between his hands, and Mrs. Narracombe gazed at him...

“Is there a stream where we could bathe?”

“There’s the strame at the bottom of the orchard, but sittin’ down you’ll not be covered!”

“How deep?”

“Well, it is about a foot and a half maybe”.

“Oh! That’ll do fine. Which way?”

“Down the lane, through the second gate, on the right, an’ the pool’s by the big apple tree that stands by itself. There’s trout there, if you can tickle them!”

“They’re more likely to tickle us!”

Mrs. Narracombe smiled. “There’ll be the tea ready when you come back”.

The pool formed by the damming of a rock, had a sandy bottom; and the big apple tree, lowest in the orchard, grew so close that its boughs almost overhung the water; it was in leaf and all but in flower — its crimson buds just bursting. There was no room for more than one at a time in that narrow bath, and Ashurst waited his turn, rubbing his knee and gazing at the wild meadow, all rocks and thorn trees and field flowers, with a grove of beeches beyond, raised up on a flat mound. Every bough was swinging in the wind, every spring bird calling, and a slanting sunlight dappled the grass. He thought of Theocritus, and the river Cherwell, of the moon, and the maiden with dewy eyes, of so many things that he seemed to think of nothing; and he felt absurdly happy.

**EXPLANATORY NOTES**

**1. to make Chagford:** to reach Chagford — a town in Devonshire.

**2. Ashurst's football knee:** the knee that Ashurst hurt in playing football.

**3. thin as rails:** It is a stable set-expression, somewhat hackneyed and trite. The list of such similes in English is fairly long. They do not create fresh and vivid images, but are frequently used by the writers as they are easily understood and grasped by the reader.

**4. round-the-corner:** absent-minded.

**5. was talking through his hat:** was talking nonsense.

**6. took up the catechism:** continued questioning smb. closely.

**7. Scotch fir:** common North European pine.

**8. we’ve gone down** (at Oxford and Cambridge): we’ve left the University.

**9. strame, sittin’, an’:** dialectical forms in Devonshire and Wales.

**10. Theocritus:** 270 B.C. Greek pastoral poet.

**11. the river Cherwell:** a river in Oxfordshire.

**12. maiden** (chiefly liter.): a girl, a young unmarried woman.

**13. He thought of Theocritus, and the river Cherwell, of the moon, and the maiden with dewy eyes:** This is an enumeration, the members of which belong to different spheres. This stylistic device is used by the writer to reveal the character's feelings and meditations.

**EXERCISES ON THE CONTENT**

**Task 1. Find in the text the English equivalents for the following words and phrases and use them in sentences of your own:**

дістатися до ... ; мати схильність до ...; зірвати квітку; говорити дурниці; на тлі неба; черевики потріскалися; з відкинутим назад волоссям; підняти руку на знак вітання; зупинитися на ніч; без збентеження; продовжувати розпитувати; старий яблуневий сад; кімната для гостей; стояти окремо; піщане дно; звисати над водою; очі, блискучі як роса.

**Task 2. Explain what is meant by the following:**

1. Frank Ashurst and his friend Robert Garton were on a tramp. 2. resting the knee and talking of the universe. 3. like some primeval beast. 4. a kind of dark unfathomed mop. 5. Robert was talking through his hat. 6. And Ashurst, who saw beauty without wondering how it could advantage him ... 7. He could not take off what was not on his head. 8. Garton took up the catechism. 9. something of the same snaky turn about her neck. 10. He felt absurdly happy.

**Task 3. Answer the following questions and do the given tasks:**

1. In what key is the extract written: is it matter-of-fact, dramatic, lyrical, pathetic? 2. What kind of text is it? Is it a narration, a character-drawing or a dialogue? 3. What is the author’s method in portraying personages? 4. What are the predominant figures of speech in depicting nature? 5. What helps to create a vivid picture of spring? 6. What role does the word “maiden” play in conveying Ashurst’s state of bliss? 7. Account for different ways of expressing comparisons in the text. Analyse their structure and stylistic function. 8. Find some examples of epithets in the text. Discuss their stylistic value. 9. Point out the features of colloquial speech in the dialogue between the young men and Megan. 10. Point out instances of non-standard speech. Give the correct forms. 11. Point out the adjectives in the text, classifying them according to sense into literal and figurative. 12. Define the stem from which the adjective “curly” is derived. Pick out from Text Eight the adjectives formed in the similar way.

**Task 4.** Retell the text: a) close to the text; b) as if you were Ashurst

**Task 5.** Give a summary of the text

**ACTIVE VOCABULARY COMPREHENSION**

**Task 1**. In the text of the lesson find the words and phrases that match the definitions below:

|  |  |
| --- | --- |
| 1. a place where fruit trees are grown. 2. all existing matter and space considered as a whole; the cosmos. 3. an animal, especially a large or dangerous four-footed one. 4. an illness that affects people or animals, especially one that is caused by infection. 5. an act of raising your right hand to your head as a sign of respect, usually done by a soldier to an officer. | 1. to walk slowly and with difficulty because one leg is hurt or injured 2. a field with wild grass and flowers 3. deep red in colour. 4. a pile of earth or stones that looks like a small hill. 5. (literary) a young girl, or a woman who is not married. |

**Task 2**. Paraphrase the following words and word combinations. Make use of the sentences from the extract illustrating their meanings:

|  |  |  |
| --- | --- | --- |
| 1. | to put up |  |
| 2 | to have a literary bent |  |
| 3. | to advantage smb. |  |
| 4. | to be conscious of smb. |  |
| 5. | to be worn |  |
| 6. | dewy eyes |  |
| 6. | to go lame |  |
| 7. | to break in |  |
| 8. | according to |  |
| 9. | to be crowned |  |
| 10. | not to mind smth. |  |
| 11. | athwart |  |
| 12. | greyish |  |

**Task 3**.In the extract find synonyms to the words and expressions given below:

|  |  |
| --- | --- |
| 1. prehistoric, primordial 2. level, unwrinkled, polished 3. sympathy, sorrow 4. to say, articulate 5. to think, speculate 6. to benefit, favor, gain 7. tanned 8. dirty, disorderly, messy 9. sparkle, shine 10. timidity, modesty | 1. to move down, condescend 2. home, residence, habitat 3. slanting; at an angle 4. extra, reserve, unoccupied 5. a living room 6. naked, uncovered 7. filled, packed, full 8. make laugh 9. ground, the lowest part 10. blossom |

**Task 4**. Match the words given below with the antonyms from the text:

|  |  |
| --- | --- |
| 1. disinclination, inability | 1. knotted |
| 2. shallow | b) smooth |
| 3. direct, straight | c) rough |
| 4. top | d) shyness |
| 5. wide | e) deep |
| 6. tamed, civilized | f) oblique |
| 7. gentle, smooth, refined | g) bent |
| 8. boldness, audacity | h) bottom |
| 9. loose | i) narrow |
| 10. harsh, coarse | j) wild |

**Task 5.** Match the halves of the word combinations from the text:

|  |  |
| --- | --- |
| 1. to put up one’s hand 2. to strike smb. 3. to take smb. in 4. not to meet 5. outlined against 6. to break into 7. to get smth. 8. to take up 9. to show smb. 10. to be thin 11. to stay 12. to talk | 1. the sky 2. ready 3. the way 4. in a salute 5. from head to heel 6. through one’s hat 7. the night 8. as strange 9. flowers 10. as rails 11. the catechism 12. a soul |

**Task 6**. Replace the italicized parts of the sentences with the word combinations above:

1. He had a young girl clinging to him in a manner that *seemed strange to her*. 2. I do not know why she's dieting, she's *very thin* already. 3. He was *talking nonsense*, I think he said: Alas, poor Yorick. That guy is crazy. 4. The president emerged from his car and *raised his hand to greet* *everybody.* 5. We didn't see or *meet anybody* as we passed around bedrooms and through living areas. 6. Aidan shrugged again and went to wrap the trout in broad leaves and *prepare it for* baking on the flat rock. 7. Mrs. King’s brows drew together as she *scrutinized her daughter*. 8. In the meantime, the honeysuckle on the cast-iron fence *has started to bloom*; the first bees are levitating dutifully.

**Task 7**. Complete the sentences using the appropriate derivatives of the words in capitals:

1. The last thing that passed through my mind before I lost \_\_\_\_\_\_\_\_\_\_\_\_ was that I just had to hold on a little longer. CONSCIOUS

2. The irritated \_\_\_\_\_\_\_\_\_\_\_\_ startled her, especially since the words surfaced from deep inside her head, which at the moment was running a marathon of emotions. UTTER

3. Her cheeks flush and she hugs herself, her sudden \_\_\_\_\_\_\_\_\_ an intriguing contrast to her confident banter. SHY

4. We sat in \_\_\_\_\_\_\_\_\_\_ for a moment or two, until from the other table a harsh, cruel laughter broke the early-evening calm. SILENT

5. The fellow tilted his head in a way that confirmed my \_\_\_\_\_\_\_\_\_\_\_ , though his expression remained unmoved. SUPPOSE

6. The keeper's \_\_\_\_\_\_\_\_\_\_\_ and the tower stood less than fifty feet from the shore and would have made a picturesque sight any other spring day with all of her flowers blooming around it. DWELL

7. The ship rose high, and the ocean \_\_\_\_\_\_\_\_\_\_\_ momentarily. APPEAR

8. Somewhere behind the curtains, morning birds \_\_\_\_\_\_\_\_\_\_\_ argued that it was a sunny, wonderful day and all was right with the world. ABSURD

9. The rest of the day went \_\_\_\_\_\_\_\_\_\_\_ , to my unending relief. SMOOTH

10. She had a broad face and an angular nose and was \_\_\_\_\_\_\_\_\_ beautiful. STRIKE

**Task 8.** What do words in bold in the sentences below mean? Choose the best alternative:

1. On the first of May, **after their last year together at college** ....

a) before they both graduated from the university

b) after they both graduated from the university

c) after they were expelled from the university

2. .... Frank Ashurst and his friend Robert Garton were **on a tramp**.

a) put up for the night

b) on a holiday

c) on a long walk, typically a tiring one.

3. Both had a literary **bent**; neither wore a hat.

a) hobby

b) inclination

c) disliking

4. In uttering those words he **was conscious of** a girl coming down from the common just above them.

a) noticed

b) knew

c) imagined

5. And Ashurst, who saw beauty without wondering how it could **advantage** him, thought: "How pretty!"

a) praise

b) hurt

c) benefit

6. .... her greyish blouse was **worn** and old, her shoes were split, her little hands rough and red, her neck browned.

a) not fashionable

b) shabby

c) dirty

7. ... but her grey eyes were the wonder — **dewy** as if opened for the first time that day.

a) with dew

b) grey

c) wet and shiny

8. She spoke without shyness, in a pretty, soft, **crisp voice**.

a) ringing and clear voice

b) coarse voice

c) timid voice

9. "Would you **put us up**?"

a) show the way

b) give accommodation

c) give money

10. A little boy with **oblique** dark **eyes** was shepherding a pig, and by the house door stood a woman, who came towards them.

a) kind eyes

b) cunning eyes

c) slanting eyes.

**Task 9**. Translate the following sentences using the word combinations and phrases in the box below:

|  |  |
| --- | --- |
| * after their last (first, second) year together at college (the university, etc.) * according to smth. (their map, my watch, their orders or instructions, her words, etc.) * smooth hair (forehead, surface, board, paper, skin, road, sea) * to break into flower * to be in leaf (in flower) | * with one's eyes on smb. or smth. (with one’s hair flung back) * to show smb. the way * to break in (into a conversation) * to hurt or pain smb. (My leg is hurting me, hurts.) * to take smb. in from head to heel * to get smth. ready * there's no room for * one at a time |

1. *Після того як вони разом закінчили перший курс університету*, вони стали великими друзями. 2. *Відповідно до інструкцій* ми повинні підготувати табір до приїзду туристів до першого червня. 3. *Згідно з моїм годинником*, давно пора вкладати дітей спати. 4. Наша поїздка пройшла дуже *гладко*. 5. Дорога була *рівна*, і ми швидко добралися до станції. 6. Хлопчик стояв, *не зводячи очей з* автомобіля. Якби тільки його взяли покататися на ньому! 7. Її волосся було *недбало відкинуте назад*, і це дуже їй пасувало. 8. Здається, ми йдемо не в той бік, давайте попросимо когось *показати нам дорогу* до магазину. 9. Вибачте, що *я втручаюся в розмову*, але мені дуже потрібно поговорити з вами саме зараз. 10. Вчора ввечері у мене так *болів зуб*, що я не могла заснути. 11 «*Де вам боляче*?» - запитав лікар. 12. Господиня *оглянула їх з голови до ніг* і тільки після цього запросила в будинок. 13. Я *все зроблю* за п'ять хвилин. 14. На живоплоті *розпускалися квіти*, наповнюючи повітря солодкуватим запахом. 15. Стрункі осики *стоять у цвіту*. Вони цвітуть до появи листя. 16. У кімнаті *немає місця* ще для одного крісла. Тут і так все заставлено. 17. Вчителька попросила хлопців *не говорити всім разом*, оскільки важко було зрозуміти, що вони хочуть.

**VOCABULARY NOTES**

**TRACK**

**Task 1**. Paraphrase the underlined parts of these sentences, using the lexeme *track*, its derivatives and phrases:

1. A. 1. I’m afraid I’ve completely lost touch with him. 2. She stumbled along the steep path that led up the hill. 3. The man was sure he had well concealed his movement. 4. The mystery bored him and he could not follow the plot. 5. The hounds were in pursuit of the fox. 6. I know I’ve done wrong. 7. I watch the news to be aware of current events. 8. The farmhouse we stayed in was completely away from the frequently traveled routes. 9. They wanted to conceal their actions before someone traced the bank robbery back to them. 10. Movies these days have so many sequels that it's hard to follow their course.

**Task 2*.*** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. The path turned to a rocky track which brought them out on the main road. 2. How much do you know of your friend Pyle? — Not very much. Our tracks cross, that's all. 3. To say that he had hidden his tracks would be untrue. He had made no tracks to hide. 4. She enjoys exploring the world, preferring to venture off the beaten track, and has lived in Germany, Austria, Switzerland, Mexico, and Iran. 5. He had been careless, and had done little to cover his tracks. 6. She felt the excitement of a journalist on the track of a good story. 7. The disease was stopped in its tracks by immunization programmes. 8. The new manager successfully got the team back onto the right track. 9. The police were on the wrong track when they treated the case as a revenge killing. 10. Keep track of all your payments by writing them down in a book.

**Task 3.**Translate the following sentences into English:

1. Він знищив свій телефон, так що ніхто не зможе **відстежити** його. 2. Багато що ще належить зробити, але ми знаходимося **на вірному шляху**. 3. **Відхилення від відомих маршрутів** може стати для нас невеликою проблемою. 4. Важливо відзначити, що пошук нових рішень повинен йти **не второваною дорогою**, щоб можна було знайти нові і творчі ідеї. 5. Чим раніше вони повернуться **на шлях миру**, тим краще для всіх зацікавлених сторін. 6. Записувати на папері – це найприродніший спосіб **відслідковувати** свої ідеї. 7. Я **втратила** хід його міркувань і не могла зрозуміти, про що він говорить. 8. Наш потяг на п'ятому **шляху**, пішли швидше. 9. Провалюючись в глибокий сніг, гонча **йшла по сліду** зайця. 10. Він не така людина, яка **піде второваним шляхом**.

**Task 4**. Match the idioms with their definitions, memorize:

|  |  |
| --- | --- |
| 1. to have a one-track mind | 1. to follow someone’s example; to assume someone else’s role or occupation |
| 2. from/on the wrong side of the tracks | 1. in the exact spot or instant in which someone or something is; instantly stopping and remaining motionless, silent, and/or inactive |
| 3. follow in someone’s tracks | 1. an accelerated path to success or achievement. |
| 4. dead in one's tracks | 1. to misdirect one away from their pursuit; to steer one’s investigation or suspicions in the wrong direction. |
| 5. fast track | 1. to be consistently fixated on or preoccupied by a particular topic. |
| 6. put someone off the track | 1. following that which is commonly used by or known to most people, as of a course, route, or trend. |
| 7. on the beaten track | 1. in a part of a town or city that is particularly impoverished (and usually dangerous or undesirable as a result). |

**Task 5**. Fill in the blanks with the missing idioms with the word *track* in the appropriate form:

1. She \_\_\_\_\_\_\_\_\_\_ father’s \_\_\_\_\_\_\_\_\_\_ and went into medicine.
2. Jacob was doing so well in all of his classes that his school put him on the \_\_\_\_\_\_\_\_\_\_\_ so he could graduate early.
3. The sound of leaking water stopped me \_\_\_\_\_\_\_\_\_\_\_\_, and I cringed at the thought of yet another home repair.
4. I generally stay \_\_\_\_\_\_\_\_\_\_\_\_ with books. I'm not fond of reading those that get too weird or are meant for academics.
5. My sister \_\_\_\_\_\_\_\_\_\_\_\_, only thinking about how something can further her career.
6. His mother constantly warned him about spending time \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. A distraction \_\_\_\_\_\_\_\_ me \_\_\_\_\_\_\_\_ and I almost got lost in the jungle.

**OUTLINE**

**Task 1**. Paraphrase the underlined parts of these sentences, using the lexeme *outline*, its derivatives and phrases:

1. The quaint ancient castle stood out against the dark sky. 2. The student was asked to give the main points of the historical event. 3. She had told me in her letters the main facts of her life. 4. He roughly gave the main features of the plot of the opera. 5. Underneath the hospital blankets I could see the contour of her poor wasted body.

**Task 2*.*** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. We saw the outlines of the tower in the distance. 2. The old oak-tree was beautifully outlined against the blue sky. 3. And in a few simple words he outlined Ann's appeal to him. 4. The sharp outline of the island had become blurred. 5. She drew the outline of the boat and then coloured it in.

**Task 3.**Translate the following sentences into English:

1. Ось **короткий план** моєї доповіді. Можливо, ви переглянете його? 2. На жаль, у мене немає цієї статті з собою, але, якщо хочете, я можу розповісти вам **коротко її зміст**. 3. У висновках до роботи слід в **загальних рисах окреслити** можливі перспективи подальшого дослідження. 4. Деякі нові напрямки діяльності із захисту навколишнього середовища **розглядаються** нижче. 5. Я міг розгледіти тільки тьмяні **обриси** будинку в тумані.

**ROUGH**

**Task 1**. Paraphrase the underlined parts of these sentences, using the lexeme *rough* its derivatives and phrases:

1. The sea is not calm today. 2. His rude manner frightened the children. 3. Should the weather be windy do not think of riding. 4. What he told me made the true state of affairs known to me. 5. It was a bumpy mountain road, full of stones and huge holes. 6. The fabric had a coarse texture. 7. She made an approximate calculation of the likely cost.

**Task 2*.*** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. The soles of his feet were rough and callous from walking. 2. Losing two sons in the war was rough on her. 3. How well can this truck take rough ground? 4. The table is made of rough planks. 5. Here’s a rough draft of my speech. 6. The builder did a rough sketch of how the new stairs would look.

**Task 3.**Translate the following sentences into English:

1. Дорога була **нерівною** від слідів незліченних коліс. 2. Чоловік був у короткому пальто з **грубої** тканини і без капелюха. 3. Руки жінки **огрубіли** від прання і миття посуду. 4. Я не раджу вам писати роботу **на чернетці**, у вас не вистачить часу переписати її. 5. Інші хлопці були **хуліганами (грубими),** завжди шукали бійки. 6. Я завжди страждаю від морської хвороби, коли море **неспокійне**. 7. У неї був **важкий** рік – вона втратила роботу, потім помер її батько.

**Task 4**. Match the idioms with their definitions, memorize:

|  |  |
| --- | --- |
| 1. to sleep rough | a) a challenging period during which one struggles to do or cope with something. |
| 2. the rough edge of (one's) tongue | b) when things become very difficult or unpleasant to deal with; when it becomes very hard to keep carrying on. |
| 3. a rough time | c) treatment that is not at all fair or not in accordance with the law. |
| 4. rough edges | d) a general idea; an estimate. |
| 5. rough justice | e) to sleep outside at night, usually because one has no home or shelter. |
| 6. rough idea | f) a harsh scolding or rebuke; a verbal lashing. |
| 7. when the going gets rough | g) lack of refinement, sophistication, manners, etc. |
| 8. rough and tumble | h) to beat someone up; to mistreat someone. |
| 9. rough someone up | i) the disorder, aggressive infighting, arguing, or competitiveness of something. |

**Task 5**. Fill in the blanks with the missing idioms with the word *rough* in the appropriate form:

1. The teacher gave us \_\_\_\_\_\_\_\_\_\_\_\_\_\_ after she caught us reading comics in the back of class.
2. I need to get a \_\_\_\_\_\_\_\_\_\_ of how many people will be there.
3. I know a lot of citizens wouldn’t mind \_\_\_\_\_\_\_\_\_\_\_ to those thugs, but that’s not what we stand for.
4. I am a wanderer, and sometimes people offer me hospitality and I sleep on a straw bed, and sometimes I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with the cattle for warmth.
5. The workers on the oil rig have some \_\_\_\_\_\_\_\_\_\_, but they're good men, every single one of them.
6. John went through \_\_\_\_\_\_\_\_\_\_\_\_\_ after losing both his job and his wife during the same year.
7. I managed to get video footage of the police \_\_\_\_\_\_\_\_\_ the man \_\_\_\_\_\_ on the street before arresting him.
8. I just wanted to make a difference to the people who lived in my community. I wasn't prepared for the \_\_\_\_\_\_\_\_\_\_\_\_ of local politics.
9. We all work pretty independently here, but our boss always helps out \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**EYE**

**Task 1**. Paraphrase the underlined parts of these sentences, using the lexeme *eye*, its derivatives and phrases:

1. I hope we see the matter in the same way. 2. I never saw her before. She gave me a loving look. 3. You should look after the children when they are playing. 4. He was quick to see a pretty girl. 5. Do you mind glancing over these accounts? 6. We moved back in with my parents, focusing on saving up for a house. 7. I always quickly examine my desk to make sure I have everything before I leave the office at night. 8. His mother and I don't agree about his decision to drop out of college. 9. All parents want to believe their child is perfect, so many ignore their child's wrongdoings or flaws.

**Task 2*.*** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. It's the one point on which Harry and I do not see eye to eye. 2. He caught my eye and hurried into explanations. 3. I can assure you that I never set eyes upon him. 4. He moved a little farther along the road measuring the wall with his eye. 5. You'd better stay here and keep an eye on him. I'll ring up the police. 6. Hance was an old man with a rough tongue and compassionate eyes. 7. She shook hands very firmly, looking me straight in the eyes. 8. Well, I don’t suppose there's hope of opening your eyes to the realities of life. 9. The image of the girl rose before his eyes. 10. She sees everything through her mother's eyes.

**Task 3.**Translate the following sentences into English:

1. Боюся, що батько і я **по-різному дивимося** на це питання. 2. З нею щось трапилося, **поспостерігай** за нею. 3. Він **пробіг очима** список і побачив своє ім'я. 4. Він розумний художник і добре **бачить** колір. 5. Лялька була така гарна, що дівчинка не могла **відвести від неї очей**. 6. Я приїхав сюди **з наміром** розібратися в цій справі. 7. Вона не могла протягнути нитку в голку, оскільки **вушко** було дуже маленьким. 8. Хлопчик **зловив погляд** вчителя і перестав розмовляти. 9. Ми просто **розходилися в думках з** деяких питань. 10. Людство не може продовжувати **закривати очі на** масштаби забруднення навколишнього середовища.

**Task 4**. Match the idioms with their definitions, memorize:

|  |  |
| --- | --- |
| 1. in the blink of an eye | a) a person or thing of whom you are extremely fond and proud. |
| 2. keep your eyes open (or peeled or skinned) | b) pretend not to notice. |
| 3. in the public eye | c) very quickly. |
| 4. pull the wool over someone’s eyes | d) pleasant to look at. |
| 5. throw dust in someone's eyes | e) a gaze or stare superstitiously believed to cause harm. |
| 6. the apple of one’s eye | f) a very small opening or space (used to emphasize the impossibility of a projected endeavour). |
| 7. have eyes bigger than your stomach | g) have asked for or taken more food than you can actually eat. |
| 8. easy on the eye | h). be on the alert; watch carefully or vigilantly for something. |
| 9. the evil eye | i) look at someone in a way that makes it clear you find them sexually attractive. |
| 10. the eye of a needle | j) the state of being known or of interest to people in general, especially through the media. |
| 11. turn a blind eye | k) mislead someone by misrepresentation or diverting attention from a point. |
| 12. make eyes at someone | l) deceive someone, especially by telling untruths. |

**Task 5**. Fill in the blanks with the missing idioms with the word *eye* in the appropriate form:

1. They say that the old lady living in the house at the end of the road has \_\_\_\_\_\_\_\_\_\_\_\_ - if she catches you in her gaze, you’ll be cursed with bad luck for a year!
2. When decorating your bedroom, it’s best to choose colours that are \_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Be prepared for your kids to try to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when they’re teenagers. Don’t trust them easily.
4. Then it won't be so easy to \_\_\_\_\_\_\_\_\_\_\_\_\_ to their suffering.
5. When we got into that car accident, our lives changed \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. Celebrities make a lot of money, but being \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and getting recognized all the time has its drawbacks.
7. He has five kids, but his only daughter is clearly \_\_\_\_\_\_\_\_\_\_\_\_.
8. I always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when I go to all-you-can-eat buffets!
9. Is that girl \_\_\_\_\_\_\_\_\_\_\_\_\_\_ me, or am I just imagining it? She is quite pretty.
10. It is a common tactic of despotic governments to \_\_\_\_\_\_\_\_\_\_\_\_ in order to keep us misled.

**WONDER**

**Task 1**. Paraphrase the underlined parts of these sentences, using the lexeme *wonder*, its derivatives and phrases:

1. Television is one of the remarkable things. 2. It’s not surprising that your words sent her temper up. 3. I'm surprised at her saying that. 4. I’m anxious to know what she told you. 5. Melody doubted if she would ever find the courage to dare to confide in Sarah. 6. There aren't any words to express properly all the surprise that I feel. 7. The children's faces were full of surprise as they gazed up at the Christmas tree. 8. You'll love this new face cream. It produces excellent results with my wrinkles. 9. International peace and security can bring about economic miracles around the world. 10. It was another fantastic fun-filled evening.

**Task 2*.*** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. We had coffee. — No wonder you're wakeful. 2. Wonders are many, and nothing is more wonderful than man. 3. He knew that Robert had not sent for him to talk about the weather, and wondered when he was coming to the point. 4. I can never get over the wonders of modern science. 5. The Christmas tree, of what they had never seen the likes, filled them with admiring wonder. 6. Finch wondered if he should embrace the boy — give him a hug and a kiss. 7. It's a wonder you got here at all. 8. The X-ray treatment has worked wonders with him. 9. The palace has been described as the eighth wonder of the world. 10. He's not much to look at, but he has a wonderful personality.

**Task 3.**Translate the following sentences into English:

1. **Не дивно**, що холодно, адже відкрито вікно. 2. **Цікаво**, чому лікар відмовився від медичної практики? 3. **Не розумію**, як можна бути такою безтактною? 4. Знаєте, іноді я **задумовуюсь, чи** ваш друг у своєму розумі. 5. **Я б не здивувався**, якби ви розсердилися. 6. Іноді навіть **виникає питання**, а чи варто зберігати існування такої групи. 7. Твій дідусь був **чудовою** людиною. 8. Це ще одна **чудова** можливість, яка відкривається перед нами. 9. Міцний нічний сон і ситний сніданок **творять дива**. 10. Світ природи сповнений **чудес**.

**LIMP**

**Task 1**. Paraphrase the underlined parts of these sentences, using the lexeme *limp*, its derivatives and phrases:

1. This is an unconvincing argument, it does not prove anything. 2. A lean old gentleman rose from his chair and walked with faltering step forward to meet him. 3. Three minutes into the game, Jackson walked with difficulty off the pitch with a serious ankle injury. 4. After developing slowly and with difficulty for almost two years, the economy is starting to show signs of recovery. 5. Saying she’d lost her homework was a pretty weak excuse, if you ask me.

**Task 2*.*** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. You'll easily recognize him; he walks with a slight limp. 2. I think he was born lame. 3. June always fussed over her lame ducks. 4. I pulled myself together, made some lame explanations and we went downstairs together. 5. You must have heard of Limping Lucy — a lame girl with a crutch.

**Task 3.**Translate the following sentences into English:

1. Що це ви **кульгаєте** на праву ногу? - Я посковзнулася і підвернула ногу. 2. Тім помітив, що дівчина йшла, злегка **накульгуючи**. 3. Вона придумала якусь **невдалу** історію, щоб виправдати своє запізнення. 4. Це **слабка** відмовка, для того щоб кидати роботу. 5. Він може вирішити, що це занадто важко; в цьому випадку він буде прем'єр-міністром – **невдахою**.

**PUT**

**Task 1**. Paraphrase the underlined parts of these sentences, using the lexeme *put*, its derivatives and phrases:

1. How would you express this in French? 2. The outbreak of dysentery was attributed to bad drinking-water. 3. I’ll speak on your behalf, I promise. 4. His modesty is not genuine. 5. He was very much worried by the loss of the document. 6. Let’s postpone our hiking tour until the weather is better.

**Task 2*.*** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. Put a mark against the names of the absent pupils. 2. You can’t have done such a dreadful thing as to put off going there for our sake. 3. The news put an end to our hopes. 4. Can you put up some extra guests for the night? 5. He was evidently unused to the society of writers and we all tried in vain to put him at his ease. 6. I telephoned my friends putting off the small party I had arranged for the evening.

**Task 3.**Translate the following sentences into English:

1. У вас є ручка? Я боюся, що забуду вашу адресу, якщо не **запишу** її. 2. У мене все готово. **Відклади** роботу і давай вечеряти. 3. Пора **прибирати** зимові речі, інакше їх попсує моль. 4. Я **пояснюю** всі його невдачі недоліком впевненості в собі. 5. Я досить добре його знаю і впевнений, що він справиться з цією роботою. Треба **замовити за нього слівце**, а то роботу можуть доручити кому-небудь іншому, а вона його дуже цікавить. 6. Ми не можемо прийняти цю пропозицію, не обміркувавши все як слід. Давайте **відкладемо** рішення до завтра. 7. Те, що замітку **помістили** на першій сторінці, говорить про важливість цієї події. 8. Чому ви хочете **зупинитися** в готелі? Залишайтеся у нас і живіть скільки хочете, у нас багато місця. 9. «Я не хочу **миритися** з твоєї лінню, - сказав батько, - ти повинен зробити цю роботу сьогодні».

**Task 4.** Study the meanings of the phrasal verb TO PUT:

|  |  |  |
| --- | --- | --- |
| ***put across* -** (int) to communicate, convey a message successfully.  ***put in for* -** (insep) to make a request. | ***put aside* -** (tr) to save.  ***put behind* -** (sep) (tr) to decide to forget or ignore something unpleasant. | ***put away* -** 1) (sep) put something back in the correct place;  2) (sep) to put someone in prison;  3) (tr) to save (usually money). |
| ***put back* -** (sep) to rearrange something for a later time.  ***put up with* -** (insep) to endure without complaint, tolerate. | ***put by* -** (sep) to save something, especially money, for future use.  ***put off* -** 1) (int) to postpone;  2) (sep) to stop liking something or somebody;  3) (sep) (tr) to take away the enthusiasm of. | ***put down* -** 1) (tr) to release a hold or grip on something and put it on a lower surface;  2) (tr) to write something on paper;  3) (sep) to kill an animal because it's old, ill, etc.;  4) (sep) to criticize, humiliate. |
| ***put down for* -** (sep) to commit to make a payment.  ***put down to* -** (sep) to give as an explanation.  ***put forward* -** (tr) to propose for consideration. | ***put out* -** 1) (sep) to broadcast;  2) (sep) to cause inconvenience or discomfort to;  3) (sep) to extinguish a cigarette, fire, etc. | ***put on* -** 1) (tr) (sep) to clothe oneself with;  2) (insep) (tr) to assume affectedly;  3) (sep) to tease or mislead, deceive;  4) (sep) to add, get fat. |
| ***put towards* -** (sep) to make a financial contribution.  ***put through* -** (sep) to connect someone by phone. | ***put in* -** 1) (tr) to make a formal offer of;  2) (insep) to introduce, as in conversation; interpose;  3) (insep) to spend (time) at a location or job;  4) (sep) to install. | ***put up* -** 1) (sep) to allow someone to stay at your house for a night or a few days;  2) (sep) to increase prices, taxes, duties, etc. |

**Task 5**.Choose the correct definition for each phrasal verb:

1. She **put** me **up** for the night because I'd missed the last bus and there were no night buses running.

* Simplify, reduce to the essentials
* Reduce to zero, cancel, remove
* Allow someone to stay at your house for a night or a few days.

2. The government has **put** tuition fees for undergraduate students **up** again.

* Increase prices, taxes, duties, etc.
* Be an essential point for the development of a story
* Search until you find something

3. He didn’t score many, but we can **put** that **down to** inexperience

* Remove something unwanted
* Give as an explanation
* Make or persuade someone to accept something of lower quality than they wanted

4. He had his dog **put down** because it was in a lot of pain from its tumours.

* End or finish somewhere
* Kill an animal because it’s old, ill, etc.
* Stop holding (but withdraw support gently)

5. The judge **put** him **away** for ten years for robbery.

* Put someone in prison
* Put something back in the correct place
* Become conscious, wake up from anaesthetic

6. They had to **put in** a whole new central heating system because the house was so cold.

* Fight an attacker and force them back
* Install
* Remove dirt or something unwanted

7. In many organizations you will be **put through** to a secretary whose job it is to filter calls.

* Connect someone by phone
* Read something that is difficult or takes a lot of time
* Use money earned

8. I can’t **put up with my** neighbour’s noise any longer; it's driving me mad.

* To do the same activity for a very long time
* Stop doing something because it's too hard or requires too much energy
* Tolerate

**Task 6.** Match each of the following sentences to a correct response below:

1. So what couldn’t you put up with?
2. I am afraid he is going to have to be put down.
3. Didn’t you put any money by?
4. I hated the way you put me down at the party this evening.
5. Do you think you could put me through to the Managing Director?
6. I think we should put prices up again
7. Why don’t we put it off for a couple of months?
8. Could you put me up for a couple of nights?
9. How quickly can we put this fire out?
10. Are you joking? We only just had enough to live.
11. I’m really sorry, but we just don’t have room.
12. I’m terribly sorry, but he is in the middle of the meeting.
13. I don’t know. It depends how far it has already spread.
14. The way he never came home. He was always in the bar with his friends.
15. Our wedding. How could you suggest such a thing?
16. I only said you were being a bit silly.
17. Are you sure? But he has only broken a leg.

i) But if we do, we shall lose all our regular customers.

**Task 7.** Look at these sentences using the phrasal verb with *put*. Decide which situation is described A or B:

1. I couldn’t put up with his awful behavior.
2. I had had enough. B. I was confused.
3. Some friends are going to put me up while I’m here.
4. They have enough room for it B. They are going to accompany me
5. I came home with the shopping and put it away.
6. I left it on the floor. B. I put it in the right place
7. I asked to be put through to the head of the department
8. I was on the phone B. I was writing a letter
9. His constant interruptions put me off while I was trying to speak
10. He made me laugh B. he prevented me from concentrating.
11. I put on some smart clothes and went out for the evening.
12. I got changed B. I got undressed
13. I can’t put off the decision any longer
14. You must decide now B. you mustn’t make the wrong decision.
15. You description has put me off going to that place.
16. I’m keen to go there B. I no longer want to go there.

**Task 8.** Choose the correct answer:

1. She puts … £50 a month towards her holiday.

a) off b) by c) over

2. Jenny rang to say she's ill, but I think she's putting it ...

a) off b) down c) on

3. He's a very good speaker and is good at putting his message … to an audience.

a) across b) down c) out

4. The fireman were able to put the fire …. and we were able to finish our work in peace.

a) out b) off c) in

5. 'Could you put me … to the accounts department, please?' (on the phone)

a) into b) through c) up

6. Put the lights … when you leave in the evening, please.

a) in b) to c) out

7. After the lead singer fell ill, they had to put the performance ... for a few days.

a) in b) up to c) off

8. Will you put the cat ... before you come to bed, please.

a) out b) on c) in

9. Put a good word ... for me, please.

a) on b) in c) out

10. He put a coat … as it was getting very cold.

a) in b) down c) on

11. The government put … the suggestion but it was very unpopular.

a) forward b) into c) down

12. He was found guilty of rape and put ... for life.

a) off b) away c) out

13. Her dog was very ill and in a lot of pain, so she asked the vet to put him …

a) down b) up c) off

14. pixelI will not put … your bad temper any longer! I've had enough.

a) up with b) up c) away

15. pixelAll the hotels are full - can you put me … for the night?

a) across b) out c) up

16. pixelShe's an excellent speaker - she really knows how to put … a message.

a) out b) across c) down

17. pixelI always put … a couple of kilos over Christmas.

a) in b) back c) on

18. pixelPlease don't leave that there, put it … .

a) out b) away c) off

19. pixelCan you put me … to Mr. Smith, please.

a) through b) on c) across

20. pixelThe Government has decided to put ... income tax again!

a) up b) down c) forward

21. pixelThe building caught fire but the firemen soon put it … .

a) away b) out c) off

22. pixelIf you just hang on, I'll put you … to the marketing department.

a) away b) back c) through

23. pixelPlease make less noise - you're putting me ... my game.

a) on b) off c) in

24. pixelShe's still busy so she's put the meeting ... an hour.

a) back b) down c) off

25. pixelThe army had to be called in to help put ... the forest fire.

a) through b) out c) across

**HOLD**

**Task 1**. Paraphrase the underlined parts of these sentences, using the lexeme *hold*, its derivatives and phrases:

1. The meeting took place in the hospital dining-room. 2. He had been careful to be silent on the subject. 3. She did not know whether or not to stretch out her hand. 4. Keep them at a distance until we're ready. 5. I need you to remain united long enough to help us. 6. Do you really think he’s capable of staying in such a responsible position?

**Task 2*.*** Examine the underlined words and phrases used in different contexts. Translate them into Ukrainian and use them in sentences of your own or in short dialogues:

1. You have the air of one who holds all the cards. 2. She can hold her own with anyone and she never stands any nonsense. 3. Can I suggest an alternative solution that will hold water? 4. I’d like to be able to hold up my head in this town. 5. He is tall and spare and holds himself well. 6. Just for the moment there was a terrible temptation to hold his tongue as his visit to them was not known by anyone. 7. She went on speaking desperately seeking to hold his arrested attention. 8. Her youth being over, what did the future hold for her?

**Task 3.**Translate the following sentences into English:

1. «Я не знаю, чому їм треба **проводити** судовий розгляд тут, у мене», - сказав містер Уайт. 2. Ти думаєш, що цей пакет **витримає**, якщо покласти туди яблука? 3. Він **затамував подих** і прислухався. 4. Це тимчасове потепління. Така погода довго **не протримається**. 5. В цей момент хлопчик **випустив** мотузку і впав на землю. 6. Він **простягнув руку**, щоб допомогти їй встати на ноги. 7. Люди дають обіцянки кожен день не знаючи, **що буде завтра**. 8. Мені чомусь здається, що він загинув тому, що не **вмів тримати язик за зубами**. 9. Нічого не змінилося, поки гроші у нас, ми **контролюємо ситуацію** **(у нас усі козирі).** 10.Твій аргумент просто не **витримує ніякої критики.**

**Task 4.** Study the meanings of the phrasal verb TO HOLD:

|  |  |  |
| --- | --- | --- |
| ***hold against* -** (sep) to have a grudge against someone, or little respect. | ***hold back* -** 1) (sep) not to show emotion;  2) (sep) to prevent smth. moving forwards or progressing;  3) (sep) not disclose or make public. | ***hold back from* -** (insep) not to allow to do smth. |
| ***hold down* -** 1) (sep) to keep a job;  2) (sep) to stop smth. or someone from moving by restrain;  3) to keep smth. at a lower level. | ***hold forth* -** (int) to state your opinions about smth, especially when talking for a long time and boringly. | ***hold off* -** 1) (int) when bad weather doesn’t appear;  2) (sep) to stop someone from attacking or beating you;  3) (tr) to delay. |
| ***hold on* -** 1) (int) to wait;  2) (int) to hold tightly. | ***hold onto* -** 1) (int) to keep longer than necessary;  2) (isep) to hold tightly; grip. | ***hold out* -** 1) (int) to resist;  2) (sep) to extend in front of you. |
| ***hold out for* -** (insep) to wait for something better or refuse something now for something better in the future. | ***hold together* -** (int) not to break up or come apart. | ***hold out on* -** (insep) not to pay someone or give them information. |
| ***hold with -*** (insep) to agree or accept (usually negative). | ***hold over* -** 1) (sep) to delay;  2) (sep) to continue something for longer than planned. | ***hold up -*** 1) (sep) to delay when travelling;  2) (sep) to rob with violence or threats. |

**Task 5.** Choose the correct definition for each phrasal verb:

1. I had to **hold back from** losing my temper with them.

* Keep working at something
* Read the wordings of a hymn or psalm aloud for congregational singing
* Not allow yourself to do something

2. It took four of us to **hold** him **down** and stop the fight.

* Stop someone or something from moving
* Fill a machine or vehicle
* Progress

3. The mother **held onto** her daughter’s hand to keep together in the crowd.

* Not be noticed (problems, errors, etc)
* Hold tightly
* Start doing something again after an interruption

4. I was **held up** by the terrible traffic and arrived half an hour late for my appointment.

* Face (of a building)
* Rob with violence or threats thereof
* Delay when travelling

5. The government **held back** the findings of the report for fear of alienating voters.

* Start doing something new and different
* Not disclose information or make it public
* Prevent something moving forwards or progressing

6. It has been so successful that they have **held** it **over** for another fortnight.

* To continue something for longer than planned
* Pass the lowest point and start rising
* Break the surface of soil

7. We are **holding out for** a much better deal than the one offered.

* Get lost, go away (used as imperative)
* Wait for something better or refuse something now for something better in the future
* Move backwards, of a tide

8. Could you **hold on** for a minute; she’ll be free in a moment.

* Operate but without moving (engines)
* Be or have enough of something
* Wait

9. It was really hard to **hold back** the tears.

* Pass a quality or characteristic to people
* Stop being embarrassed about something
* Not show emotion

10. Don't **hold out on** me now. Tell me where you were last night.

* Not disclose
* Hold tightly
* Extend in front of you

**Task 6.** Match the beginnings of the sentences 1 – 10 with their endings a – j:

1. High rates of tax are holding

2. I wanted to tell him but something held me

3. Government is trying to hold

4. There are lots of women who hold

5. That house won’t be on the market very long. Don’t hold

6. Let’s see if he arrives. We can hold

7. I’ll just check that for you if you like to hold

8. He was very formal. He held

9. They were on strike for a long time. Holding

10. The construction was held

1. off making an offer.
2. on.
3. back economic growth.
4. up by bad weather.
5. out his hand for me to shake it.
6. down public spending.
7. out for a 10% increase in salary
8. down high powered jobs and have children
9. back
10. on a couple of minutes.

**Task 7.** Insert the proper preposition or adverb. Each phrasal verb in its context is explained in *italics* at the end of each sentence:

1. Why on earth do you hold it … her? Forget about it. (*have a grudge; show little respect*)

2. He tried to hold … his tears while watching the sad movie but couldn’t.(*not show emotion*)

3. It’s hard to hold … a job in uncertain economic times. *(keep or have a job*)

4. We had to hold … buying a new car this year as John lost his job. (*delay*)

5. Hold … a minute, I'll be right there. (*wait*)

6. The politician held … the information about his drunk driving arrest when he was younger. (*not disclose or make public)*

7. Get a good hold … the handle before you give it a pull.(*grip tightly*)

8. Why aren't you eating dessert? I'm holding … for the chocolate mousse. (*wait for something better*)

9. The book was held … with duct tape down the binding. (*not break up or come apart*)

10. We were held ... in the city center by a huge traffic jam.(*delay especially when travelling*)

11. John was held … from going to the movies by his mother. (*not allowed to do something*)

12. She doesn't hold … people living together before they are married. (*agree or accept*)

13. Jill was held … by her big brother John. (*prevent from moving by restraint*)

14. Some school children are held … a grade in elementary school. (*prevent from progressing or moving forward*)

15. I couldn't hold … my lunch when we went sailing in the evening. (*retain in your stomach*)

**Task 8.** Insert the proper preposition or adverb. Choose from the following: *with, off, down, back, over, forth, out on, up, out for, together:*

1. I have a friend who was held \_\_\_ in the third grade because he was so small. 2. John held \_\_\_ Jill until she cried 'uncle.'

3. He held \_\_\_ for 5 hours about the importance of conservation.

4. The play was held \_\_\_ for an additional week because it was so popular.

5. We were held \_\_\_ by traffic again. I hate it when the trains are on strike.

6. You better not be holding \_\_\_ me. If I find out you are, you're in trouble.

7. This family is held \_\_\_ by love, respect and mutual understanding.

8. The football player held \_\_\_ more money.

9. Professor Jonas doesn't hold \_\_\_ the notion of students having 'asylum.'

10. Don't eat that now. Why don't you hold \_\_\_ until dinner time?

**MAKE**

**Task 1.** Study the meanings of the phrasal verb TO MAKE:

|  |  |  |
| --- | --- | --- |
| ***make after* -** (tr) to follow, try to catch. | ***make off / away with*** - to steal something and take it away with you. | ***make for* -** (insep) to head in a certain direction. |
| ***make of* -** to have an opinion about smth or smn.  ***make into* -** (insep) to change smth. into smth. else. | ***make over*** - 1) (sep) to change someone or something so that they look different or have a different use;  2) (tr) to officially and legally give money or property to someone else. | ***make out* -**  1) to be just able to see or hear smth; to understand something;  2) (int) (+with) to succeed, progress;  3) to say that something is true when it is not, to pretend;  4) (+to) (int) to make a cheque payable to somebody. |
| ***make up to* -** 1) (sep) to increase a sum received to a higher figure;  2) (insep) to show that you are sorry about the problems you have caused someone.  ***make up for* -** (insep) to compensate. | ***make up*** - 1) (sep) to put on cosmetics;  2) (insep) to invent a story;  3) (int) to stop being angry with someone, to make friends again;  4) (tr) complete something missed. | ***make out with* -** (int) kiss and pat passionately.  ***make with* -** (insep) to give (usually used as an imperative). |

**Task 2.** Choose the correct definition for each phrasal verb:

1. Thieves **made off with** over a million dollars in the robbery.

* Steal
* Drive a new car carefully in order not to damage the engine
* Hold information back or keep it secret

2. **Make with** the money you owe me.

* Betray, report to authorities
* Argue, protest and refuse to co-operate
* Give (usually used as an imperative)

3. He **made out** that he was ill so that he didn't have to go to school.

* Pretend
* Visit a place without stopping or only stopping briefly
* Substitute someone temporarily

4. How are your children **making out** at the new school?

* Identify from a picture
* Behave stupidly or waste time
* Progress

5. They **made up** an excuse for being late.

* Not keep an appointment
* Invent a story
* Force an animal or someone to leave a place

6. We **made for** home when it started raining.

* Pretend to think about or think about in a casual way
* Experience
* Head in a certain direction

7. I sent her a present to try to **make up for** my appalling behaviour.

* Compensate
* Connect to something
* Become established or successful over time

8. It took 20 years for them to **make up** after their fight.

* Apply cosmetics
* Complete something missed
* Reconcile, make friends again after quarreling

**Task 3.** Match the beginnings 1 – 10 of the sentences with their endings a – j:

1. The room was big, so they made it

2. The police don't know who made

3. I have already made

4. Nothing will make

5. Before going to the supermarket, make

6. How is he making

7. Don't trust him,

8. The thief ran but the police

9. Only good employer-employee relationships can make

10. I can hardly make

a) into a conference room.

b) out the letters on that sign, they are too small.

c) out a list of items you want to buy.

d) for good production.

e) off with the money of that big company.

f) made after him and caught him.

g) out with his new girlfriend?

h) he always makes up stories.

i) up for their inefficiency.

j) up my mind about it.

**Task 4**. Choose the correct preposition:

1. It took them ages to make … after their quarrel.

a) off b) up c) over

2. She's indecisive and can never make … her mind.

a) up b) out c) out of

3. If specialists change your style and image, they make you … .

a) over b) off c) through

4. Can you understand her writing? I can’t make … this word.

a) out b) up c) off with

5. Everybody made … that it was really difficult, but I found it dead easy.

a) up b) off c) out

6. The play was so boring that half the audience were making … the exits after a quarter of an hour.

a) up b) for c) out

7. What did you make ... the film? I was bored to tears.

a) for b) up c) of

8. If you pay as much as you can, I’ll make … the difference.

a) up b) for c) of

9. Bad weather and drunk drivers make … very dangerous roads.

a) up b) of c) for

10. She made … the story because she was afraid to tell the truth.

a) for b) up c) off with

11. It started to pour with rain, so we made ... the nearest village.

a) up b) out c) for

12. People make … that he’s really miserable, but I find him rather amusing.

a) up b) for c) out

13. The fog was so bad that I couldn’t make … the car in front of me.

a) in b) off c) out

14. Thieves made … over twenty thousand pounds.

a) up b) off c) off with

15. The newspaper had to pay thousands of pounds to make ... their mistake.

a) in b) out with c) up for

16 I made ... the story because no one would have believed the truth.

a) off b) off with c) up

17. She was perfect in the play; she was made ... the part.

a) for b) off c) up

18. Make the cheque ... TBS Ltd.

a) out with b) out to c) over

19. If there is an earthquake, you should make … the park.

a) out b) up c) for

20. It was so foggy that she couldn't make … the road ahead.

a) out b) over c) up

**Task 5.** Complete the phrasal verbs in bold with an appropriate particle or particles (*in, up*, *out*, etc.). The situation is explained in *italics* at the end of each sentence:

1. It's getting late. Why don't you stay? I’ll **make** \_\_\_\_\_ a bed for you. (*The speaker is offering to prepare something – in this case a bed – for a friend*)

2. Oh no! Someone has **made** \_\_\_\_\_ \_\_\_\_\_ my mobile phone. (*Someone has stolen the speaker's mobile phone*)

3. You haven't spoken to each other for days. I think it's time you both **made** \_\_\_\_\_. (*The speaker thinks that two people should become friendly with each other again after an argument*)

4. Can you **make** \_\_\_\_\_ the house in the dark? (*Two people are trying to find their way to a friend's house in the countryside at night. Because it is dark, they are finding it difficult to see the house*)

5. The car costs .2000. I'm paying .1500, and Sally is **making** \_\_\_\_\_ the rest. (*Sally is making something – in this case a payment – complete: she is paying the other .500*)

6. He **made** \_\_\_\_\_ that he had won the lottery. (*Someone pretended that something was true when it wasn’t*)

7. I can't **make** \_\_\_\_\_ why he didn't come to the party. (*The speaker is puzzled about a friend's absence from a party*)

8. He **made** \_\_\_\_\_ some excuse about the dog eating his homework. (*Someone has invented an explanation for something, probably to avoid being punished or embarrassed*)

9. He **made** \_\_\_\_\_ the property to his daughter last week. (*Someone has officially made someone else the owner of a building or piece of land*)

10. It's getting late. I should **make** \_\_\_\_\_ home. (*The speaker thinks she should move towards a place, in this case her home*)

11. When he saw the police coming, he **made** \_\_\_\_\_ as quickly as possible. (*Someone saw the police coming and left quickly*)

12. Before I begin work, I should **make** \_\_\_\_\_ a list of all the things I need to do. (*The speaker is going to write a list of things he needs to do*)

13. What do you **make** \_\_\_\_\_ our new teacher? (*The speaker is asking for someone's opinion about their teacher*)

14. The wonderful hotel we stayed at **made** \_\_\_\_\_ \_\_\_\_\_ the terrible weather we had all through the holiday. (*The speaker's hotel was so good that the terrible weather didn't matter so much*)

15. I'm sorry I forgot your birthday. I'll **make** it \_\_\_\_\_ \_\_\_\_\_ you, I promise. (*After doing something bad, the speaker promises to do something good in order to make someone feel better*)

**Task 6.** Insert the proper preposition or adverb:

1. Kiss and make \_\_\_\_\_ already. I can’t stand the silent treatment.

2. He made \_\_\_\_\_ the outback as he wanted to get away from it all.

3. I can’t make \_\_\_\_\_ the fine print in this contract. What does it say?

4. He made \_\_\_\_\_ being late by bringing coffee and doughnuts for everyone.

5. How is John making \_\_\_\_\_ in his new business venture?

6. He made \_\_\_\_\_ his face to hide his true identity.

7. I want this homework made \_\_\_\_\_ and I want it done right this time!

8. Can you make \_\_\_\_\_ the exam you missed last week?

9. She made \_\_\_\_\_ her next-door neighbor and now she is embarrassed to see him.

10. How could I make \_\_\_\_\_ a story like this? I'm telling the truth.

**DO**

**Task 1.** Study the meanings of the phrasal verb TO DO:

|  |  |  |
| --- | --- | --- |
| ***do away with*** - 1) (tr) (insep) to abolish, get rid of;  2)(tr) to murder. | ***do down*** - (tr) to criticize, to speak badly of someone | ***do for -*** (tr) to ruin, damage or wear something out. |
| ***do in -*** 1) (int) to be very tired;  2) (tr) to murder someone (informal). | ***do over -*** 1) (tr) to beat up,to burgle; to steal (Br.E., informal);  2) (tr) to do again. | ***do out -*** 1) (tr) to make a room,  cupboard, etc, very tidy and clean;  2) (tr) to decorate. |
| ***do out of -*** (tr) to deceive somebody preventing them from doing or having something. | ***do up -*** 1) (tr) to fasten, zip, hook, or button some  item of clothing;  2) (tr)to wrap up something, such as a package, gift, etc.;  3) (tr) to arrange, fix, repair, cook, clean, etc., smth;  4) (tr) to make oneself more beautiful. | ***do with -*** 1) (tr) to need or want something or someone;  2)(tr) to be connected with someone or something;  3) (tr) to spend time.  ***do without -*** (insep) to manage without something or someone. |

**Task 2.** Choose the correct definition for each phrasal verb:

1. There’s no sugar, so you'll have to **do without**.

* Confine in a small area
* Manage without something
* State or outline an opinion

2. They lied on the reference and **did** me **out of** any chance of getting the job.

* Target, focus
* Break the surface of soil
* Cheat somebody out of something that is rightfully theirs

3. You must **do up** your safety belt in the back of cars and taxis now.

* Spend a lot of money on credit
* Finish
* Close or fasten clothes, etc.

4. The United Kingdom **did away with** the death penalty in 1965.

* Abolish, get rid of
* Lack courage to do something
* Reduce to small pieces

5. It took them six months to **do up** the house before they could actually move in.

* Cause a problem to occur
* Repair and renovate
* Try to improve something, usually making things worse

**Task 3.** Choose the correct answer:

1. I'm so thirsty; I could really do … a cup of tea.

a) in b) with c) over

2. You must do … your seatbelt; it's the law.

a) in b) with c) up

3. If you don't do your shoes …, you'll probably fall over.

a) up b) in c) down

4. That's got nothing to do … me; it's absolutely none of my business.

a) for b) in c) with

5. The house was in bad condition and they had to do it … before they could live there.

a) up b)in c) with

6. He did them ... of a lot of money with his lies.

a) out b) up c) with

7. The accident did … him; he never recovered.

a) up b) with c) for

8. He did a lot of harm … the cause.

a) to b) in c) up

9. Do … others what you would have them do to you.

a) to b) in c) up

10. They buy old cars do them … and sell them for a profit.

a) in b) down c) up

11. If there isn't any tea, I'll make do ... coffee.

a) with b) for c) out

**Task 4.** Match each phrasal verb in sentences 1-10 with one of the definitions in a-j:

1. It seemed that everyone at the meeting was trying to **do** her **down.**

2. These ridiculous rules should have been **done away** **with** years ago.

3. She always **does** her presents **up** beautifully in gold paper.

4. Don't bother **doing** yourself **up,** we're only going for a pizza.

5. I'm off work next week so I'm going to **do out** the kids' rooms.

6. Can you help me **do up** my dress?

7. Roz was convinced he was trying **to do** her **out** **of** her inheritance.

8. There's no milk left, so I'm afraid you'll just have to **do without**.

9. She and her husband were planning to buy an old country house and **do** it **up**.  
10. Driving on rough roads has really **done for** my car.

a) to make yourself look more attractive

b) to manage without something or someone

c) to get rid of something, or to stop using something

d) to criticize someone in order to make them feel ashamed or to make other people lose respect for them

e) to stop someone from getting or keeping something, in a dishonest or unfair way

f) to fasten something

g) to damage something so badly that it cannot be used any more, or to seriously hurt or kill someone

h) to decorate or clean a room

i) to repair something, or to improve the appearance of something, especially a building

j) to wrap something (esp. present) in paper

**Task 5.** Each of the sentences in the following sentence pairs can be completed with the same phrasal verb using *do*. The meaning of the phrasal verb in its context is explained in *italics* at the end of each sentence. Note that in some cases, you will need to change the form of the verb (for example, to a past participle):

1. (a) \_\_\_\_\_ \_\_\_\_\_ your shoelaces, or you'll fall over. (*to fasten*)

(b) Our new house is wonderful, but it needs \_\_\_\_\_ \_\_\_\_\_. (*to repair, paint and improve an old building, car, boat, etc.*)

2. (a) As soon as I opened the door, I could see that my house had been \_\_\_\_\_ \_\_\_\_\_. (*informal: to be burgled; to have things stolen from your house*)

(b) While I was walking back from the cinema, I was \_\_\_\_\_ \_\_\_\_\_ by a gang of teenagers. (*to attack someone and hit and kick them*)

3. (a) While we're cleaning the room, let’s \_\_\_\_\_ \_\_\_\_\_ the cupboards. (*informal: to make a room, cupboard, etc, very tidy and clean*)

(b) We've had the kitchen \_\_\_\_\_ \_\_\_\_\_ with aluminium units and light blue tiles. (*to decorate*)

4. (a) What you \_\_\_\_\_ \_\_\_\_\_ yourself in your free time is your business. (*used for saying how someone spends their time*)

(b) I could really \_\_\_\_\_ \_\_\_\_\_ a nice cup of tea. (*used for saying that you want or need something*)

5. (a) We need to get a new photocopier. This one's \_\_\_\_\_ \_\_\_\_\_. (*informal: in such bad condition or so badly damaged that it cannot be used*)

(b) If the police see us, we're \_\_\_\_\_ \_\_\_\_\_. (*informal: to be likely to be punished*)

6. (a) A lot of the restrictions on imports have been \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_. (*to get rid of something*)

(b) There were rumours that Doug had \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ his wife. (*informal: to murder someone*)

7. (a) He gave me a small parcel \_\_\_\_\_ \_\_\_\_\_ in silver paper. (*to wrap something in paper or cloth in an attractive way*)

(b) Before the party she spent hours \_\_\_\_\_ herself \_\_\_\_\_. (*to dress in special clothes, make-up, etc.*)

8. (a) I think that someone \_\_\_\_\_ him \_\_\_\_\_ to get his money. (*informal: to murder someone*)

(b) I'm completely \_\_\_\_\_ \_\_\_\_\_ after all that running around. (*very tired*)

9. (a) Joe had been \_\_\_\_\_ \_\_\_\_\_ by his teacher so often that he had lost all confidence. (*to criticize someone in a way that makes them seem stupid or unsuccessful*)

(b) You mustn't \_\_\_\_\_ yourself \_\_\_\_\_ – you have a lot of ability. (*as above, used as a reflexive verb*)

10. (a) Most of the articles in today's paper are to \_\_\_\_\_ \_\_\_\_\_ America's foreign policy. (*to be connected with someone or something*)

(b) My resignation has nothing to \_\_\_\_\_ \_\_\_\_\_ my argument with the manager. (*as above, but negative*)

**ВИКОРИСТАНА ТА РЕКОМЕНДОВАНА ЛІТЕРАТУРА**

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