



English Stories

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ЧТЕНИЕ И АНАЛИЗ АНГЛИЙСКИХ ТЕКСТОВ

Учебно-методическое пособие

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Введение

Данное учебно-методическое пособие составлено к сборнику “English Stories” (Составитель Н.К. Кочеткова, 1993), который предназначен для студентов IV курса языковых специальностей и может быть использован для домашнего чтения по дисциплине «Чтение и анализ английских текстов».

Домашнее чтение, как один из аспектов языковой подготовки студентов обеспечивает более прочное формирование различных видов коммуникативной компетенции (лингвистической, социолингвистической, социокультурной). Необходимо отметить, что чтение оригинальной художественной литературы на изучаемом языке способствует развитию устной речи и аналитического мышления, обогащению лексики. С одной стороны, домашнее чтение помогает обучающимся соотнести содержание произведения со своим личным опытом и научиться излагать собственные мысли при обсуждении проблем, затронутых в художественном произведении. С другой стороны, дает возможность студентам почувствовать атмосферу того времени, которая описывается в произведении, узнать жизнь в разные исторические эпохи, обычаи, традиции, нравы, нормы поведения в различных ситуациях и т.д. Таким образом, богатство лексики, обилие насущных тем для обсуждений делают рассказы незаменимым источником и средством изучения английского языка.

Для понимания содержания необходимо проводить работу над текстом. В этом случае цель данного учебно-методического пособия – закрепить навыки поискового, ознакомительного и изучающего чтения, расширить словарный запас студентов.

Для знакомства с композиционной структурой текста, стимулирования процессов понимания предлагаемое пособие содержит задания творческого характера, состоящие из двух частей и позволяющие развивать воображение учащихся. Во-первых, это упражнения на активизацию лексики. Их минимум, подлежащий усвоению, включает в себя: лексические единицы тематики общего содержания, фразеологизмы, устойчивые выражения и идиомы, основные речевые клише. Во-вторых, тренировочные упражнения направлены на побуждение к беседе, а именно: высказыванию мнений, выражению отношений к той или иной теме, на постепенный переход от подготовленной речи к речи неподготовленной.

Предлагаемое пособие предусматривает самостоятельное выполнение студентами всего комплекса заданий. Результаты самостоятельной работы студентов контролируются преподавателем в аудитории. Коммуникативные навыки и умения формируются в процессе участия студентов в дискуссии.

Part I.

1. Read the biography of Aldous Huxley and answer the following questions:

1. When was Aldous Huxley born?
2. What family did he come from?
3. Why didn't he get a medical education?
4. What is he famous for in his literary career?
5. What idea was Aldous Huxley fascinated by?
6. What led him to the study of mysticism?
7. What did Aldous Huxley write besides novels?
8. What is unusual in the composition of his story "The Portrait"?

2. Study the following words. Read them phonetically correct. Translate them into Russian. Find the sentences, where these words are used in the text, write these sentences out and give the translations. Learn the words.

- | | | |
|-------------------|-----------------|-----------------|
| 1. irreconcilable | 10. amorous | 19. enigmatic |
| 2. flirtatious | 11. to flee | 20. to bargain |
| 3. ingenuousness | 12. grotesque | 21. homicide |
| 4. to assent | 13. attire | 22. reflection |
| 5. to foresee | 14. capacious | 23. to relish |
| 6. shieldwise | 15. incongruous | 24. reverie |
| 7. complacent | 16. benevolent | 25. off-hand |
| 8. to appreciate | 17. to inquire | 26. to embolden |
| 9. to relen | 18. to confront | 27. sham |

3. Study the following word-combinations. Find where they are used in the text. Read the sentence with each combination. Give your own situation (3-5 sentences) showing where and how each combination is used in the text.

- | | |
|--------------------------------------|---------------------------------|
| 1. to work one's way up | 12. to be sort of man |
| 2. a symbol of social superiority | 13. to make up for deficiencies |
| 3. as a matter of fact | 14. to care for |
| 4. to last for ever | 15. to pay a visit to |
| 5. at the crest of the wave | 16. to live separate lives |
| 6. to be convinced | 17. to make arrangements |
| 7. to appreciate the value of rarity | 18. at one's disposal |
| 8. to burst into tears | 19. to do smb the honour of |
| 9. to feel oneself on safer ground | 20. to confide oneself with |
| 10. twinkle with brightness | 21. to be satisfied with smb |
| 11. to be connected with | 22. on the contrary |

4. Which of the following phrases can be used to denote the main idea of the story, why:

1. He that is full of himself is very empty.
2. A bird in the hand is worth two in the bush.
3. An ass loaded with gold climbs to the top of the castle.
4. Commercialization of art.

5. Art is nothing without money.

5. Answer the following questions, give extended answers:

1. What's the main reason for the Lord of the Manor's coming to the shop of the pictures?
2. Is there anything ironic that the Lord of the Manor isn't given any name?
3. Do you think there is something symbolic in the name of the art-dealer?
4. What pictures was the customer interested in? Why didn't modern masters fit him?
5. Why was it so useful in the Lord of the Manor's opinion to have his daughter doing a bit of sketching?
6. Why could the Lord of the Manor afford to buy pictures in spite of the slump?
7. What picture did Mr Bigger offer to his customer? Describe it.
8. How did Mr Bigger try to convince his customer that the portrait was a masterpiece?
9. Why was the Lord of the Manor embarrassed?
10. Why did Lady Hurtmore marry her husband? Was it the marriage for convenience?
11. What were their interests and hobbies? What was Venice for both of them?
12. What was Giangolini?
13. What did Giangolini and the young lady decide to do?
14. Why was the lady on the portrait pictured with the mask?
15. What was Lord Hurtmore's attitude towards carnivals? What did he look like in his carnival costume and what were the lovers thinking about him?
16. Do you feel any sympathy for Lord Hurtmore?
17. Where were Lord Hurtmore and his wife invited and what was the woman's reaction to her husband's words?
18. What was everybody's reaction at the sight of the jewels and why?
19. Who entered the young painter's room in his absence and what did the guest see there?
20. What made Lord Hurtmore return earlier?
21. How did the lovers behave before noticing Lord Hurtmore? Did their behavior change and why?
22. What did Lord Hurtmore do and did the young people expect it?
23. Why did the young woman decide to return home? Why did she ignore her young lover?
24. Did the Lord of the Manor agree to buy the portrait at once? Why?
25. What was the last request of the customer?
26. Was the portrait really a good investment?
27. Who visited Mr. Bigger after the customer's leaving?
28. Did you expect the end of the story?
29. Do you like the story? Express your opinion.

Part II.

1. Fill in prepositions where necessary to complete the sentences.

1. We appreciate the value ... both cosmetic and clothes.
2. Having heard that the boy had lost his parents the woman burst ... tears.
3. She worked her way ... from the teacher to the Head of the University.
4. He managed to make his money being ... the crest ... the wave.
5. Mother couldn't help twinkling ... brightness having known about her son's engagement.
6. We, art dealers, don't feel ourselves ... safer ground at all.
7. I'm waiting for you. Where have you been? - I had to pay a visit ... my aunt. She is ill.
8. Your behavior doesn't do ... the honour! You should have been satisfied ... the present.
9. I don't care ... him. Let it serve him right!
10. Her beauty makes ... most of her deficiencies.

2. Give antonyms:

- | | |
|---------------------|-----------------------|
| 1. to be hardened | 6. discreet |
| 2. to laugh | 7. ill-natured |
| 3. to live together | 8. understatement |
| 4. to be displeased | 9. evident |
| 5. to disagree | 10. to be indifferent |

3. Read the definitions and write down the words:

1. to understand how good something or someone is and be able to enjoy them
2. to expect a future situation or event
3. the clothes that you wear
4. something that is not what it seems to be and is intended to deceive people
5. a pleasant state in which you are thinking of something else, not what is happening around you
6. available for someone to use
7. to be completely certain about something
8. to make someone proud and happy by doing or being something
9. behaving as if you are sexually attracted to someone, especially not in a serious way
10. to try to make someone agree to give you something that is better for you, such as a better price or better working conditions

4. Translate into English the words and word-combinations given in brackets.

1. I can't afford to buy this car now. I'm not (*на гребне волны*).
2. You (*оказали мне честь*) having bought the picture created by me.
3. Call me at any time, I'm always (*в вашем распоряжении*).
4. She had to (*довольствоваться*) those conveniences she was offered at the hostel.
5. Mr. Mason is a highly respected person in the society, I think he is (*символ социального превосходства*).

6. Do you like the pictures of Old Masters? - (*Как раз напротив*), I prefer modern artists.
7. I never (*чувствую себя в безопасности*) when I'm being driven by Richard.
8. We'd better walk a bit quicker – it's going (*длится вечно*) if we go at this pace.
9. Successful marketing (*связан с*) building good relationships with customers.
10. I wouldn't have thought he was (*такого рода человек*) you would be attracted to.

THE BOARDING HOUSE by James Joyce

Part I.

1. Read the biography of James Joyce and answer the following questions:

1. When and was James Joyce born?
2. What was he interested in while studying at the University?
3. When did his literary career begin?
4. What books did James Joyce write when he lived in Trieste?
5. Where did he live during the First World War?
6. What book did he work at there?
7. When was "Ulysses" completed?
8. What book did he work at for 17 years?
9. What disease did James Joyce suffer from?
10. Where and when did he die?
11. Comment on James Joyce's style of writing.

2. Study the following words. Read them phonetically correct. Translate them into Russian. Find the sentences, where these words are used in the text, write these sentences out and give the translations. Learn the words.

- | | | |
|---------------------|----------------|-------------------|
| 1. a boarding house | 11. revery | 21. to glance up |
| 2. determined | 12. rakish | 22. violence |
| 3. imposing | 13. sin | 23. perturb |
| 4. cunning | 14. industry | 24. perturbation |
| 5. firm | 15. diligence | 25. patiently |
| 6. stern | 16. to despise | 26. alarm |
| 7. perverse | 17. caress | 27. complicated |
| 8. disreputable | 18. a celibate | 28. a priest |
| 9. shrewd | 19. to moan | 29. to be obliged |
| 10. awkward | 20. affair | 30. obscenities |

3. Study the following word-combinations. Find where they are used in the text. Read the sentence with each combination. Give your own situation (3-5 sentences) showing where and how each combination is used in the text.

- | | |
|-------------------------------|--------------------------------------|
| 1. to go to the devil | 11. to have the matter out with smb. |
| 2. to run head-long into debt | 12. to abuse smb's hospitality |
| 3. to be no use doing smh. | 13. to take advantage of smth. |
| 4. to take the pledge | 14. to bear the brunt |

- | | |
|--------------------------------|---|
| 5. to live apart | 15. to get the daughter off one's hand |
| 6. board and lodgings | 16. to have a notion to do smth. (of smth.) |
| 7. to share common tastes | 17. to make a clean breast of smth. |
| 8. to pass the time away | 18. to put an end to oneself |
| 9. to deal with moral problems | 19. to comfort smb. |
| 10. in small hours | 20. to look down on smb. |

4. Which of the following phrases can be used to denote the main idea of the story, why:

1. A way to get your daughter off your hands.
2. As the tree, so the fruit – like mother, like daughter.
3. The survival of the fittest.
4. Nothing venture nothing won.
5. If you cannot have the best make the best of what you have.

5. Answer the following questions, give extended answers:

1. Whom did Mrs. Mooney marry and what did her marriage result in?
2. How did Mrs. Mooney manage to set up a boarding house?
3. What population did her house consist of?
4. How did Mrs. Mooney run her house?
5. Whom did Mrs. Mooney change into after the divorce? Why?
6. What were Mrs. Mooney's young men busy with?
7. What do you know about Mrs. Mooney's daughter and son?
8. Why did Mrs. Mooney set Polly to do housework?
9. Why was she going to send Polly back to typewriting?
10. Why was Mrs. Mooney sure that she would win?
11. What were Mrs. Mooney's plans about Mr. Doran?
12. How did Mr. Doran treat everything which was happening between him and Miss Mooney?
13. Was he going to marry Polly? Why or why not?
14. Who was guilty of everything from Mr. Doran's point of view?
15. How did relations between Mr. Doran and Polly develop?
16. Why was Mrs. Mooney sure that her plan would materialize?
17. Did she have any remorse?
18. Do you feel sorry for Mr. Doran as he fell a victim of Mrs. Mooney's plan?

Part II.

1. Fill in prepositions or adverbs where necessary to complete the sentences.

1. You are mistaken. I've never looked down ... you!
2. When he was young, he didn't care about the amount of money he spent, therefore he went ... the devil.
3. The best friends always share ... common interests.
4. He got used to going to night clubs and coming home ... small hours.
5. They divorced and now live
6. I have only a vague notion ... what she does for a living.
7. She knew how to take advantage ... the situation.

8. Julia finally made a clean breast ...having stolen the money.
9. I hate him as he abused ... our hospitality hoping that we would notice nothing.
10. In case of quarrelling it's better to make the matter each other than to keep silence.

2. Give antonyms:

- | | |
|---------------|------------------|
| 1. calmness | 6. simple |
| 2. gentle | 7. hesitant |
| 3. worshipful | 8. a married man |
| 4. shallow | 9. to love |
| 5. laziness | 10. decent words |

3. Read the definitions and write down the words:

1. a person with particular duties in church
2. not to be useful, helpful or possible
3. to take actions in order to solve a problem
4. anxiety and worry
5. extremely forceful actions that are intended to hurt people
6. to get rid of smb.
7. to spend the time out
8. the meals and room that are provided when someone pays to stay somewhere
9. causing problems, worry or embarrassment
10. a matter or situation that causes strong public feeling, usually of moral disapproval

4. Translate into English the words and word-combinations given in brackets.

1. She could transfer the farm to one of the adult children in exchange for lifelong (*проживание и еду*).
2. The President claimed that the middle class wouldn't (*подвергаться удару*) the tax increase.
3. I always feel (*неловко*) when I'm with Chris – he's so difficult to talk to.
4. He (*по уши в долгах*) because of gambling and always asks his friends to bail him out.
5. I tried (*утешить*) him but it was no use.
6. What's this then, you're only drinking orange juice – have you (*дать зарок*) to keep a diet?
7. She (*имела намерение сбавить с рук своих домашних питомцев*) as she had no time and energy to look after them.
8. I never expected him (*злоупотреблять моим гостеприимством*), so I decided to part with him.
9. I thought I'd (*воспользуюсь преимуществом*) the sports facilities while I'm here.
10. How is Frances (*разбирается с моральными проблемами*) in her new job?

THE ROCKING HORSE WINNER
by D.H. Lawrence

Part I.

1. Read the biography of D.H. Lawrence and be ready to answer the questions.

D. H. Lawrence.
Biography

David Herbert Lawrence was born September 11, 1885. His father was Arthur John Lawrence, an illiterate coal miner in the Nottinghamshire area of England; his mother was a teacher. The fact that his mother had more education than his father caused friction in the Lawrence household. From boyhood, Lawrence was very close to his mother and, following his mother's encouragement, he studied at Nottingham University College, where he began writing short stories. In 1908, he moved to Croyden, just south of London, and began teaching. He never returned to his childhood home.

He began to publish poetry and, because he had developed tuberculosis, decided to quit teaching and write full time in 1911. That same year he published his first novel, *The White Peacock*, which was well received by critics.

Although Lawrence's most famous work is his novel *Lady Chatterley's Lover*, many critics agree that his short stories, including "The Rocking-Horse Winner" (1926) are better than his novels. His thematic focus on relationships between men and women, the destruction of relationships by the desire for wealth, and his explorations of psychological motivation in human behavior earned him an international reputation as an important twentieth-century author.

"The Rocking-Horse Winner" is a short story by D. H. Lawrence. It was first published in July 1926 in *Harper's Bazaar* and subsequently appeared in the first volume of Lawrence's collected short stories. It was made into a full-length film directed by Anthony Pelissier and starring John Howard Davies, Valerie Hobson and John Mills; the film was released in 1949 in the United Kingdom and 1950 in the United States.

2. Study the following words. Read them phonetically correct. Translate them into Russian. Find the sentences, where these words are used in the text, write these sentences out and give the translations. Learn the words.

- | | | |
|---------------------------|------------------------|------------------------------|
| 1. fault | 11. self-consciously | 21. obscure |
| 2. gentle | 12. therefore | 22. to bet |
| 3. to be anxious for smb. | 13. filthy | 23. serene |
| 4. anxiety | 14. clue | 24. heaven |
| 5. to adore smb. | 15. absorbed | 25. to insist on doing smth. |
| 6. income | 16. whip | 26. to be overwrought |
| 7. shortage of smth. | 17. to mount (a horse) | 27. tense |
| 8. to be haunted by | 18. to glare | 28. to be unconscious |
| 9. to succeed | 19. to be wounded | |
| 10. pram | 20. a young sport | |

3. Study the following word-combinations. Find where they are used in the text. Read the sentence with each combination. Give your own situation (3-5 sentences) showing where and how each combination is used in the text.

- | | |
|--------------------------------------|------------------------------------|
| 1. to find fault with smb. | 12. to be keen on smth. |
| 2. to feel oneself superior to smb. | 13. all things considering |
| 3. to keep up a social position | 14. to have a knack of doing smth. |
| 4. to rack one's brains | 15. to make sketches |
| 5. to have a great belief in oneself | 16. to be in debt |
| 6. to compel one's attention | 17. to be at hand |
| 7. to take no heed of smth. or smb. | 18. to be all nerves |
| 8. to be posted with the news | 19. to keep smb. company |
| 9. to give smb. a tip for | 20. common sense |
| 10. to keep in reserve | 21. to intrude upon smb's privacy |
| 11. to burst into a roar of laughter | 22. to regain consciousness |
| | 23. to bring smb. to consciousness |

4. Answer the following questions. Give extended answers.

1. What is unusual about the family described in the story?
2. What does this whispering symbolize?
3. What way did the boy find to be lucky?
4. Did he hope to change his mother's mood and her attitude to the children?
5. Who helped the little boy to realize his dream?
6. Why didn't his uncle put an end to Paul's betting?
7. What present did Paul prepare for his mother's birthday?
8. Why did mother keep the news about her unusual birthday present all to herself?
9. What brought Paul to brain-fever?
10. What was the true cause of Paul's death?

Part II.

1. Give synonyms:

- | | |
|---------------------------|---------------------------|
| 1. dirty | 6. timidly |
| 2. to love smb. very much | 7. to do well |
| 3. a lack of smth. | 8. to strain one's brains |
| 4. baby carriage | 9. to be injured |
| 5. to give a hint | 10. yield |

2. Fill in prepositions where necessary to complete the sentences.

1. He could always find fault...me, either in my works or in my character.
2. Poor fellow, he had a big problem, he is deep....debt.
3. We hope that common.... sense will prevail.
4. John is keen ... studying wild life.
5. All things ... considered, I'm sure we made the right decision.
6. He has a knack saying the wrong thing.
7. I have been racking my brains all day trying to remember the man's name.
8. His bright personality compels everybody'sattention.
9. She is in love with painting, used to makesketches wherever possible.
10. I have a great belief the doctor.

3. Give antonyms:

- | | | |
|---------------|-----------------------------|---|
| 1. anxiety | 6. to insist on doing smth. | 11. to praise smb. |
| 2. an old man | 7. loose | 12. to have no advantages over smth/smb |
| 3. serene | 8. to fail | 13. to throw away |
| 4. rude | 9. to be far | 14. to be quiet as a tank |
| 5. hell | 10. to be not talented | |

4. Read the definitions and write down the words:

1. to love someone and have a very good opinion of them
2. a situation in which there is not enough of something
3. to give all your attention to something that you are doing
4. not known by many people
5. calm and quiet
6. to criticize someone or something, especially without good reasons
7. to leave something untouched, to leave something for yourself or for future
8. to have a special skill, or the ability to use or do something easily
9. to be near in time or space
10. to become involved in a situation that people want to be private

5. Paraphrase the following sentences using the word-combinations.

1. He always picks on me over small trifles.
2. I've never known that Alice was good at basketball. If only you've told me about it beforehand, I would've bought a pair of brand-new shoes for her.
3. Don't involve with him. He owes lots of money to some troublesome guys.
4. Everyone! Silent! The whole situation is very unclear so we can't make hasty decisions. I suggest everyone to ponder over it a little and then make a conclusion.
5. Students aren't paying any attention to what the teacher is saying.
6. This landlady is always informed about the worldwide events.
7. On my way back home, I was accompanied by a little puppy.
8. Sonya is very passionate about art. She painted her first masterpiece at the age of 16.
9. Bob always tried to conquer his father's attention to him by being first at everything, but, unfortunately, his father preferred work to his family matters.
10. 3 hours have passed since Daniel came to his senses.

FEULLED'ALBUM
by Katherine Mansfield

Part I.

1. Read the biography of Katherine Mansfield and answer the following questions:

1. When and where was Katherine born?
2. What is our Russian writer she is often compared with? Why?
3. What ruined Katherine's musical career?
4. Was Katherine the only child in the family?
5. What made her emotions return to New Zealand?

6. What kind of stories made Mansfield world-famous?

7. Why did she stop writing?

8. What was the author's first concern while writing short-stories?

2. Study the following words. Read them phonetically correct. Translate them into Russian. Find the sentences, where these words are used in the text, write these sentences out and give the translations. Learn the words.

1. to be drowned

10. fishy

19. to get to know smb.

2. to resist smb.

11. innocent

20. composure

3. to swear (sworn, sworn)

12. shutters

21. loneliness

4. breathe

13. to let (an apartment)

22. inevitable

5. enchanting

14. tender

23. to tread

6. thrilling

15. still life

24. severely

7. to give smb. up

16. to exceed

25. to drop

8. charming

17. daffodil

9. respond

18. pinafore

3. Study the following word-combinations. Find where they are used in the text. Read the sentence with each combination. Give your own situation (3-5 sentences) showing where and how each combination is used in the text.

1. to have smth. in common with. smb.

7. as neat as a pin

2. at first sight

8. to be much the same

3. to give smb. the air of smth.

9. a set of sworn statements

4. to give an eye to smth.

10. to be done with smth.

5. to fall in love

11. to have nothing to do with smb.

6. not to turn a hair

4. Which of the following phrases can be used to denote the main idea of the story, why:

1. Beauty lies in lover's eyes.

2. Loneliness in a big city.

3. Flock of feather fly together.

4. A painter needs an inspiration which is just right for him.

5. The need for companion is a very real need.

5. Answer the following questions, give extended answers:

I. 1. How is the main character described in the story? (directly/indirectly)

2. What kind of a person is he?

3. Did he attract women? Describe different types of women who were attracted by him.

4. What happened when each woman tried to visit his place?

5. Where did a young painter live?

6. Did he keep his studio in a mess?

7. What was his routine?

8. Where did the painter see a girl of his dreams?

9. Whose financial situation was better? His or hers?

10. What was that girl?

11. How often did she leave her apartment?

12. Did the painter decide to come to her place and make an acquaintance there?

13. Did they become friends?

II. 1. Does the boy seem a typical painter, the kind of person we associate with art?

2. What is girl's probable character and way of life?

3. Do you think the young painter really fell in love with a girl or was it more the need of a companion, of a friend that made him think of a girl all the time?

4. What, do you think, will the girl's reaction to the boy's words at the end of the story be?

5. What do you think of a possible way to continue the story?

Part II.

1. Fill in prepositions where necessary to complete the sentences.

1. Her birthday cake was done ... great love.

2. He had one special feature - it was pronouncing a set ... sworn words every morning.

3. She fell ... love firstly at the age of 14.

4. His behavior made her not turn ... a hair and she continued to communicate with him.

5. You should give an eye ... this prosperous artist. His works are worth seeing.

6. Their children are much the same ... their parents.

7. She is a good hostess. Every time I came to her house, it was as neat ... a pin.

8. Women's white dress gave her the air ... a young girl.

9. They seem to be twins. They have something ... common ... each other in appearance.

10. ... first sight he seemed to be a good man, but soon he showed his true nature.

2. Give antonyms:

1. to be pretty much the opposite of something

7. reliable

2. after a long period of time

8. temper

3. something shabby or untidy

9. togetherness

4. to be like oil and water

10. accidental

5. to have many common features

11. gently

6. to obey somebody

12. to pick up something

3. Read the definitions and write down the words:

1. a piece of clothing worn by women over the front of other clothes to keep them clean while cooking or doing other work in the house

2. the state of being lonely

3. extremely exciting

4. pure, naïve

5. seeming dishonest or false

6. very pleasant or attractive

7. certain to happen and unable to be avoided or prevented

8. the feeling of being calm, confident, and in control

9. a yellow, bell-shaped flower with a long stem that is commonly seen in the spring

10. gentle, loving or kind

4. Translate into English the words and word-combinations given in brackets.

1. I thought you couldn't (*сопротивляться*) me.
2. There is something (*подозрительный*) about them.
3. Her voice was (*нежный*) and soft.
4. I give you two minutes (*отвечать*).
5. He has lost his (*самообладание*) under the pressure of the situation.
6. She attracted me (*с первого взгляда*).
7. Keep your room (*аккуратно, как с иголки*).
8. I was expecting him to be horrified when he heard the cost but he (*не выказывать боязни*).
9. I have been working on this essay for hours, so I am just going to write the end and (*покончить с чем либо*) it.
10. Mary's feelings about this matter (*быть таким же*) as mine.

TACTICAL EXERCISE
by Evelyn Waugh

Part I.

1. Read the biography of Evelyn Waugh and answer the following questions:

1. When and where was Evelyn born?
2. What are famous writers he can be compared with? Why?
3. How did Waugh characterize his life when he was in Oxford?
4. Where did he travel?
5. What was the novel to bring him financial success?
6. What did Evelyn do during the war?
7. What do his stories convey?
8. What did Evelyn Waugh write besides novels?

2. Study the following words. Read them phonetically correct. Translate them into Russian. Find the sentences, where these words are used in the text, write these sentences out and give the translations. Learn the words.

- | | | |
|-----------------------------|-------------------|------------------------|
| 1. intolerable | 11. election | 21. frustrated |
| 2. unbearable | 12. convince | 22. collaborator |
| 3. a gust of hate | 13. inevitable | 23. to occur to smb. |
| 4. bad-tempered | 14. unobtrusively | 24. to snore |
| 5. reverse | 15. condemn | 25. to confide in smb. |
| 6. to possess smb. or smth. | 16. tepid | 26. edge of a cliff |
| 7. annoyances | 17. courtship | 27. sympathy |
| 8. explode | 18. judgment | 28. precise |
| 9. to annoy | 19. chaos | 29. consternation |
| 10. apprenticeship | 20. Jew | 30. numb |

3. Study the following word-combinations. Find where they are used in the text. Read the sentence with each combination. Give your own situation (3-5 sentences) showing where and how each combination is used in the text.

1. to wage a war (introduction)
2. to come to terms with
7. to have (not) the heart to do smth.
8. to do smb. ill

- | | |
|-----------------------------------|-----------------------------------|
| 3. to come to hate | 9. to put the plan into execution |
| 4. to get into a flap | 10. to feel defeated |
| 5. to earn smb. sympathy | 11. to feel weariness |
| 6. to be part and parcel of smth. | 12. to be fast asleep |

4. Which of the following phrases can be used to denote the main idea of the story, why:

1. Men make houses, women make homes.
2. Your home is what you make it.
3. War and its effects on a man's mind.
4. It's human to think other people responsible for the faults of our own.
5. The outgoing class is inherently incapable to come to grips with the changing world.

5. Answer the following questions, give extended answers:

1. What does the title of the story tell us about?
2. What war is described in the story?
3. Who are the main characters?
4. When did John begin to hate his wife? Did he hate her as a woman or as a symbol of a changed life?
5. What were his days in the army like?
6. What happened to him during the war time?
7. What was he like before the war?
8. What annoyed him much when he returned home?
9. What person was Elizabeth? Why did she fit perfectly the postwar time?
10. How did their life change after the war?
11. Why couldn't John take part in the practical life anymore?
12. Was the real state of things actually as John saw it?
13. What did he do being at home?
14. Whom did they meet at the restaurant?
15. What did Elizabeth try to explain to him?
16. How can you explain the phrase «She was part and parcel of it»?
17. Why didn't it occur to John to leave Elizabeth?
18. Why was it unusual for him to find his wife sleeping one night?
19. What did he find on the bed table? What idea came to his mind?
20. What film did they watch together?
21. Where did they go for a holiday?
22. What place was it?
23. Why did John make himself known in the village?
24. What shocked him at Dr. Mackenzie?
25. What did his wife tell him?
26. How did John feel after all happened?
27. Who won the victory in the end?

Part II.

1. Fill in prepositions where necessary to complete the sentences:

1. He was close to get ... a flat when turned out that his mother was in the hospital.
2. After many years of competition between Jane and Judy, they finally could come to terms ... each other.
3. While the elder sister was at peace, there was coming a war waged ... the youngest one.
4. When the boy was ready to put the plan ... execution, unexpectedly his plan was revealed and he fell into disgrace.
5. Due to his natural charm it is easy for him to earn ... somebody's sympathy.
6. In childhood, Bob often was fast ... asleep, but now he suffers from insomnia.
7. Unfortunately, over the years they have come ... hate.
8. At some moment, he felt that he was the part and parcel ... the team, and that feeling inspired confidence in him.
9. Just the thought of exhausting work did all of them ... ill.
10. When the girl was close to finish the work on the exercises, she felt ... incredible weariness and fell asleep.

2. Give antonyms to the following word-combinations:

- | | |
|------------------------------------|--|
| 1. to suffer from insomnia | 6. to tear off the relations with smb. |
| 2. to have the courage to do smth. | 7. to be superfluous |
| 3. to be a winner | 8. to be full of energy |
| 4. to give the plan up | 9. to earn hatred |
| 5. to love very much | 10. to do smb. good |

3. Read the definitions and write down the words and the word-combinations:

1. too bad or unpleasant to deal with or accept
2. a period of time when someone learns the skills needed to do a job by working for someone who already has skills and experience
3. slightly warm
4. the time when people have a romantic relationship with the intention of getting married
5. a feeling of shock or worry
6. to be or become worried or excited
7. to be a necessary part of smth.
8. to (not) have the desire or the ability to do something
9. to do something bad to another person
10. to make plans come true

4. Translate into English the words and word-combinations given in brackets.

1. He was making life (*невыносимый*) for his parents.
2. He was (*расстроен, разочарован*) to find no support among his friends.
3. Be careful not (*разозлить*) the old woman who lives down the street.
4. He's not that wonderful. He's (*раздражительный*) with us.
5. She went to her best friend for (*сочувствие*).
6. Napoleon and Hitler (*вести войну*) against all of Europe.
7. Don't (*разнервничаться*), we will soon find it.

8. Every time I face a challenge and (*чувствовать себя побежденным*), my friend will say to me: «there is a chance of success».
9. Counselling helped her (*смириться с чем-либо*) her grief.
10. He would probably (*возненавидеть*) you for being cruel and hurtful.

THE BUM
by W. Somerset Maugham

Part I.

1. Read the biography of W. Somerset Maugham and answer the following questions:

1. When and where was W. Somerset Maugham born?
2. What do the English critics consider him to be?
3. What gave William a special feeling for the great French writers of the 19th century?
4. What education did he get?
5. When did W. Somerset Maugham have a considerable success as a playwright?
6. What kind of stories made W. Somerset Maugham world-famous?
7. What kept his readers in suspense?

2. Study the following words. Read them phonetically correct. Translate them into Russian. Find the sentences, where these words are used in the text, write these sentences out and give the translations. Learn the words.

- | | | |
|--------------------|--------------------|-----------------------|
| 1. a beggar | 8. destitution | 15. vanity |
| 2. to wander | 9. despair | 16. disinterestedness |
| 3. to vary in | 10. sane | 17. to irritate |
| 4. withstand smth. | 11. to beseech | 18. mediocrity |
| 5. to be exhausted | 12. to be arrogant | 19. to shatter |
| 6. vivid | 13. arrogance | 20. claw-like |
| 7. abject | 14. to hesitate | |

3. Study the following word-combinations. Find where they are used in the text. Read the sentence with each combination. Give your own situation (3-5 sentences) showing where and how each combination is used in the text.

- | | |
|--------------------------------|--------------------------------------|
| 1. to have a moment to oneself | 7. to take no notice of |
| 2. to squander time | 8. in vain |
| 3. to make do | 9. to rack one's brains |
| 4. to fancy oneself | 10. to be on the tip of one's tongue |
| 5. to be taken aback | 11. to think smb. poor fish |
| 6. to be skin and bone | |

4. Which of the following phrases can be used to denote the main idea of the story, why:

1. The arrogance of youth.
2. Never cheat on life or life will cheat on you.
3. Unexpected things always happen.

4. One must know how to compromise.

5. Grand gestures are absurd.

5. Answer the following questions, give extended answers:

1. What did the narrator dream to do if he had some free time?

2. Why was he stuck in Vera Cruz? How did the narrator spend his day in Vera Cruz?

3. Whom did he see among other people on the square? What did the beggar look like?

4. What was the main difference between him and other beggars?

5. Had anything changed when the narrator came to his arcade after the siesta?

6. Why did the author compare the beggar with a Russian?

7. Did the narrator recognize somebody familiar in the beggar on the second day? When did he recognize him?

8. Where and when did they meet before? What kind of a person was he that time?

9. Did they talk when the author found him near the church? Did the beggar take the money? Why?

10. What could possibly have happened to that promising artist?

Part II.

1. Fill in prepositions where necessary:

1. Working on the new project, Jane was so tired that every second tried to picture...herself a perfect relaxation on the beach.

2. In spite....the fact that he wanted get promoted, he did his duties so unwillingly that everybody could observe it.

3. Jane does the cleaning from time....time, but that's not enough for her husband, he always finds fault with her.

4. When I had learned the latest news, I was taken....aback.

5. There was a group of friends at the party, I noticed they were absolutely different....their appearance but all of them had common interests.

6. When Laura burst into tears, I understood that I should give her a possibility to have a moment...herself.

7. Wandering through the streets, I kept watch over the people varying...their skin colour, it was so unusual and exciting.

8. For a long time, Jack was in search of his new job and finally he could find it...chance.

9. I had to do the homework for the whole night and when I realized that it was unreal to finish it by myself, I decided to leave it not to lose time...vain.

10. Martin glanced on the man who was going ahead, turned out he was his colleague, Martin waved him but that man took no notice...it.

2. Give antonyms to the following word-combinations:

1. modesty

2. abundance

3. to think smb. smart

4. to be full of energy

5. insane
6. quitefat
7. exalted

3. Give synonyms to the following word-combinations:

1. a person who has to ask for money other people
2. not to know what to do
3. rather thin
4. to think hard
5. to be different in smth.
6. to roam
7. bright
8. ordinariness
9. to beg
10. to waste time

4. Read the definitions and write down the words and the word-combinations:

1. to waste time or money
2. to be very tired
3. to be very shocked or surprised
4. extremely thin
5. the state of being extremely unhappy, poor, unsuccessful
6. the state of being without money, food, a home, or possessions
7. unsuccessfully
8. to ask for something in a way that shows you need it very much
9. conceit
10. to manage with what ever is available

5. Translate into English the words and word-combinations given in brackets.

1. Hunger had reduced the poor dog to *(кожа да кости)*.
2. It's his *(высокомерие)* that really irritates me.
3. The guests *(бродили)* in the garden.
4. The tests *(различаться)* difficulty.
5. Everyone *(были в растерянности)* at the verdict.
6. He thought a gardener *(тугодум)*.
7. I was shocked by her *(тщеславие)*.
8. He was not going to *(терять время попусту)*.
9. He *(довольствовался)* with these documents to cover his tracks.
10. The words of hope were always *(у него на языке)*.

MANHOOD
by John Wain

Part I.

1. Read the biography of John Wain and answer the following questions. Take into consideration, that John Wain, born March 14, 1925, Stoke-on-Trent, Staffordshire, died May 24, 1994, Oxford, Oxfordshire.

1. When and where was John born?
2. What reputation has he got?
3. How can you characterize his life when he was in Oxford?
4. What literary group can John Wain be put among?
5. What style is typical for his poetry?
6. What style is typical for his novels?
7. What did John Wain write besides novels and poetry?

2. Study the following words. Read them phonetically correct. Translate them into Russian. Find the sentences, where these words are used in the text, write these sentences out and give the translations. Learn the words.

- | | | |
|-----------------|-------------------|----------------------------------|
| 1. fatigue | 8. punch-ball | 15. skipping-rope |
| 2. endurance | 9. simultaneously | 16. query |
| 3. to dismount | 10. trials | 17. to hesitate |
| 4. rowing | 11. injure | 18. relationship (introduction) |
| 5. nagging | 12. acute | 19. to respond to (introduction) |
| 6. over-anxious | 13. satchel | 20. urging (introduction) |
| 7. rebellion | 14. to glare | |

3. Study the following word-combinations. Find where they are used in the text. Read the sentence with each combination. Give your own situation (3-5 sentences) showing where and how each combination is used in the text.

- | | |
|-----------------------------|------------------------|
| 1. to feel funny | 6. heritage |
| 2. to get one's second wind | 7. to be selected for |
| 3. injury | 8. to be in charge of |
| 4. rebellion | 9. to take a grip on |
| 5. to double one's fists | 10. as fit as a fiddle |

4. Which of the following phrases can be used to denote the main idea of the story, why:

1. Father-son problem.
2. Generation gap.
3. Every man has his own life to live.
4. You can take a horse to the water but you cannot make him drink.

5. Answer the following questions, give extended answers:

1. What are the main characters of the story?
2. What were Mr. Willison and his son doing on that morning?
3. Why did father make his son cycle many miles?
4. How did the father manage to convince his son to continue their walk?
5. What was Mrs. Willison's attitude towards her husband's making their son go in for sport?
6. Why did the father want his son to go in for boxing?
7. What's the end of the story? How do you interpret it? What caused the boy's telling a lie?
8. What will the father do, to your mind, after the telephone talk with the teacher?
9. What was the relationship between the three members of the family? Does the attitude of the father and the mother to Rob seem typical to you?

Part II.

1. Fill in prepositions where necessary to complete the sentences:

1. Be strong and take a grip ... yourself.
2. She was glad at the idea of being selected ... volleyball team.
3. They were glaring hot-eyed ... each other.
4. John doubled ... his fist and gave the punch-ball a thudding blow.
5. Mila is charged ... doing household chores in our house.
6. You are training for 6 years and I am sure you are ... fit ... fiddle.
7. I have had a good training today and feel ... funny.
8. You should respond ... parents' questions honestly.
9. Her words have injured ... my feelings.
10. During the run he got ... his second wind and came first.

2. Give synonyms to the following word-combinations:

- | | |
|----------------------------|-------------------------------|
| 1. to be in a good shape | 6. to be responsible for |
| 2. to get oneself together | 7. to hesitate |
| 3. backpack | 8. damage |
| 4. inheritance | 9. to catch the second breath |
| 5. to be chosen for | 10. revolt |

3. Paraphrase the following sentences using the word-combinations from the text.

1. My body always aches all over after physical exercises.
2. He got his second breath by the end of the race.
3. His joints are damaged. He can't take part in the competition.
4. The revolt is about to break out. We'd better leave this place immediately.
5. Bob clenched his fists and punched John.
6. The legacy that his father has left for him will always be cherished and taken care of.
7. He was chosen for the position of the head coach of the team.
8. Johan is responsible for everyone's safety in the building.
9. Alice couldn't get herself together at the sight of a dead body.
10. Don't worry, Ricardo. Your son is sleeping now. He is as sound as a bell.

4. Translate into English the words and word-combinations given in brackets.

1. We were overcome by (*усталость*) after the long journey.
2. The marathon is a test of (*выносливость*).
3. She fell and (*ушиблась*) herself.
4. Children have a particularly (*острый*) sense of smell.
5. We have a number of (*вопросы*) regarding delivery.
6. I always (*неважно себя чувствую*) after a long car ride.
7. After many tests, John (*был выбран в*) the team.
8. She's over eighty now, but still (*в полном здравии*).
9. We studied our cultural (*наследие*).
10. They rose in (*восстание*) against the king.

Part I.

1. Read the biography of Sid Chaplin and answer the following questions. Take into consideration that Sid Chaplin died in 1986 and posthumous anthology "In Blackberry Time" was published the following year.

1. When and where was John born?
2. What education has he got?
3. How can you characterize his occupation before the 40ies?
4. Whom did Sid Chaplin feel himself indebted to?
5. When did he start writing?
6. Who is usually a main character in his stories?
7. How can you characterize Chaplin's style?

2. Study the following words. Read them phonetically correct. Translate them into Russian. Find the sentences, where these words are used in the text, write these sentences out and give the translations. Learn the words.

- | | | |
|--------------------|------------------|---------------|
| 1. flash-and-blood | 7. to be flooded | 13. to smash |
| 2. disposition | 8. to scam | 14. ape |
| 3. faithfult | 9. sweat | 15. reckon |
| 4. barrel | 10. poaching | 16. crucified |
| 5. gaol-jail | 11. to shun smb. | 17. morose |
| 6. a sport | 12. lard | 18. savage |

3. Study the following word-combinations. Find where they are used in the text. Read the sentence with each combination. Give your own situation (3-5 sentences) showing where and how each combination is used in the text.

- | | |
|----------------------------------|-----------------------------------|
| 1. to have a square meal | 6. to give smb. a good hiding |
| 2. to be black-listed | 7. to be charged with murder |
| 3. to be a nervous wreck | 8. there and then |
| 4. a hard nut to crack | 9. trespassers will be prosecuted |
| 5. as bold (and brazen) as brass | |

4. Which of the following phrases can be used to denote the main idea of the story, why:

1. No scrap against scrap.
2. A man is what life makes him.
3. Might makes right.
4. Like cures like.
5. Wisdom comes with age.

5. Answer the following questions, give extended answers:

1. What are the main characters of the story?
2. What kind of a man was Uncle Bill?
3. Why did he have no regular job?
4. How old was he at the moment of the story?
5. What relatives did he have?
6. What troubles did Bill's younger brother have?

7. Why did the author call Skimpy “as bald and as brazen as brass”?
8. How did he react at Uncle’s Bill words about him preventing his brother from a good night sleep?
9. Why didn’t they fight?

Part II.

1. Fill in prepositions where necessary:

1. I can’t stand it anymore; I am ... a nervous wreck.
2. Do you know John has given Jack ... a good hiding?
3. Next day Skimpy was charged ... murder.
4. She was a serious woman and everybody shunned ...her.
5. My granny lives near the river, every spring their village is flooded
6. Mother’s children had ... a square meal and went for a walk.
7. You can’t come in, you are ... black-listed.
8. Don’t trust him too much, he is a hard nut ... crack.
9. Billy wanted to smash Skimpy’s face ... a bloody pulp then and there.

2. Give synonyms to the following word-combinations:

- | | |
|-----------------------------|----------------------------------|
| 1. devoted | 6. gloomy |
| 2. to get away | 7. wild |
| 3. to avoid smb. | 8. as tough as nails |
| 4. to be accused of killing | 9. nature |
| 5. a monkey | 10. law breakers will be pursued |

3. Paraphrase the following sentences using word-combinations from the text.

1. Our kids are as fit as a fiddle. They have nourishing meals three times a day.
2. You can’t run your business on their territory. You are banned there.
3. He was too fussy when he had learnt that he was the next to perform on the stage.
4. We can’t draw any information out of him. He is a toughie.
5. The manager asked John to leave the restaurant because his behavior was shameless.
6. Bob couldn’t explain to his mother the reason for beating up Andrew.
7. This section is full of people which are accused of murder. Don’t talk to them.
8. I wish I could rush to the party immediately.
9. When I came to the bar, the first thing that came into my sight was a note saying “Intruders will be prosecuted”.

4. Translate into English the words and word-combinations given in brackets.

1. He has (*склонность*) toward criminal behavior.
2. She has provided the company with many years of (*верной*) service.
3. The car (*врезалась*) into a tree.
4. They were attacked by a (*дикий*) beast.
5. I (*считаю*) she died of a broken heart.
6. You need (*плотно питаться 3 раза*) a day.
7. His firm (*была занесена в черный список*) by the government.
8. The robbers (*было предъявлено обвинение в убийстве*).

9. I made up my mind (*в тот же момент*) that I would never get married.
10. That guy proved (*крепким орешком*).

5. Translate the sentences from Russia into English using the words and the words-combinations.

1. Он воспитывал Джо как родного.
2. Парень, который стрелял в тебя, сядет в тюрьму.
3. Собирай свои вещи и выметайся!
4. Верность – это самая важная вещь в отношениях.
5. Врачи считают, что ты можешь идти домой.
6. Он стал жертвой жестокого нападения.
7. Если ты используешь то, что ты заснял, тебя занесут в черный список.
8. Все мы знаем, что он – крепкий орешек.
9. Из-за ненависти они решили хорошенько отдубасить его.
10. Мне было так стыдно, что я хотела исчезнуть там же в тот же момент.