

УМАНСЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ  
УНІВЕРСИТЕТ ІМЕНІ ПАВЛА ТИЧІНИ

**Англійська мова за професійним спрямуванням**  
Навчальний посібник для студентів філологічних  
спеціальностей вищих закладів педагогічної освіти

УМАНЬ  
2015

Друкується згідно з ухвалою науково-методичної комісії факультету іноземної філології Інституту філології і суспільствознавства Уманського державного педагогічного університету імені Павла Тичини (протокол № 3 від 18 грудня 2014 року)

**Рецензент:**

Бріт Н.М. к.п.н., доцент кафедри англійської мови Уманського державного педагогічного університету імені Павла Тичини

**Білецька І. О., Паладьєва А. Ф.**

Англійська мова за професійним спрямуванням : навч. посіб. для студентів філолог. спеціальностей вищих закладів педагогічної освіти / І. О. Білецька, А. Ф. Паладьєва. – Умань : ВПЦ "Візаві". 2015. – 162 с.

Посібник укладено на засадах кредитно-трансферної системи навчання. Призначається для студентів філологічних спеціальностей вищих закладів педагогічної освіти.

## ПЕРЕДМОВА

Навчально-методичний матеріал посібника укладений за модульною структурою та відповідає вимогам Програми з англійської мови за професійним спрямуванням.

Структура навчального посібника дозволяє реалізувати вимоги національної кредитно-трансферної системи, запровадженої у вищій освіті як передумова для приєднання України до Болонського процесу. Змістові модулі курсу є логічно завершеними частинами навчальної дисципліни, орієнтованими на вироблення вмінь у ситуаціях, що є спільними для спеціалістів певного професійного спрямування.

В основу кожного модуля покладено тематичний цикл – навчально-методичну одиницю, яка включає комплекс базових і додаткових текстів, тренувальних вправ та творчих завдань, об'єднаних за тематичним принципом. Зміст кожного тематичного циклу викладено на засадах принципу наступності.

Посібник має практичне спрямування, що дає змогу студентам набути професійну та функціональну комунікативну компетенцію у володінні англійською мовою. Навчальна діяльність здійснюється шляхом інтеграції мовленнєвих знань, умінь та навичок у рамках тематичного і ситуативного контексту відповідно до академічної і професійної сфер студента.

Опрацювавши матеріал навчально-методичного посібника, студенти повинні оволодіти знаннями:

- фонетичної будови англійської мови;
- граматичних структур, що є необхідними для гнучкого вираження відповідних функцій та понять, а також для розуміння та продукування широкого кола текстів в академічній та професійній сферах;
- мовних форм, властивих для офісних та розмовних реєстрів академічного та професійного мовлення;
- лексичних одиниць (у тому числі термінології), що є необхідними в академічній та професійній сферах.

TARAS SHEVCHENKO

**BT 1. Taras Shevchenko.**

**ST 1. Literature in Ukraine.**

**ST 2. Panteleymon Kulish.**

*1. Copy and remember the following words and word-combinations.*

artist – художник

thinker – філософ

serf – селянин

innate talent – вроджений талант

to apprentice – віддати на навчання

compatriot – співвітчизник

freedom – воля

to enroll – записатись, вступити

art studies – художні студії

to manage – вдаватися, мати змогу

to be released – бути звільненим

to contribute – робити внесок

national consciousness – національна свідомість

influence on – вплив на

facet – аспект

literary output – літературна продукція

*2. Work in pairs. Translate the following words and word-combinations*

- *into Ukrainian:*

serf

compatriot

freedom

art studies

contribute

national consciousness

influence on

literary output

- *into English:*

філософ

вроджений талант  
записатись, вступити  
вдаватися  
аспект  
художник  
воля  
співвітчизник

### ***3. Translate the sentences using your active vocabulary.***

- 1) Т.Шевченко – відомий український поет, художник і філософ.
- 2) Поет був звільнений своїми співвітчизниками.
- 3) Він зробив великий внесок у розвиток української літератури.

### ***4. Read and translate basic text 1 (BT 1).***

#### **TARAS SHEVCHENKO**

Taras Shevchenko is an outstanding Ukrainian poet, artist and thinker.

Taras Shevchenko was born on the 9 of March 1814 in Moryntsi, Kyiv gubernia. Born a serf, Shevchenko was orphaned in his early teens and grew up in poverty and misery. He was taught to read by the village precentor and was often beaten for “wasting time” on drawing, for which he had an innate talent. At the age of 14 he was taken by his owner, P.Engelhardt, to serve as a houseboy, and travelled extensively with him, first to Vilnys and then to St. Petersburg. Engelhardt noticed Shevchenko’s artistic talent and apprenticed him to the painter V.Shiriaev for four years. During that period he met his compatriots I. Soshenko, Ye. Hrebinka, V. Hryhorovych and O. Venitsianov. Through them he met the Russian painter K.Briullov, whose portrait of the Russian poet V. Zhukovsky was disposed of in a lottery, the proceeds of which were used to buy Shevchenko’s freedom from Engelhardt in 1838.

Shevchenko enrolled in the Academy of Fine Arts in St. Petersburg and pursued his art studies as well as his general education. In 1840 he published his first collection of poems, “Kobzar”.

After graduating from the Academy (1845) he became a member of the Kyiv Archeographic Commission.

In 1846 Shevchenko came to Kyiv and joined the secret Cyril and Methodius Brotherhood. Shevchenko was arrested in 1847 and sent as a private to the Orenburg special corps in a remote area of the Caspian Sea. Csar Nickolas I himself initiated the sentencing order preventing the prisoner from writing and painting. But Shevchenko managed to continue doing both.

Shevchenko was released in 1857 but he was not allowed to live in Ukraine. He lived in St. Petersburg and was buried there, but two months afterward his remains were transferred to the Chernechs Hill near Kaniv, in Ukraine.

Taras Shevchenko has a uniquely important place in Ukrainian history. His poetry contributed greatly to the evolution of national consciousness among the Ukrainian intelligentsia and people, and his influence on various facets of cultural and national life is felt to this day.

Shevchenko's literary output consists of one middle-sized collection of poetry ("Kobzar"), the drama "Nazar Stodolya", two dramatic fragments, nine novelettes, a diary, an autobiography in Russian and over 250 letters.

***5. Combine the verbs from the text with suitable nouns making word-combinations.***

To be orphaned, to grow up, to serve, to notice, to buy, to publish, to become, to contribute.

***6. Answer the following questions.***

- 1) Who is Taras Shevchenko?
- 2) Was he orphaned in his early teens?
- 3) Why was he often beaten?
- 4) Engelhardt noticed Shevchenko's artistic talent and apprenticed him to the painter V. Shiriaev, didn't he?
- 5) How did Shevchenko get his freedom?
- 6) Did he publish "Kobzar" in 1845?
- 7) What did he become after graduating from the Academy?
- 8) Was he arrested in 1847?
- 9) What can you say about his last years?

10) What can you say about Shevchenko's place in Ukrainian literature?

**7. Complete the sentences using your active vocabulary.**

1) Engelhardt noticed Shevchenko's artistic ... and ... him to the painter V. Shiriaev for four years.

2) Shevchenko ... in the Academy of Fine Arts in St. Petersburg.

3) But Shevchenko ... to continue doing both.

4) Shevchenko ... in 1857.

5) His poetry ... greatly to the evolution of national ... .

**8. Work in pairs. Read the following sentences and say whether they are true or false.**

1) Taras Shevchenko was born on the 10<sup>th</sup> of March 1810.

2) He was taught to read by the village presenter.

3) In 1846 he published his first collection of poems, "Kobzar".

4) In 1850 Shevchenko came to St. Petersburg and joined the secret Cyril and Methodius Brotherhood.

5) Shevchenko has a uniquely important place in Ukrainian history.

**9. Read and translate supplementary text 1 (ST 1).**

**LITERATURE IN UKRAINE**

Old Ukrainian literature took centuries to develop, influenced by two bookish languages and, therefore, two literary style.

"*The Prospects of Volodymyr Monomakh*" is an outstanding literary memorial of the *distant past*, in which the image of a *virtuous Christian*, wise politician, loving father and demanding teacher was skillfully described.

"*The Kyiv-Pechersk Patericon*" describes the lives of the *Father of the Caves*, "*The Lay of the Host of Ihor*" was a gem of ancient literature.

In the 16<sup>th</sup> century poetry received a powerful impetus. The late 17<sup>th</sup> – 18<sup>th</sup> centuries, the period of Ukrainian literary *baroque*, saw the spreading of religious philosophic ideas and *panegyric literature*,

poetry and dramaturgy. It was the time of Hrigoriy Skovoroda, the most outstanding philosopher and writer.

Ivan Kotlyarevsky's epic *burlesque* "Aeneid", skillfully coloured realistic portrayals and aphoristic characters, turned out the first creation of new Ukrainian literature.

Came the 19<sup>th</sup> century, the Golden Age of Ukrainian literature.

The new epoch in the progress of Ukrainian literature, the language and the whole of culture started with the appearance of Taras Shevchenko's verse and works of art. In 1840, his "Kobzar" came off the press.

Realism *flourished* in the second half of the century. It was the time of such literary giants as Ivan Franko, Ivan Nechui-Levytsky, Panas Myrny, Mykola Hrabovsky and Lesya Ukrainka.

In the 20<sup>th</sup> century the Ukrainian literary process was rather *complicated*. There was known a whole cultural "massif" called "Ukrainian literature in the Diaspora".

At present, the Writer's Union of Ukraine has a membership of 1.500.

### Word List

"The Prospects of Volodymyr Monomakh" – "Повчання Володимира Мономаха"

distant past – далеке минуле

virtuous Cristian – добродійний християнин

"The Kyiv-Pechersk Patericon" – "Києво-Печерський патерик"

the Father of the Caves – печерські священники

"The Lay of the Host of Ihor" – "Слово о полку Ігоревім"

baroque – барокко

panegyric literature – хвалебна література

burlesque – бурлеск, пародія, фарс

to flourish – процвітати

complicated – складний, заплутаний

**10. Find in ST 1 translation of the following word-combinations.**

Літературна мова, літературний стиль, вимогливий вчитель, стародавня література, релігійно-філософські ідеї, афористичні

характери, золотий вік української літератури, літературний титан.

**11. Make up 3 sentences of your own using word-combinations of Exercise 10.**

**12. Combine the verbs from the text with suitable words making word-combinations.**

To take, to describe, to receive, to see, to turn, to start, to come, to flourish.

**13. Answer the following questions.**

- 1) Did old Ukrainian literature take centuries to develop?
- 2) What can you say about “The Prospects of Volodymyr Monomakh”?
- 3) What does “The Kyiv-Pechersk Patericon” describe?
- 4) When was the period of Ukrainian literary baroque?
- 5) Was it the time of Hrigoriy Scovoroda?
- 6) What was the first creation of new Ukrainian literature?
- 7) In 1840 Shevchenko’s “Kobzar” came off the press, didn’t it?
- 8) When did realism flourish in Ukraine?
- 9) Was the Ukrainian literary process rather complicated in the 20<sup>th</sup> century?
- 10) At present, the Writer’s Union of Ukraine has a membership of 1.500, doesn’t it?

**14. Work in pairs. Read the following statements and say whether they are true or false.**

- 1) “The Lay of the Host of Ihor” was a gem of new Ukrainian literature.
- 2) In the 16<sup>th</sup> century poetry received a powerful impetus.
- 3) Ivan Kotlyarevsky was the most outstanding philosopher and writer.
- 4) The 18<sup>th</sup> century is the Golden Age of Ukrainian literature.
- 5) There was known a whole cultural “massif” called “Ukrainian literature in the Diadpora.

**15. *Read and translate supplementary text 2 (ST 2).***

**PANTELEYMON KULISH**

Panteleymon Kulish was born on the 8<sup>th</sup> of August in the village of Voronezh, Sumy region in 1819. He was named after St. Panteleymon because he was born on his day. His father, Oleksandr, was a rich corn-grower. Some of his ancestors were Cossacks. The mother of the future writer, Kateryna, was the daughter of a rich Cossack Ivan Hladkyy. Kateryna Ivanivna was a very clever woman in spite of her illiteracy. His mother felt her son was very special and she taught him to love his native languages and songs. Kulish had also his “spiritual mother”. Her name was Uliana Terentiyivna Mushylovs’ka whose farmstead was situated near the Kulishs’ one. She was a highly-educated woman. She insisted on sending Panteleymon Kulish to study at Novhorod-Sivers’k gymnasia.

At gymnasia all the lessons were in Russia. After the year of his studies he spoke Russia perfectly well. At gymnasia he wrote his first work “Gipsy”. Panteleymon Kulish described his childhood and studies in such autobiographic stories as “Yakov Yakovlevych” (1852), “Feklusha” (1856), “The Story of Uliana Terentiyivna” (1852).

In 1836 he went to Nizhyn where he was a teacher in gymnasia. Panteleymon learnt foreign languages, wrote novels and stories, worked with archives.

In 1839 the writer entered Kyiv University of St. Volodymyr. After the University he was a teacher of history and geography first in Luts’k, then in Kyiv.

In 1843 Kulish published his novel “Mykhaylo Chernishenko”. It was the first Ukrainian historical novel. At this time he also wrote historical poetic chronicle “Ukraine”.

In the 40s Kulish met Taras Hryhorovych Shevchenko. They became very good friends. The only difference between two geniuses was their social background. They respected each other very much.

On the 24<sup>th</sup> of January 1847 at the Vozdvyzhens’ka church in the village of Olenivka he married Hanna Barvinok. Taras Hryhorovych Shevchenko was the best man at his wedding.

After the wedding they went to Warsaw. After arrival Kulish was arrested for participating in Kyrylo-Mefodiyivs’k association and sent to St. Petersburg. Hanna Barvinok followed her husband. Nobody

could prove Kulish's participation in the association so Panteleymon was accused of wishing to be a hetman. At last they found a proof. It was the children's book "The Tales about Ukrainian Nation".

In 1858 Kulish went abroad together with his wife. In Germany, Italy, Switzerland, Belgium he learnt cultural life and traditions of these countries. Kulish often visited L'viv. He took an active part in cultural part of Halychyna.

Later the Kulishs settled in a beautiful village of Motronivka, Chernihiv region where lived together for many years.

P. Kulish died on 14 February 1897 and was buried in Motronivka.

***16. Read the text of exercise 15 and discuss it asking questions. Work in pairs.***

***17. Write the events connected with the dates:***

1858 - ??

1856 –

1847 –

1819 –

1843 –

1852 –

1839 –

1897 –

***18. Divide the text "Panteleymon Kulish" into logically connected parts and entitle of each of them.***

LESYA UKRAINKA

**BT 2. Lesya Ukrainka.**

**ST 1. Books in Ukraine.**

**ST 2. Ivan Franko.**

*1. Copy and remember the following words and word-combinations.*

pen-name – літературний псевдонім

lawyer – адвокат

scholar – вчений

public figure – громадський діяч

instruction – навчання

remarkable aptitude – незвичайна здібність

humanities – гуманітарні науки

close ties – тісні зв'язки

to distinguish – визначний

composer – композитор

playwright – драматург

founder – засновник

medium – середовище

outset – початок

to coincide – співпадати

incurable disease – невиліковна хвороба

dominant feature – головна риса

public sensitivity – громадянська свідомість

to grasp – розуміти

image – образ

*2. Work in pairs. Translate the following words and word-combinations*

- *into Ukrainian:*

lawyer

public figure

remarkable aptitude

close ties

compose

medium  
outset  
incurable disease  
grasp  
- *into English:*  
вчений  
літературний псевдонім  
визначний  
драматург  
співпадати  
головна риса  
громадянська свідомість  
образ  
засновник  
гуманітарні науки

***3. Translate the sentences into English using your active vocabulary.***

1) Багато українських письменників мали літературний псевдонім.

2) Леся Українка мала тісні зв'язки з багатьма визначними вченими, громадськими діячами, композиторами і драматургами.

3) Поезія Лесі Українки впливала на розвиток громадянської свідомості українського народу.

***4. Read and translate basic text 2 (BT 2).***

**LESYA UKRAINKA**

Larisa Kosach (pen-name Lesya Ukrainka) was born in Novograd-Volynsky on February, 25 1871 which is now Zhytomyr Region. Her father was a lawyer and her mother was a Ukrainian writer (pen-name Olena Pchilka). Her sister was married to Mykhailo Dragomanov, a scholar, public figure and political emigrant, who was to play a great role in Lesya's life.

When Lesya was nine, her parents moved to the town of Lutsk and settled at an estate near Kovel. Because of weak health and the absence of school with instruction in the Ukrainian language, Lesya

received education at home. She had a remarkable aptitude for the humanities.

Lesya's close ties with distinguish public and cultural figures of her time played a positive role in her formation as a poet. apart from Dragomanov and Franko, the Kosaches' friend included the composer M. Lysenko, the poet, playwright and one of the founders of the Ukrainian professional theatre M. Starytsky, the bibliographer M. Komarov and the poet V. Samiilenko. such a medium made Lesya try her hand at writing poetry early. At the age of nine she wrote her first verses, and at 13 her first poem was published in the Lviv magazine "Zoria". From then her poetry appeared regularly in the Ukrainian publications.

Unfortunately, the outset of her literary career coincided with the first symptoms of what was then an incurable disease – tuberculosis of bones. Her poor health made her travel from one warm country to another – Vienna, Crimea, Italy, Georgia, Egypt.

In 1893 her book of verse, "On Wings of Songs", was published. It was favourably received both by the readers and critics. Then followed her books of verse "Thoughts and Dreams", "Responses". Just then she turned to playwrighting. Her first work of drama were based on subjects from the Bible. Among her best plays are "The Forest Song" and "The Stone Host".

Beginning with 1894 Lesya lived in Kyiv. Here she started learning foreign languages. Later on she read and spoke English as well as Ukrainian.

L. Ukrainka died on August, 1 1913 in Georgia, and was buried in Kyiv. Her works reveal the dominant feature of her talent – exceptional public sensitivity and the ability to grasp and express in vivid images the idea and tendencies of her time.

***5. Find in the text the translation of the following word-combinations.***

Відігравати велику роль, переїжджати з однієї країни в іншу, помістя, слабке здоров'я, з'являтися регулярно, літературна кар'єра, провідне місце, тенденції часу, яскраві образи.

**6. Answer the following questions.**

- 1) When was Lesya Ukrainka born?
- 2) What can you say about her family?
- 3) Why did Lesya receive education at home?
- 4) Did she have a remarkable aptitude for the humanities?
- 5) Lesya's close ties with distinguished public and cultural figures played a positive role in her formation as a poet, didn't they?
- 6) When did she write her first verses?
- 7) Why did she travel from one warm country to another?
- 8) Was her book of verse "On Wings of Songs" published in 1890?
- 9) What are the best plays by Lesya Ukrainka?
- 10) Beginning with 1894 Lesya lived in Kyiv, didn't she?
- 11) What can you say about Lesya's poetry?

**7. Find in the text the following verbs and combine them with suitable nouns to make word-combinations.**

To play, to move, to settle, to receive, to try, to write, to appear, to make, to be based, to start, to speak, to reveal.

**8. Complete the following sentences with words of your active vocabulary.**

- 1) Lesya's sister was married to Mykhailo Dragomanov, a ..., public figure and political ... .
- 2) She had a ... .. for the humanities.
- 3) Such a ... made Lesya try her hand at writing poetry early.
- 4) The outset of her literary career ... with the first symptoms of what was then a ... ..
- 5) Her works reveal the ... .. of her talent.

**9. Divide the text "Lesya Ukrainka" into logically connected parts and entitle of each of them.**

**10. Read and translate supplementary text 1 (ST 1).**

**BOOKS IN UKRAINE**

The “oldest book using Cyrillic alphabet was Ostromyrove Yevanheliye”. It was only natural that the literary works of the ancient times was of a religious nature.

With time the number of books grew. Yaroslav the Wise set up a library at St. Sophia Cathedral. At first books were written using specially treated animal skin, called *parchment*. It was very expensive and from the 14-th century paper was mostly used.

During the Ukrainian renaissance (16<sup>th</sup> – 17<sup>th</sup> centuries) a lot of libraries were opened in Ostroh, Lviv, Kyiv’s Monastery of the Caves.

Book printing came to Ukraine from the West. Ivan Fedorov was a founder of book printing in Ukrainian lands. The first printed books in Ukraine were “The apostle” (1574), “The Bible of Ostroh” (1581).

A new type of literature, fiction, appeared in Ukraine at the end of 18<sup>th</sup> century. The situation with Ukrainian books changed after revolution of 1917.

A new stage in book printing in Ukraine began in 1980. It became an *inseparable component of the national economy*.

In early 1990s Ukraine numerated 25.292 public and university libraries with over 400.9 million volumes, of which books and magazines in Ukrainian constituted 36 %. The biggest collections are at the Vernadsky Central Reference Library of the Ukrainian National Academy of Sciences (some 13.000.000)

**Word List**

parchment – пергамент

inseparable component of the national economy – невід’ємний компонент національної економіки

**10. Find in ST 1 the translation of the following words and word-combinations.**

Кирилиця, стародавні часи, влаштувати бібліотеку, український ренесанс, засновник книгодрукування, художня література, налічувати, том, журнал, зібрання.

**11. Find the following verbs in the text and combine them with suitable prepositions.**

To set, to open, to come, to appear, to change, to begin.

**12. Make three sentences of your own using words and word-combinations of Exercise 3.**

**13. Answer the following questions.**

- 1) What was the oldest book in Ukraine?
- 2) Who set up a library at St. Sophia Cathedral?
- 3) Were first books written on paper?
- 4) Book printing came to Ukraine from the West, didn't it?
- 5) What were the first printed books in Ukraine?
- 6) What type of literature appeared in Ukraine at the end of 18-th century?
- 7) When did a new stage in book printing begin in Ukraine?
- 8) Where are the biggest collections of literature in our country?

**14. Work in pairs. Read the following statements and say whether they are true or false.**

- 1) It was only natural that the literary works of the ancient times were of a historical nature.
- 2) From the 16-th century paper was mostly used.
- 3) Ivan Fedorov was a founder of book printing in Ukrainian land.
- 4) The situation with Ukrainian books changed after the World War II.
- 5) In early 1990s Ukraine numerated 25.292 public and university libraries.

**15. Read and translate supplementary text 2 (ST 2).**

### **IVAN FRANKO**

One of the innovators of all genres of literature was Ivan Franko. He raised the post-Shevchenko Ukrainian poetry of the late 19<sup>th</sup> and early 20<sup>th</sup> century to new heights. He did the same in prose. We always remember the volume of poetry "Heights and Depths", the novel "Boryslav is laughing", the drama "Stolen Happiness", etc. He devoted much attention to translations from foreign languages. His merits as a thinker and scholar were great in many fields: the history

and theory of literature, folklore, political economy, history, ethnography.

Ivan Franko is an important figure not only for the Ukrainian nation but for all humanity. He was the greatest of Ukrainian classical authors. He was born on August 27, 1856. His father was a blacksmith. Ivan was a gifted child with extraordinary capacity for study. At school Ivan Franko learned Russian, German and Polish. He read Pushkin, Turgenev, Schiller, Goethe and Mitskevich in original.

In 1875 Ivan Franko entered Lvov University. In one of his articles of that time he wrote that the main thing is life therefore literature and life must be linked together.

In his stories, poems and plays he wrote about real people, men and women whom he knew.

Ivan Franko worked under the most difficult conditions. He was imprisoned three times. But faith in happy future for the people heartened Ivan Franko even in the most trying periods of his life.

He died on the 28<sup>th</sup> of May, 1916, in Lvov.

Today the memory of the great Ukrainian classic is honored by his countrymen throughout our land.

His works are read and translated all over the world. They have been published in 19 languages and in editions totaling nine million copies.

The nature of Franko`s works can be understood by quoting his own words: “I consider it`s my duty to dedicate my life`s work to the common people. I learned two Rules of life at a very early age: the first, a sense of duty to the people, the second, the necessity for constant work”.

### **Word list**

blacksmith – коваль

to be imprisoned – перебувати в тюрмі

faith – віра

to quote – цитувати

### ***17. Answer the following questions:***

1)What did Ivan Franko raise?

2)Why was Ivan Franko the greatest of Ukrainian classical authors?

3)When did he enter Lvov University?

- 4) Under what conditions did I. Franko work?
- 5) When did he die?
- 6) What was his contribution to the world literature?

**18. Find English equivalents of the following word-combinations in the text.**

- 1) він зробив те ж саме;
- 2) приділяв багато уваги;
- 3) вступив до університету;
- 4) працював у найтяжчих умовах;
- 5) їх було опубліковано на різних мовах;
- 6) ранній вік;
- 7) він був тричі під арештом.

**19. Find in the text the following verbs and combine them with suitable nouns to make word-combinations.**

To raise; to remember; to devote; to learn; to enter; to write; to publish; to dedicate.

**20. Make plan in questions to ST 2.**

## VASYL SIMONENKO

BT 3. Vasyl Simonenko.

ST 1. Do you really need poetry?

ST 2. Vasyl Stus.

*1. Copy and remember the following words and word-combinations.*

to hurry – поспішати

to appear – з'являтися

poetry revival – відродження поезії

to admire – захоплюватись

generous – великодушний, щедрий

sympathy and respect – симпатія і повага

challenging – виборюючи

to occupy an outstanding place – займати визначне місце

to attract attention – привертати увагу

to suffer – страждати

to poverty – бідність

to combine brilliant talent and civil courage – поєднувати

яскравий талант і громадянську мужність

moral integrity – моральна чесність, цілісність

motherland – Батьківщина

concept – поняття, ідея

obsolete – застарілий

to gain a wide audience – завоювати широку аудиторію

to correspond (to) – відповідати (чомусь)

portrayal of Ukrainian soul – зображення української душі

*2. Work in pairs. Translate the following words and word-combinations*- *into Ukrainian:*

appear

generous

challenging

occupy an outstanding place

suffer

concept

poverty  
gain a wide audience  
correspond  
- *into English:*  
відродження поезії  
захоплюватись  
симпатія і повага  
займати визначне місце  
привертати увагу  
моральна чесність  
Батьківщина  
зображення української душі  
застарілий

### **3. Read and translate basic text 3 (BT 3).**

#### **VASYL SIMONENKO**

Vasyl Simonenko is one of the greatest and most popular Ukrainian poets. He began to write his poems when he was studying at the Kyiv University. It was in the middle of 1950, but Vasyl didn't hurry to publish them. So his first book of poems "Silence and Thunder" appeared in 1962, and this was a great period of the Ukrainian poetry revival. We admire the great world of Simonenko's poetry as a whole, and each of us finds some special lines for himself which open Simonenko's great and generous heart for us, his sympathy and respect for the Ukrainian people. I hope no one is challenging the view that he occupies an outstanding place in Ukrainian literature and culture. His first book of poetry proved the fact that the new name which was worth attention of contemporaries appeared.

Vasyl Simonenko was born in 1935 in the village of Biyevtsi in Poltavskaya region. In 1952 he left a secondary school and entered the Kyiv University at the department of journalism. His father died when he Vasyl was a little boy and his life was rather hard. Those were the years of sufferings, the most difficult years of his life. Later he described his hard life and poverty in his poems.

Vasyl Simonenko is not only a great poet; he is a perfect man combining brilliant talent and civil courage and moral integrity. His

name is associated with love for his Motherland, native language and the best in our life.

His individual style of writing attracts attention of many readers, because his poetry differs from the poetry of other Ukrainian poets due to his own attitude to the events surrounding him. His poetry created a new type of poetry – a poetry of love for people and native land.

Hundreds of new concepts had appeared in our language in the years that passed since his death, but not a single word of his poems became obsolete. The old forms of life went to the past, but everything written by Simonenko continues to live. His poem “The Sore of Expectations” gained a wide audience.

Vasyl Simonenko died in 1963, but his feelings and views still correspond to the views and feelings of Ukrainian people.

Whatever Simonenko’s work we read we see portrayal of Ukrainian soul, the life in Ukrainian land, the Ukrainian people.

***4. Find in the text the translation of the following words and word-combinations.***

Погляд, підтверджувати факт, сучасність, факультет журналістики, страждання, описувати, рідна мова, індивідуальний стиль письма, ставлення, подія.

***5. Find in the text the following verbs and combine them with suitable nouns making word-combinations.***

To begin, to find, to open, to occupy, to prove, to leave, to enter, to describe, to attract, to differ, to create, to continue, to correspond.

***6. Make up sentences of your own using the following words and word-combinations.***

Admire, attract attention, Motherland.

***7. Check your knowledge doing the following test.***

1) Find the translation of the words:

А з’являтися 1) apprise; 2) appoint; 3) appear; 4) applaud.

В щедрий 1) general; 2) generous; 3) generate; 4) genitive.

С виборюючи 1) champing; 2) changing; 3) chancing; 4) challenging.

Д страждати 1) suffice; 2) suffuse; 3) suffer; 4) suggest.

Е відповідати 1) correct; 2) correspond; 3) corrupt; 4) correlate.

2) *Choose an adjective suitable to the following nouns (according to BT 3):*

A place 1) left; 2) outstanding; 3) white; 4) expensive.

B talent 1) famous; 2) memorial; 3) brilliant; 4) yellow.

C courage 1) popular; 2) corporal; 3) gallant; 4) civil.

D integrity 1) loud; 2) moral; 3) public; 4) smooth.

3) *Find the translation of the word-combinations:*

A симпатія і повага 1) love and respect;

2) sympathy and respect;

3) sympathy and courage.

B завоювати широку аудиторію

1) gain a large audience;

2) gain a victory;

3) gain a wide audience.

C зображення української душі

1) portrayal of Ukrainian people;

2) portrayal of Ukrainian soul;

3) portrayal of Ukrainian heart.

**8. Answer the following questions.**

1) Who is Vasyl Simonenko?

2) When did he begin to write?

3) What can you say about his first book?

4) Does Vasyl Simonenko occupy an outstanding place in Ukrainian literature and culture?

5) What do you know about Simonenko's childhood?

6) Is he only a great poet?

7) Why does his individual style of writing attract attention of many readers?

8) Everything written by Simonenko continues to live in our days, doesn't it?

9) When did he die?

10) What do we see in Simonenko's works?

**9. Complete the following sentences using your active vocabulary.**

- 1) His first book of poems “Silence and Thunder” ... in 1962.
- 2) Later he described his hard life and ... in his poems.
- 3) His name is associated with love for his ... .
- 4) Hundreds of new ... had appeared in our language in the years that passed since his death.
- 5) Simonenko’s feelings and views still ... to the view and feelings of Ukrainian people.

**10. Work in pairs. Read the following statements and say whether they are true or false.**

- 1) Simonenko began to write his poems when he was studying at the Lviv University.
- 2) His book of poetry proved the fact that the new name which was worth attention of contemporaries appeared.
- 3) In 1962 he left a secondary school.
- 4) His poetry created an ordinary type of poetry.
- 5) His poem “The Shore of Expectations” gained a wide audience.

**11. Divide the text into logically connected parts. Entitle each part. Retell the text using your plan.**

**12. Read and translate supplementary text 1 (ST 1).**

### **DO WE REALLY NEED POETRY?**

The average English person considers that poetry is “nice” for children, becoming for girls, and *appropriate* for women teachers. Few people read poetry and fewer still pay for it.

The reason for disliking poetry is that most people believe poetry should deal only with certain “nice” themes and topics such as birds, flowers, trees and love.

But the fact is that life in all its forms can be the theme of poetry. The so-called ugly and ordinary things are as *remarkable* in their way as the beautiful. Modern poets have discovered this and given as many fine poems on unpoetical subjects.

Do we really need poetry or any of the arts? They may be desirable or even excellent, but are they of any practical use?

We must admit that when we wish to express some *tender emotion* we turn to poetry. We may not normally like the poetry; we may know very little about it, but we recognize that it is the only way to express the best that is within us.

### **Word List**

appropriate – підходящий  
remarkable – чудовий  
tender emotion – ніжна емоція

### **13. Find in ST 1 translation of the following words and word-combinations.**

Середній, причина, мати справу з, тема, так званий, звичайні речі, відкривати, прекрасний, практичне застосування, виражати, впізнавати.

### **14. Answer the following questions.**

- 1) What does the average English person consider?
- 2) What is the reason for disliking poetry?
- 3) Modern poets have given many fine poems on unpoetical subjects, haven't they?
- 4) When do we turn to poetry?
- 5) So do we really need poetry? Give your own opinion.

### **15. Read and translate supplementary text 2 (ST 2).**

#### **VASYL STUS**

Vasyl Stus was born in Rakhnivka, Vinnytsya province. He studied at the Pedagogical Institute in Donetsk. He began his literary work being a student. In 1964 he entered the Institute of Literature. In his writing he exposed the ruling regime for secret arrests and trials. He was expelled from the Institute and in 1972 he was arrested. He was sentenced to three years of exile of strict-regime labour camp.

Later he was again arrested and sentenced to 10 years of strict-labour camp and five years of exile. He died in exile.

A lot of his poems were destroyed. Some were published abroad. Among his numerous collections there were collections, which appeared in Ukraine: "The Return", "The Road of Rain", "Winter Trees", "A Candle in a Mirror", etc.

## Word list

to expose – викривати

to expel – виключати

to sentence – засуджувати

### **16. Translate the following sentences into English.**

- 1) Письменник був заарештований до трьох років ув'язнення.
- 2) Він почав свою літературну роботу ще в студентські роки.
- 3) Багато його віршів було знищено.
- 4) Деякі твори було опубліковано в інших країнах.
- 5) Пізніше його було знову засуджено на 10 років до робочої колонії.

WILLIAM SHAKESPEARE

**BT 4. William Shakespeare.**

**ST 1. Hamlet.**

**ST 2. Books and Writers.**

***1. Copy and remember the following words and word-combinations.***

to attach (to) – приєднуватись (до)  
company of players – трупа акторів  
actor – актор  
to produce – створювати  
playwright – драматург  
prodigious vitality – дивовижна живучість  
unimpaired – недоторканий, безпосередній  
eternal things – вічні речі  
high human aspiration – високі людські прагнення  
the spirit of the Renaissance – дух епохи відродження  
contradictions – протиріччя  
human relations – людські стосунки  
passions and conflicts – пристасті та конфлікти  
dramatic vigour – драматургічна сила, енергія  
contemporary – сучасність  
creative activities – творча діяльність  
to emphasize – підкреслювати  
circumstances – обставини  
to contain – вмещувати  
sonnet – сонет  
to be performed on the stages – ставитись на сценах

***2. Work in pairs. Translate the following words and word combinations***

- *into Ukrainian:*

prodigious vitality  
eternal things  
contradictions  
attach to  
unimpaired

emphasize  
contemporary  
circumstances  
to be performed on the stage  
- *into English:*  
труппа акторів  
створювати  
високі людські прагнення  
людські стосунки  
пристрасті та конфлікти  
творча діяльність  
вміщувати  
сучасність  
дух епохи Відродження

**3. Translate the sentences using your active vocabulary.**

- 1) Ця труппа акторів створила дивовижні образи.
- 2) П'єси В.Шекспіра показують людські стосунки, пристрасті та конфлікти.
- 3) Творча діяльність В.Шекспіра вміщує сонети та п'єси, які до цього часу ставляться на сцені.

**4. Read and translate basic text 4 (BT 4).**

**WILLIAM SHAKESPEARE**

William Shakespeare was born at Stratford-on-Avon. While a youth, he left for London and became attached to a company of players. He was an actor, and produced his own plays which were staged at the Globe Theatre.

Shakespeare is the greatest playwright in the history of English and world literature. The poet wrote of the eternal things in life: love, death and high human aspirations. He reflected the spirit of the Renaissance, the epoch of great discoveries and daring, Shakespeare taught to understand the essence of human relations, passions and conflicts, and presented them with great dramatic vigor. He gave lively representations of his contemporaries and historical types.

Shakespeare wrote 37 plays altogether. His creative work can be divided into four periods.

The first period (1590 – 1593). It includes histories and comedies: “King Henry VI”, “King Richard III”, “The Comedy of Errors”, “The Taming of the Shrew”, and “Titus Andronicus”.

In the second period (1549-1600), apart from comedies and histories: “A Midsummer Night’s Dream”, “Much Ado About Nothing”, “As You Like It”, “Twelfth Night, or What You Will”, etc.; “King Richard II”, “King Henry IV”, etc. Shakespeare wrote his first notable tragedies, “Romeo and Juliet” and “Julius Cesar”.

The third period (1601-1608) includes tragedies which appear in succession: “Hamlet, Prince of Denmark”, “Othello”, “The Moor of Venice”, “King Lear” and “Macbeth”. Shakespeare emphasizes dramatic circumstances in human life.

The fourth period (1609-1612) contains “Cymbeline”, “The Winter’s Tale”, “The Tempest”, and “King Henry VIII”. It suggests philosophic meditation on the eternal verities of human life.

Shakespeare is also known as the author of two poems and 154 sonnets.

His plays, translated into many languages, are performed on the stages of the best theatres of the world.

Shakespeare died at the age of fifty-two in 1626. He was buried in Stratford Church.

**5. Find in the text the verbs and combine them with suitable prepositions.**

To be born, to leave, to attach, to be staged, to write, to present, to be divided, to appear, to be performed.

**6. Check your knowledge doing the following test.**

1) Find translation of the following words:

- |                 |   |
|-----------------|---|
| А протиріччя    | 1) contravention;<br>2) contradiction;<br>3) contraposition;<br>4) contraction. |
| В сучасність    | 1) contempt;<br>2) contemporize;<br>3) contemporary;<br>4) contemplative.       |
| С підкреслювати | 1) emphatic;  |

- 2) empathy;  
3) emphasis;  
4) emphasize.
- D вміщувати 1) content;  
2) contain;  
3) contest;  
4) context.

2. Choose adjectives suitable for nouns (according to BT 4):

- A aspiration 1) high;  
2) essential;  
3) human;  
4) continental.
- B vigor 1) definite;  
2) handsome;  
3) full;  
4) dramatic.
- C activities 1) fare;  
2) creative;  
3) kind;  
4) large.
- D relations 1) ordinary;  
2) extensive;  
3) human;  
4) movable.

3. Find translation of the following word-combinations:

- A дивовижна живучість 1) prodigious creation;  
2) prodigious vitality;  
3) prodigious relations.
- B пристрасті та конфлікти 1) passions and conflicts;  
2) passions and feelings;  
3) feelings and conflicts.
- C вічні речі 1) eternal city;  
2) eternal jokes;  
3) eternal things.
- D ставитись на сценах 1) to be performed on the stages;  
2) to be performed in the theatres;  
3) to be performed at the stages.

**7. Answer the following questions:**

- 1) What can you say about Shakespeare's youth?
- 2) His plays were staged at the Globe Theatre, were not they?
- 3) What did he write about?
- 4) Did Shakespeare write 30 plays altogether?
- 5) What does the first period include?
- 6) In what period did Shakespeare write his first notable tragedies?
- 7) What does the fourth period contain?
- 8) How many sonnets did Shakespeare write?

**8. Complete the following sentences using your active vocabulary.**

- 1) Shakespeare left for London and became attached to a  
... ..
- 2) Shakespeare is the greatest ... in the history of English and world literature.
- 3) The poet wrote of the ... things in life.
- 4) The fourth period ... "Cymbeline", "The Winter's Tale", "The Tempest" and "King Henry VIII".
- 5) His plays are ... .. of the best theatres of the world.

**9. Work in pairs. Read the following statements and say whether they are true or false.**

- 1) Shakespeare reflected the spirit of the Baroque.
- 2) He gave lively representations of his contemporaries and historical types.
- 3) The first period includes poems and sonnets.
- 4) The first notable tragedies are "Romeo and Juliet" and "Julius Caesar".
- 5) W. Shakespeare was buried in Stratford Church.

**10. Divide the text "William Shakespeare" into logically connected parts. Entitle each part.**

## ***11. Read and translate supplementary text 1 (ST 1).***

### **HAMLET**

*(an extract by W.Shakespeare)*

When Hamlet's father, the old King of Denmark, died, his brother Claudius became the new king. After only a few weeks, Claudius married Gertrude, the old king's wife. Hamlet was angry with his mother because she remarried so quickly. He also hated Claudius, his stepfather.

One cold, dark night on the walls of Elsinore Castle, a friend of Hamlet's saw the ghost of Hamlet's father. The friend told Hamlet about the ghost and that night, they both went up onto the castle walls. It was another very cold night, and as the clock struck midnight, the ghost suddenly appeared.

He took Hamlet aside and talked to him. "People say a poisonous snake killed me but they are wrong. I was sleeping in my garden when Claudius came and he put poison in my ear! It was a painful death. Your uncle is a very evil man. You must take revenge for my murder and kill him! But please, do not harm your mother!" Then the ghost disappeared.

Hamlet was full of anger and hatred. He wanted to kill Claudius, but he was indecisive. He started behaving strangely and Claudius began to suspect that Hamlet knew something. He asked Polonius, his chief minister, to find out about Hamlet's strange behavior.

Polonius knew that Hamlet was in love with his daughter, Ophelia. He sent her to look for Hamlet to find out what was wrong. When Ophelia found Hamlet, he was thinking about life and death: "To be, or not to be – that is the question...". Ophelia tried to comfort Hamlet but he became angry and told her to get out of his life. Ophelia was very upset and believed Hamlet was mad.

A few days later, Hamlet was walking around the castle when he saw Claudius. Claudius was praying. Hamlet had to make a quick decision. "Now is my chance to kill him", he thought. "But no, not while he is praying – he will go straight to heaven".

Hamlet went to his mother's room. She looked sad. "And, mother, you have offended my father", replied Hamlet. While they were talking, Hamlet heard a noise behind a curtain. He was suspicious and thought it was Claudius. This time, Hamlet was

decisive. He took out his sword and killed the person behind the curtain. But it was not Claudius – it was Polonius!

The situation in Elsinore was getting worse. Claudius sent Hamlet to England. While he was there, Ophelia went mad and killed herself. When Hamlet returned, he was more depressed – now both his father and Ophelia were dead while the evil Claudius was still alive!

Soon, Laertes, Ophelia`s brother, arrived back in Elsinore. He blamed Hamlet for the deaths of his father and sister, and challenged Hamlet to a fight. Claudius wanted Hamlet to lose and so he poisoned Laertes`s sword. He also prepared a glass of poisoned wine to give to Hamlet in case he won.

The fight began. During the fight, Hamlet`s mother, Gertrude drank some of the poisoned wine from Hamlet`s cup. Hamlet cut Laertes and then Laertes cut Hamlet. Suddenly, Gertrude fell to the floor.

Laertes told Hamlet that his sword and the wine were poisoned – and that it was Claudius`s plan. Without hesitation, Hamlet killed Claudius – and then died himself. Elsinore Castle was dark and silent.

**12. What kind of story is “Hamlet”? Explain your opinion.**

- a ghost story
- a story of revenge
- a love story
- a funny story

**13. Put the sentences into the order of when they actually happened.**

- 1) Claudius put poison onto Laertes`s sword.
- 2) Hamlet spoke to his father`s ghost.
- 3) Hamlet and Laertes started to fight.
- 4) Hamlet behaved strangely and was nasty to Ophelia.
- 5) Gertrude married Hamlet`s uncle.
- 6) Hamlet killed Claudius.
- 7) Claudius killed Hamlet`s father.
- 8) Gertrude drank the wine and died.
- 9) Hamlet killed Polonius.

**14. Are these statements true (T) or false (F) ? Correct the false information.**

1. Gertrude married Claudius a few months after King Hamlet died.

2. The ghost appeared before midnight.
3. A snake killed Hamlet`s father.
4. Hamlet never had an opportunity to kill Claudius.
5. Claudius wanted to poison Gertrude.

**15. Describe these characters:**

- Claudius - Hamlet - Laertes - Ophelia

**Key words:** aggressive, ambitious, arrogant, brave, calm, cruel, decisive, dishonest, evil, generous, hard-working, honest, intelligent, kind, mean, proud, romantic, sensitive, violent, wise.

*Classify the key words as positive (+) or negative (-) adjectives.*

**16. Read and translate supplementary text 2 (ST 2).**

**BOOKS AND WRITERS**

There is no doubt that books have played a major role in shaping the cultural life of any society. They *broaden our outlook, develop our artistic taste*, give us a lot of useful information.

For this reason *I consider* the books to be an important and necessary thing in *modern civilization*. I do not think we can get along without them. In my opinion the books are not only a means of *relaxation*. They make up a *significant* and necessary part in our life. As W.Somerset Maugham said, "Reading doesn't make a man wise, it only makes him learned." While reading the book we *focus our attention on* the plot and style, *express the feelings of sympathy or hatred* for characters of the book, think about their problems.

Some people read for instruction, some for pleasure. There are books of many kinds. *Volumes* and *verses*, novels and philosophical works, critical studies, historical novels, biographies, fairy tails, picture books, memoirs, narratives, detectives.

There is a proverb: "Choose an author as you choose a friend".

**Word List**

major – великий

to broaden smb.'s outlook – розширювати кругозір

to develop artistic taste – розвивати художній смак

to consider – вважати, розглядати

modern civilization – сучасна цивілізація

relaxation – відпочинок, розвага

significant – важливий, значущий

to focus attention on – зосередити увагу на  
plot – фабула, сюжет  
to express the feeling of sympathy or hatred – виразити почуття  
симпатії чи ненависті  
volume – том, книга  
verse – вірш, поезія

**17. Make up 3 sentences using words and word-combinations after the text.**

**18. Answer the following questions.**

- 1) What is the role of books in our life?
- 2) Are books an important and necessary thing in modern civilization?
- 3) What words of S. Maugham do you know?
- 4) What do people read for?
- 5) What kinds of books do you know?
- 6) Do you agree with a proverb “Choose an author as you choose a friend”?
- 7) What is your favorite book and writer?

**19. Translate the following sentences into English.**

- 1) Ця книга розширила мій кругозір про історію України.
- 2) Я вважаю сюжет цього роману дуже цікавим.
- 3) Я хочу купити нову книгу віршів і казок для своєї молодшої сестри.

GEORGE GORDON BYRON

BT 5. George Gordon Byron.

ST 1. Libraries.

ST 2. Robert Burns.

*1. Copy and remember the following words and word-combinations.*

To symbolize – символізувати

oppressed – пригнічений

love of freedom – любов до волі

genius – геній

on the Continent – в Європі

marked influence on – помітний вплив на

expression – вираження

ideological trend in literature – ідеологічний напрямок у літературі

poetry – поезія

to appear – з'являтися

furiously – жорстко

to reply – відповідати

to satire – сатира

canto – пісня

to leave England never to return – назавжди залишити Англію

independence – незалежність

*2. Work in pairs. Translate the following words and word-combinations*

*-into Ukrainian:*

symbolize

genius

expression

ideological trend in literature

poetry

furiously

canto

leave England never to return

*-into English:*

любов до волі  
символізувати  
в Європі  
помітний вплив на  
з'являться  
відповідати  
сатира  
незалежність

### ***3. Read and translate basic text 5 (BT 5) “G. G. Byron”.***

#### **GEORGE GORDON BYRON**

The life and works of Byron symbolize the champion of oppressed, love of freedom, protest against tyranny.

Byron's genius has been less recognized in England than on the Continent, where he has exercised a marked influence on Romantic literature. His views found their expression in “Byronism” – an ideological trend in literature. Byronism could be found in the literature of any country. Great Russian poets and writers owed much to Byron.

George Gordon Byron was born in London in 1788. After the death of his father (1791) his mother retired with him from London to Aberdeen, in Scotland. In his eleventh year, the little lame boy became a lord and heir to the family estate. He returned to England and was educated at Harrow and Cambridge.

His first volume of poetry, “Hours of Idleness” appeared in 1807 and was furiously attacked in the Edinburgh Review. He replied in the satire “English Bards and Scotch Reviewers”, and then went abroad to Spain, Malta, Turkey and Greece.

After his return to England, he published the first two cantos of “Childe Harold's Pilgrimage”, which gave poetical account of his travels. The publication of this poem at once made him famous.

Deeply wounded by the general outcry raised against him after the divorce with his wife, the poet left England never to return.

He went to Brussels, then to Switzerland. In 1823 he set out for Greece to assist the Greeks in their struggle for independence, but he died of a fever on the 19<sup>th</sup> of April, 1824.

**4. Find in the text the translation of the following word-combinations.**

Протест проти тиранії, література епохи романтизму, маленький кульгавий хлопчик, сімейне помістя, перша збірка поезій, поїхати закордон, глибоко вражений, розлучення з дружиною.

**5. Answer the following questions.**

- 1) When was George Byron born?
- 2) What is “Byronism”?
- 3) Where was Byron educated?
- 4) When did he write his first poetry?
- 5) Was he abroad? What countries did he visit?
- 6) What did Byron do in Greece?

**6. Work in pairs. Read the following statements and say whether they are true or false.**

- 1) Byron’s genius has been less recognized on the Continent than in England.
- 2) George Gordon Byron was born in London in 1798.
- 3) He returned to England and was educated at Oxford.
- 4) His first volume of poetry appeared in 1807.
- 5) In 1830 he set out for Greece.

**7. Translate the following sentences into English.**

- 1) Байронізм присутній у літературі кожної країни.
- 2) Він повернувся до Англії і навчався у Кембриджі.
- 3) Вихід його вірша одразу зробив Байрона знаменитим.
- 4) Він поїхав до Греції на допомогу грекам у боротьбі за їх незалежність.
- 5) Він помер від застуди 19 квітня 1824 року.

**8. Read and translate supplementary text 1 “Libraries”.**

### **LIBRARIES**

Libraries play an important part in the cultural development of a country. People have a desire to learn, they seek knowledge. Books satisfy this desire.

Books should not be read only for pleasure. Reading books helps us in our education. We can find all kinds of books in the libraries: novels, biographies, fiction, short stories, books on traveling, technical books, magazines, books for children and so on. In some libraries we can find books in many foreign languages.

When a reader comes to a library for the first time he fills in his library card and the librarian helps him to choose something to read. The reader is allowed to borrow books for a certain number of days. The catalogues help the reader to find the books he needs. We should be careful with the books and not damage them in any way. We should not make notes in library books or dog`s-ear the pages. Reading rooms are open to all who wish to work there. Besides books we can get periodicals newspaper files and magazines to read there. Readers come to reading rooms to study and prepare material for their reports or for their scientific work.

### **Word List**

to satisfy – задовольняти  
education – освіта  
novel – роман  
to damage – псувати, руйнувати

### ***9. Answer the following questions.***

- 1) What satisfies people`s desire to learn?
- 2) Where can we find all kinds of books?
- 3) What does a reader do when he comes to a library for the first time?
- 4) What helps the reader to find the books he needs?
- 5) What can we do in reading rooms?

### ***10. Translate the following sentences into English:***

- 1) Люди читають книги не лише заради задоволення.
- 2) В бібліотеках є багато різних книг.
- 3) Бібліотекар завжди допоможе вибрати щось цікаве почитати.
- 4) В бібліотеках можна брати книги додому на кілька днів.
- 5) В читальному залі студенти можуть готувати матеріал для своїх доповідей чи наукової роботи.

**11. Read and translate supplementary text 2 (ST2) “Robert Burns”.**

**ROBERT BURNS**

Robert Burns, a famous and popular Scottish poet, was born in 1759.

Burns was born in a family of a poor farmer. Robert was the eldest of seven children, so he had to help his father on the farm. His father William Burns was a kind person who loved and understood people. So Robert learned to love and respect people from his father. His mother had a beautiful voice and often sang songs and told many folk-tales to her children. Robert remembered mother’s songs and stories all his life.

His father wanted Robert to be an educated person and sent him to school at the age of 6. Robert liked reading books. His favorite writer was Shakespeare.

At the age of 15 he started to write poems. He wrote about people, about everyday life. The heroes of his mother’s stories became the heroes of his poems.

In 1777 Robert moved to another town where he organized a Society of young people. They discussed moral, social and political problems of that time. In 1784, his father died and Robert had to work at the farm. In 1791 he had to sell the farm because he wasn’t successful at farming.

Feeling the injustice of the world, he protested against landlords who owned the best land in his poetry. In 1786 he published a book of his poems which soon made him popular.

Burns took part in creating a book of old Scottish folk-songs, writing words for many melodies. Burns is the author of the words of the song “Auld Lang Syne”, which Scottish people sing on the New Year Day.

Robert Burns died in poverty at the age of 37.

**Word List**

eldest – старший

folk-tales – народні казки

successful – успішний

injustice – несправедливість

landlord – поміщик

poverty – бідність

***12. Answer the following questions.***

- 1) When was Robert Burns born?
- 2) Who taught him to love people?
- 3) When did he started writing poems?
- 4) What did he write about?
- 5) Was he a successful farmer?
- 6) What famous Scottish song did he write words?

***13. Make written translation of four last passages.***

CHARLES DICKENS

**BT 6. Charles Dickens.**

**ST 1. His Greatest Book.**

**ST 2. Daniel Defoe.**

**ST 3. Robinson Crusoe**

***1. Copy and remember the following words and word-combinations.***

glorious school of novelists – відома школа новелістів;  
great delight – велике задоволення;  
to discover – знайти;  
to make both ends meet – зводити кінці з кінцями;  
debtor's prison – боргова в'язниця;  
shorthand – стенографія;  
to manage – вдаватися;  
reporter – репортер;  
sketch – нариси, замальовки;  
warmhearted sympathy for people – теплосердечна симпатія до людей;  
worldwide popularity – світова популярність;  
immense – величезний;  
enduring – наділяючи;  
astonishing – вражаючий;  
creative vigour – творча сила, енергія;  
inimitable humour – прихований гумор;  
abundant variety – велике ромаїття;  
critical realism – критичний реалізм;  
to touch upon the most significant problems – торкатись найважливіших проблем;  
imperceptibly – непомітно.

***2. Work in pairs. Translate the following words and word-combinations***

- *into Ukrainian:*

discover

make both ends meet

shorthand

reporter  
warmhearted sympathy for people  
enduring  
inimitable humor  
critical realism  
touch upon the most significant problems  
imperceptibly

- ***into English:***

відома школа новелістів  
велике задоволення  
стенографія  
вдаватися  
нариси  
світова популярність  
величезний  
вражаючий  
велике розмаїття  
творча сила  
репортер

**3. Translate the following sentences into English using your active vocabulary.**

- 1) Я отримую велике задоволення від прихованого гумору цього твору.
- 2) Твори Ч.Діккенса мають величезну світову популярність.
- 3) Цей письменник торкнувся найважливіших проблем у своїх картинах.

**4. Read and translate basic text 6 (BT6) “Charles Dickens”.**

### **CHARLES DICKENS**

Charles Dickens is one of the four best English writers of the 19<sup>th</sup> century. Dickens, Thackeray, Charlotte Bronte, Gaskell constitute the glorious school of English novelists.

The great delight of Dickens’s early boyhood was the reading of a little library which he discovered in an upstairs room of his father’s house in Portsmouth. His father was a clerk, he could never make both ends meet and was thrown into the debtor’s prison. In those days a man who was imprisoned for debt could have his family to live with

him in the prison, where a fair amount of liberty was allowed. And so Dickens's mother, with her other children, went to stay at the prison. Little Charles was sent to work. He stuck labels on blacking-bottles. When his father got legacy and was set free, the boy was able to leave his dirty work of label-pasting and was set to school.

Soon he entered a lawyer's office. He learned shorthand and by spending much of his time at the British Museum managed to make up for the shortcomings in his education.

Dickens was nineteen years old when he became a reporter. While he was working for his newspapers he began writing sketches of the characters he had observed; and in the year 1836 they were collected into a book under the title of "Sketches by Boz".

In 1836 "The Pickwick Papers" was published. The book brought fame and money. He worked without rest and produced many novels.

All his writings, whether sad or happy, serious or gay, are alive with warmhearted sympathy for people.

Dickens's worldwide popularity is immense and enduring. More than a century has passed since the publication of his first novel "The Posthumous Papers of the Pickwick Club" (1837). Nowadays this book is known all over the world as well as many others by Dickens.

In the books by Dickens we have an astonishing combination of creative vigour, inimitable humour and abundant variety. Every personality Dickens described is full of life.

Dickens is one of the novelists representing critical realism in English literature. He showed the life of the English society of his time and touched upon the most significant social problems.

The reader is greatly impressed by the humanity reflected in every page of Dickens's novels. The writer arouses kind and pure feelings imperceptibly giving the lesson of love for man.

His well-known novels are: "The Posthumous Papers of the Pickwick Club", "The Adventure of Oliver Twist", "The Personal History of David Copperfield", "Little Dorrit", "Great Expectations" and "Our Mutual Friend".

Dickens died in 1870 and was buried in Westminster Abbey, as he wished with nothing on the stone but his name "Charles Dickens".

**5. Find the following verbs in BT 6 and combine them with suitable nouns to make word combinations.**

To constitute, to make, to stay, to be sent, to enter, to become, to produce, to show, to arouse.

**6. Find in the text the translation of the following words and word-combinations.**

Становити, службовець, офіс адвоката, книга під назвою, повість, працювати без відпочинку, сумний, серйозний або веселий, у всьому світі, життя англійського суспільства, уроки любові до людей.

**7. Check your knowledge doing the following test.**

**I. Знайдіть у запропонованій групі слів задане:**

A. стенографія                      1) shortcoming;  
   2) shortly;  
   3) shorthand;  
   4) shortsighted.

B. нарис                                      1) skein;  
   2) skate;  
   3) skill;  
   4) sketch.

C. величезний                              1) impress;  
   2) immense;  
   3) immanent;  
   4) immoral.

D. непомітно                                1) impermissible;  
   2) imperceptibly;  
   3) importunity;  
   4) impossibility.

**II. Підберіть прикметники, які узгоджуються зі словом:**

A. sympathy                                1) worldwide;  
   2) glorious;  
   3) inimitable;  
   4) warmhearted.

B. humour  
1) abundant;  
2) inimitable;  
3) critical;  
4) significant.

C. vigour  
1) critical;  
2) glorious;  
3) creative;  
4) astonishing.

D. variety  
1) worldwide;  
2) significant;  
3) immense;  
4) abundant.

*III. Знайдіть переклад наступних словосполучень:*

A. зводити кінці з кінцями:

- 1) make a good living;
- 2) make both ends meet;
- 3) make a rule.

B. світова популярність:

- 1) worldfamous popularity;
- 2) worldbeater popularity;
- 3) worldwide popularity.

C. прихований гумор:

- 1) inimitable humour;
- 2) good humour;
- 3) sense of humour.

D. творча сила:

- 1) creative work;
- 2) creative vigour;
- 3) language vigour.

**8. Answer the following questions.**

- 1) What do you know about Ch. Dickens's boyhood?
- 2) When did he become a reporter?

- 3) Was “The Pickwick Papers” published in 1836 or 1838?
- 4) What can you say about Dickens’s writings?
- 5) What book by Dickens is known all over the world?
- 6) Does he represent critical realism in English literature?
- 7) What did he show in his books?
- 8) What is the reader impressed by in every page of Dickens’s novels?
- 9) What are his well-known novels?
- 10) When did the writer die?

**9. Complete the following sentences with necessary words and word-combinations using your active vocabulary.**

- 1) His father was a clerk, he could never ... .. and was thrown into the ... ..
- 2) While he was working for his newspapers he began writing ... of the characters he had observed.
- 3) All his writings are alive with ... .. for people.
- 4) In the books by Dickens we have an ... combination of ... .., ... .., ... ..
- 5) The writer arouses kind and pure feelings ... giving the lessons of love for man.

**10. Work in pairs. Read the following statements and say whether they are true or false.**

- 1) Dickens was twenty0five years old when he became a reporter.
- 2) In 1840 “The Pickwick Papers” was published.
- 3) Dickens’s worldwide popularity is immense and enduring.
- 4) Dickens is one of the novelists representing Romantism.
- 5) The writer arouses kind and pure feelings.

**11. Divide the text into logically connected parts and give a title to each part.**

**12. Read and translate supplementary text 1 (ST 1).**

### **HIS GREATEST BOOK**

The first word that Charles Dickens wrote on the first slip for his new book was “I”. “I am Born” was the title of Chapter One. He had

never written a whole book in the first person before, but this time the principal character, David Copperfield, was to tell his own story.

In those first pages Dickens created some of his most vivid characters: David, his widowed mother, Aunt Betsy, the devoted nurse Peggotty and the dark villain Mr. Murdstone.

When Mrs. Copperfield married Mr. Murdstone, David`s happy home life came to an end, and he was sent away to school...

In writing the story of David Copperfield Dickens was really writing the story of his own life, changed just enough to make it fiction. Like Charles as a child, David is put to work in a warehouse for six shillings a week, and has to support himself on that. At about this point two vivid characters come into the story: Mr. and Mrs. Micawber, who were modeled after Charles Dickens` own parents.

The story of David Copperfield is laid in the region of England that he knew and loved best. At last he runs away to his Aunt Betsy. David Copperfield is educated at a proper school by his aunt, and then employed at Doctors` Commons, just as Dickens himself once had been. Young David likes the theatre and even shows talent as a writer.

Soon Dickens produced another character: Dora Spenlow, with whom David falls in love. Dora is very pretty but quite a silly girl. There can be little doubt that Dora is modeled after the girl that Dickens had once been in love with.

“David Copperfield” was finished in October 1850. Dickens had never before spent himself so completely on a story and he had never before used so widely his own experience.

The book was a tremendous success, the most popular thing Charles Dickens had done since “Pickwick Papers”, and it`s still a favourite.

Many of his other books were popular in his own time, because they dealt with conditions of the times. They are no longer so widely read because the condition no longer exist. But ‘David Copperfield’ is a kind of story about problems that people will always have, and so it will always be read and enjoyed.

### **Word List**

a slip – a small piece of paper

vivid – very bright and clear

devoted – loving

a villain – a bad person, a criminal  
fiction – stories someone has made which are not true  
a warehouse – a building where you store goods  
to employ – to pay someone to do work for you  
tremendous – very big  
to deal with – to have business (affairs) with smb.  
to exist – to be

**13. Make 10 questions to the text.**

**14. To make written translation of 5 first paragraphs.**

**15. To read and translate supplementary text 2 (ST2).**

### **DANIEL DEFOE**

Daniel Defoe was born in London in 1660. he became a merchant, travelled widely and built up a successful business. During this period he married and started raising a family. But in 1692, his business failed leaving 32-year-old Defoe heavily in debt with the wife and six children to support.

He had always been interested in politics so he tried making his living by writing political articles for newspapers. These articles often criticized the king and the ruling party.

As a result, Defoe spent many years in and out of prison.

His political writings had brought only troubles and increasing debts and Defoe turned to fiction writing. His first novel written in 1719 when Defoe was nearly sixty years old became one of the best known adventure stories in the world. The novel was “Robinson Crusoe” – a story which still thrills readers today, more than two hundred seventy years later.

He continued writing novels such as “Moll Flanders”, “Colonel Jack” and two other Robinson Crusoe stories.

He died in 1731 at the age of seventy-one, as alone and as frightened as his hero, Robinson, had been during his twenty-eight years on a desert island.

**16. Find in the text the translation of the following words and word-combinations.**

Багато подорожувати, успішний бізнес, торговець, у боргах, керуюча партія, політичні праці, художній твір, пригодницька історія, безлюдний острів.

**17. Make up 5 different types of questions to the ST 1.**

**18. Combine the following words (verbs and nouns) with suitable prepositions from the text.**

To be born, to build, to be interested, to make one's living, articles, to spend years.

**19. Work in pairs. Read the following statements and say whether they are true or false.**

- 1) Daniel Defoe was born in Paris in 1660.
- 2) When he was 32-year0old his business had great success.
- 3) He had always been interested in politics.
- 4) Defoe spent many years in and out of prison.
- 5) His first novel was written in 1917.
- 6) He wrote his first novel when he was 35 years old.
- 7) His first novel was "Colonel Jack".
- 8) He wrote about 25 novels in his life.
- 9) "Robinson Crusoe" is a story which still thrills readers today.
- 10) He died in 1731 at the age of 83.

**20. Read and translate supplementary text 3 "Robinson Crusoe" by Daniel Defoe.**

### **ROBINSON CRUSOE**

Robinson Crusoe lived in the city of York. When he was a small boy, he wanted to go to sea. But he could do it only when he was eighteen. He had a friend whose father was captain of a ship. The captain took the two boys on his ship when it went to London. That was Robinson's first voyage. After that Robinson Crusoe made three or four voyages over the sea. Now he was a sailor and liked his work very much.

One day when the ship was at sea, a great storm came on them. The ship broke and the crew moved forward in a small boat.

The high waves picked their boat up and threw it on large stones. All the people were drowned. Robinson could swim well, so he stayed in the water for a long time. The waves carried him to the shore. It turned out that he was on an island. It was not large. Robinson went along the shore. He wanted to see somebody from the ship. But there were no people there. It was evening already and Robinson wanted to sleep. He was afraid to sleep in the open place, so he got on a tree and slept there.

When he woke up, it was morning. The storm was over. The sea was low and Robinson saw his ship. One part of it was over the water. It was not very far from the shore. Robinson swam to the ship and got on it. He saw many useful things there.

Robinson found some wood and some tools on the ship and began to make a raft. When the raft was ready, Robinson put it on the water. Then he took two large boxes and put things which he found on the ship into them. There were tools, guns, powder and many other things. He put the boxes on the raft and sailed to the shore. Now he had guns and powder and could get some food. With the tools he could make a house.

Robinson sailed to the ship every day and brought to the island all the things that he could find there. During one of his visits to the ship he found a dog and two cats there. He took them to the island too. Now he had good friends with him. He was on the island for ten days already when another storm came. After it was over Robinson could not see the ship. It broke to pieces.

### **Word List**

captain – капітан

voyage – морська подорож

sailor – моряк

crew – команда, екіпаж

waves – хвилі

threw – викинули

were drowned – потонули

shore – берег

it turned out – виявилось

the sea was low – Був відплив

useful – корисний  
tools – інструмент  
raft – пліт  
powder – порох  
piece – шматок

**21. Answer the following questions.**

- 1) Where did Robinson Crusoe live?
- 2) How old was Robinson when he went to sea for the first time?
- 3) What happened to the ship when it was at sea?
- 4) Why did the boat break?
- 5) Why could Robinson stay in the water for a long time?
- 6) Where did the waves carry him?
- 7) Was there anybody else on the island?
- 8) What did Robinson see in the sea next morning?
- 9) Did Robinson swim to the ship?
- 10) What did he find there?
- 11) What did Robinson make?
- 12) Where did he sail every day?
- 13) What animals did Robinson find on the ship?
- 14) What happened to the ship one day?

**22. Find in the text the following verbs and combine them with suitable words making word-combinations.**

To live, to go, to make, to like, to move, to swim, to stay, to want, to sleep, to get, to see, to find, to sail.

**23. Read ST 3 once again. Read the following statements and mark “+” or “-” if they are true or false.**

- 1) Robinson Crusoe lived in the city of London.
- 2) He was a tailor and liked his work very much.
- 3) One day the ship was at sea, a great storm came on them.
- 4) All the people could swim well and they stayed in the water for a long time.
- 5) Robinson went along the shore.
- 6) But there were no people there.
- 7) Robinson found some clothes and food on the ship.
- 8) With the tools he could make a house.

9) He found a cow and two dogs on the ship.

10) He was on the island for twenty days already when another storm came.

ARTHUR CONAN DOYLE

BT 7. Arthur Conan Doyle.

ST 1. From the History of Books.

ST 2. Agate Christie.

*1. Copy and remember the following words and word-combinations.*

story-teller – оповідувач історій  
to remember – пам'ятати  
fantastic story – фантастичне оповідання  
to inherit – успадкувати  
to go abroad a ship – вирушити на кораблі  
detective story – детективне оповідання  
ещ give up – кидати, залишати  
devoted – відданий  
historical novel – історичний роман  
war book – книга про війну

*2. Work in pairs. Translate the following words and word-combinations*

- *into Ukrainian:*

remember  
war book  
inherit  
story-teller  
detective story  
give up  
historical novel  
go abroad a ship  
devote

- *into English:*

фантастичне оповідання  
вирушати на кораблі  
історичний роман  
оповідував історій  
успадкувати

відданий  
книга про війну  
пам'ятати  
детективне оповідання

**3. Translate the following sentences using your active vocabulary.**

- 1) Моя бабуся – хороший оповідач історій.
- 2) Я пам'ятаю сюжет цього фантастичного оповідання.
- 3) Я люблю читати детективні оповідання, а мій друг цікавиться історичними романами.
- 4) Я успадкувала цю книгу про війну від свого дідуся.

**4. Read and translate basic text 7 (BT 7) “Arthur Conan Doyle”.**  
**ARTHUR CONAN DOYLE**

Arthur Conan Doyle was born in the capital of Scotland Edinburgh. His father, Charles E. Doyle, was an artist and architect by profession, but he worked as a clerk in an office. The father died young and the Doyle family was very poor.

Arthur's mother was very good storyteller and he remembered her fantastic stories all his life. The talent of story-telling Arthur inherited from his mother and it helped him as a writer. During his school years he read much, and he often told his school friends long and interesting stories. After finishing school Conan Doyle became a student of the medical faculty in the University of Edinburgh. In his third year of studies he went as a ship doctor to the Arctic and after graduating from the University, he again went abroad a ship to Western Africa. He began his medical practice in a small English town Southsea, where he spent eight years. Here in 1887 he published his first detective story “A Study in Scarlet”. Its main characters were Sherlock Holmes and Dr. Watson, and they became the most popular characters of a great many of Conan Doyle's stories. “A Scandal in Bohemia” opened a collection of detective stories under the title “The Adventures of Sherlock Holmes”. The story was published in 1891 and soon after that Baker Street became the well-known address of Sherlock Holmes.

The reader asked for more and more stories about Sherlock Holmes and two years Conan Doyle wrote them. When he had written about 20 stories with Sherlock Holmes as a main detective, he was so tired of these stories that he decided “to kill Sherlock Holmes”. He wrote a story which he named “Holmes’s Last Case”, in this story Holmes was killed. The writer hoped that after that he could begin writing other books.

In 1891 Conan Doyle gave up his medical work and devoted all his time to his literary activity. He also traveled much. In Norway he met Jerome K. Jerome, who wrote about this fact in one of his books.

Besides detective stories, Conan Doyle also wrote historical novels, war books and anticolonial book about Belgian Congo. His two fantastic stories “The Lost World” and “The Poisoned Belt” were quite successful.

He died in 1930. After his death the famous detective Sherlock Holmes, together with his friend Dr. Watson, continued to be the favorite characters of English literature and tourists coming to London go to visit Baker Street to see the house of Sherlock Holmes lived.

***5. Find the translation of the following words and word-combinations.***

Столиця, архітектор за професією, медичний факультет, корабельний лікар, закінчення університету, медична практика, головні герої, літературна діяльність.

***6. Find the following verbs in the text and combine them with suitable words making word-combinations.***

To work, to inherit, to read, to become, to begin, to spend, to publish, to open, to write, to give up, to travel, to continue, to visit.

***7. Answer the following questions.***

1) Was Arthur Conan Doyle born in the capital of Scotland Edinburgh?

2) Who was very good story-teller in his family?

3) How did it help him?

4) What did Conan Doyle do after graduating from the University?

5) When did he publish his first detective story?

6) Their main characters were Sherlock Holmes and Dr. Watson, weren't they?

7) Did the reader ask for more and more stories about Sherlock Holmes?

8) But what did Conan Doyle decide?

9) When did he give up his medical work?

10) What other writings did he also write?

**8. Complete the following sentences using your active vocabulary.**

1) Arthur's mother was very good ... and he remembered her ... all his life.

2) After graduating from the University he again went ... to Western Africa.

3) In 1891 Conan Doyle ... his medical work and ... all his time to his literary activity.

4) Besides detective stories Conan Doyle also wrote ...

**9. Work in pairs. Read the following statements and say whether they are true or false.**

1) After finishing school Conan Doyle became a student of the journalist faculty in the University of Edinburgh.

2) He began his medical practice in a small English town Southsea.

3) In 1890 he published his first detective story.

4) "A Study in Scarlet" opened a collection of detective stories under the title "The Adventure of Sherlock Holmes".

5) In Norway Conan Doyle met Jerome C. Jerome.

6) He wrote about 10 stories with Sherlock Holmes as a main detective.

**10) Divide BT 7 into logically connected parts and give a title to each part.**

**11) Read supplementary text 1 (ST1) "From the History of Books" and make it written translation.**

## FROM THE HISTORY OF BOOKS

Many, many years ago a town crier ran through the streets and shouted out all the news. But now we live in the Atomic Age. Too many things happen too quickly for us to learn about them in the old-fashioned way. That is why we have to read more and more in order to find out what is happening in the world. Reading is rarely a waste of time.

Have you ever thought about the kind of books people used long ago? It is only in the last 500 years that books have been printed on paper. Before that time the only way of making books was to write them out by hand. No one knows when writing first began, but we have found drawings on the walls of caves and scratchings on bones which are at least 25,000 years old.

The invention of paper played a very important part in the development of books.

In the 11<sup>th</sup> century the art of papermaking reached Europe but no trace of printing was found in Europe until 1423. It is known that Johann Gutenberg secretly tried out ways of printing in Strasbourg, Germany, in 1440.

The knowledge of the methods of printing spread so quickly over the Continent of Europe that by the year 1487 nearly every country had started printing books.

Later people began to learn how to make paper more quickly and cheaply and of better quality.

As a result of this, books became much lighter and smaller.

The first person to print books in the English language was William Caxton, in Russia – Ivan Fedorov.

The first book printed in the Russian language appeared in Moscow on the first of March, 1564. Up to that time there were only handwritten books in Russia. The house built for printing books was not far from the Kremlin. At that time it was one of the best buildings in the Russian capital.

Ivan Fedorov and his assistants were the first to use Russian letters.

By the 16<sup>th</sup> century books looked very much as they do today and since then very little change has been made in their appearance.

## Word List

a town crier – міський глашатай  
for us to learn about them – щоб ми дізнались про них  
in the old-fashioned way – застарілими методами  
no trace ... was found – ніяких слідів ... не було знайдено  
to print – друкувати  
by hand – від руки, вручну

### 12) *Answer the following questions.*

- 1) Why do we have to read more and more?
- 2) What was the only way of making books 500 years ago?
- 3) What played a very important part in the development of books?
- 4) When did the art of papermaking reach Europe?
- 5) What did people begin to learn later?
- 6) Who was the first to print in the Russian language?

### 13) *Read and translate supplementary text 2 (ST 2) “Agate Christie”.*

#### AGATHA CHRISTIE

Agatha Christie is known all over the world as the Queen of Crime. She wrote 78 crime novels, 19 plays and 6 romantic novels under the name of Mary Westmacott. Her books have been translated into 103 foreign languages. She is the third best-selling author in the world (after Shakespeare and the Bible). Many of her novels and short stories have been filmed. *The Mousetrap*, her most famous play, is now the longest-running play in history.

Agatha Christie was born at Torquay, Devonshire. She was educated at home and took singing lessons in Paris. She began writing at the end of the First World War. Her first novel, *The Mysterious Affair at Styles*, was published in 1920. that was the first appearance of Hercule Poirot, who became one of the most popular private detectives since Sherlock Holmes. This little Belgian with the egg-shaped head and the passion for order amazes everyone by his powerful intellect and his brilliant solutions to the most complicated crimes.

Agatha Christie became generally recognized in 1926, after the publishing of her novel *The Murder of Roger Ackroyd*. It's still considered her masterpiece.

When Agatha Christie got tired of Hercule Poirot she invented Miss Marple, a deceptively mild old lady with her own method of investigation.

Her last Poirot book, *Curtain*, appeared shortly before her death, and her last Miss Marple story, *Sleeping Murder*, and her autobiography were published after her death.

Agatha Christie's success with millions of readers lies in her ability to combine clever plots with excellent character drawing, and a keen sense of humour with great powers of observation. Her plots always mislead the reader and keep him in suspense. He cannot guess who the criminal is. Fortunately, evil is always conquered in her novels.

Agatha Christie's language is simple and good and it's pleasant to read her books in the original.

**14) Find in the text the translation of the following words and word-combinations.**

У всьому світі, кримінальний роман, романтичний роман, уроки співів, приватний детектив, блискуче рішення, злочин, метод розслідування, чудове змалювання характеру, гостре почуття гумору, заплутати читача, зло, мова письменника, читати в оригіналі.

**15) Find in the text the following verbs and combine them with suitable preposition.**

To translate, to be born, to be educated, to begin writing, to be published, to get tired.

**16) Answer the following questions.**

- 1) Some people say that reading detective stories is a waste of time. Are you of the same opinion?
- 2) What famous detective-story writers do you know?
- 3) Agatha Christie's novels have been translated into 103 languages. Shakespeare's plays have been translated into 14 languages. Do you know why?

- 4) When was Agatha Christie`s first novel published?
- 5) When did general recognition come to her?
- 6) Can you describe Hercule Poirot?
- 7) What were Agatha Christie`s last novels?
- 8) Why are her books so popular with the readers?
- 9) Have you read any books by Agatha Christie? Did you read them in the original or in translation?
- 10) Have you seen any films based on her novels?

***17) Work in pairs. Read the following statements and say whether they are true or false.***

- 1) Many novels and short stories by Agate Christie have been staged.
- 2) The novel “The Murder of Roger Ackroyd” made her generally recognized.
- 3) Her last Poirot book “Curtain” appeared after her death.
- 4) The reader can always guess who the criminal is.
- 5) The writer`s language is simple and good.

## MARK TWAIN

**BT 8. Mark Twain.****ST 1. The Pickwick Club.****ST 2. American Literature.*****1. Copy and remember the following new words and word-combinations.***

state – штат

unsuccessful lawyer – адвокат-невдаха

printer – друкар, типограф

adventure – пригода

to bring the world fame – принести світову популярність

real name – справжнє ім'я

widespread popularity – широка популярність

well-drawn – добре розкритий

true-to-life – правдивий

skillfully built up – майстерно побудований

humorist – гуморист

realist – реаліст

biting satire – гостра сатира

bitterly critical pages – сторінки різкої критики

american way of life – американський спосіб життя

***2. Work in pairs. Translate the following words and word-combinations******- into Ukrainian:***

unsuccessful lawyer

adventure

to bring the world fame

well-drawn

skillfully built up

biting satire

bitterly critical pages

printer

real name

widespread popularity

true-to-life  
humorist  
- *into English:*  
американський спосіб життя  
штат  
пригода  
реаліст  
справжнє ім'я  
правдивий  
широка популярність  
майстерно побудований  
добре розкритий  
гостра сатира  
гуморист

**3. Translate the following sentences using your active vocabulary.**

- 1) Сюжет нового роману майстерно побудований та правдивий.
- 2) Ти знаєш справжнє і'мя гумориста Остапа Вишні?
- 3) У цьому творі ви знайдете сторінки різкої критики американського способу життя.

**4. Read and translate basic text 8 (BT8) "Mark Twain".**

#### **MARK TWAIN**

Mark Twain was born in the state of Missouri in the United States in 1835. His father was an unsuccessful lawyer. The family seldom lived more than a year in the same town. That is why the future writer did not even finish secondary school. He went to work at the age of 12.

For two years he worked for his elder brother's small newspaper both as a printer and reporter. In 1857 he became a pilot on the Mississippi river. He continued to write.

In 1876 he wrote "The Adventures of Tom Sawyer". The book was read by everybody, by the young and old and was translated into nearly every language in the world. "The Adventures of Tom Sawyer" was such a success that in 1884 he wrote "The Adventures of Huckleberry Finn", and than "Tom Sawyer Abroad" and "Tom

Sawyer the Detective” in 1896. There were many other books written by Mark Twain. But his novels about Tom Sawyer and his friend Huckleberry Finn brought him fame. Mark Twain’s real name was Sammuel Clemens.

Mark Twain’s stories enjoy widespread popularity. His characters are always well-drawn, his stories are true-to-life and the plots of them skillfully built up.

Many years have passed since Mark Twain’s death, but even now we enjoy reading his books. Besides being a humorist, Mark Twain is also a realist – the author of biting satires and bitterly critical pages revealing a good deal of the truth about American way of life.

**5. Answer the following questions.**

- 1) Where was Mark Twain born?
- 2) Why didn’t the future writer even finish secondary school?
- 3) When did Mark Twain start to work?
- 4) When did he write “The Adventure of Tom Sawyer”?
- 5) What brought him world fame?
- 6) What was Mark Twain’s real name?
- 7) What can you say about Twain’s characters?
- 8) Is Mark Twain only a humorist?

**6. Read and translate supplementary text 1 (ST 1) “The Pickwick Club”.**

**THE PICKWICK CLUB**

(an extract)

The election began the next day. Mr. Pickwick met his friends at the Town Inn. There were blue flags everywhere. A band was playing loudly. There were many policemen with blue staffs, electors on horses and electors on foot. There was a carriage for Mr Slumkey and four carriages for his friends.

“Is everything ready?” said Mr Slumkey to Mr Parker.

“Everything, my dear Sir.”

“Nothing has been forgotten, I hope?”

“Nothing, my dear Sir. There are twenty washed men at the street door for you to shake hands with, and six children in arms whom you will pat on the head and ask their age; it always has a great effect. And you can kiss one of them. It will make a very great impression on the crowd”.

“Can somebody else kiss the children?”

“I am afraid not. If you do it, my dear Sir, it will make you very popular.”

“Very well”, said Mr Slumkey, “then it must be done”.

Soon Mr Slumkey appeared before his electors. He shook hands with the men, patted the children on the heads and kissed them all. The cheers of the crowd were loud and long.

During the whole time of the election the town was in a fever of excitement. Some of the electors did not know whom to support.

### Word List

staff – жезл, палиця

carriage – екіпаж

fever – лихоманка

excitement – хвилювання

**7. Make up 10 sentences of your own using the following words and word-combinations.**

1. pseudonym
2. to be acclaimed as ...
3. an apprentice
4. eventually
5. to prospect for gold
6. humorous account
7. rise to celebrity
8. sparkling personality
9. quotable phrases
10. fame

**8. Translate in written form the first half of ST 1.**

**9. Read and translate supplementary text 2 (ST 2).**

### AMERICAN LITERATURE

Revolution marked great period of political writing. Independence gave rise to native American themes in working of living, Cooper. Such writers as Henry James and Mark Twain reached national audiences in post-Civil War decades.

In Colonial America's early days a secular literature was scarcely suffered to exist.

The ferment of the American Revolution and the achievement of independence gave rise to some of the noblest political writing in the English language.

Entirely out of the American mainstream were the works of Edgar Allan Poe (1809-1849). Most 19<sup>th</sup> – century Americans were more comfortable with the healthy, outdoor romanticism of poets William Cullen Bryant (1794-1878), Henry Wadsworth Longfellow (1807-1882) and John Greenleaf Whittier (1807-1892).

In the single decade between 1850 and 1860 New England was the scene of an astonishing outburst of literary creativity that has since become known as the American Renaissance. Nathaniel Hawthorne (1804-1864) published "The Scarlet Letter" Herman Melville (1819-1891) wrote "Moby Dick". The end of the Civil War marked a new development in American literature.

Toward the end of the 19<sup>th</sup> century three "schools" of American novelists took three distinct directions. The Naturalists, including, Stephen Crane (1871-1900) and Theodore Dreiser (1871-1945), depicted the nature in stark detail. Upholding the flag of realism was William Dean Howells (1837-1920), who insisted that "ordinary" middle-class experience was the basic truth of American life. The third direction was represented by Henry James (1843-1916), master of philosophical fiction and the novels of manners.

In the 20<sup>th</sup> century US writers have produced an amazing explosion of literature. The face of the novel and short story was dramatically changed by a quintet of writers who began to publish just after World War I: Sherwood Anderson (1876-1941), F. Scott Fitzgerald (1896-1940), Ernest Hemingway (1898-1965). This group created a challenging and widely imitated array of new styles. The same period brought new life to the American theatre, particularly with the works of Eugene O'Neill (1888-1953), perhaps the greatest dramatist in US history. In more recent years yet another group of remarkably diverse novelists and short-story writers has broken new ground in literature. Their styles range from the rambling tragicomic novels of Saul Bellow (1915) to the subtly polished prose of Truman Capote (1924) and the calculated outrages of Norman Mailer (1923).

Beginning with the late 1930s an outspoken group of black writers began to flourish. The pioneer was Richard Wright.

*10. Translate in written form the 6<sup>th</sup> and 7<sup>th</sup> passages of ST 2.*

*11. Make up 10 questions to ST 2.*

*12. Give a summary of ST 2.*

## MODULE 9

### ERNEST HEMINGWAY

**BT 9. Ernest Hemingway.**

**ST 1. The Book-bag.**

**ST 2. My Favorite Writer.**

*1. Put down and remember the following words and word-combinations.*

impressive personality – вражаюча особистість

legend – легенда

man of action – дієва людина

adventurer – шукач пригод

hunter – мисливець

fisherman – рибалка

car accident – автомобільна аварія

to enlist – записатись

to reject – відмовляти

ambulance driver – водій машини швидкої допомоги

nurse – медична сестра

passion – пристрасть

deep-sea fishing – рибальство у відкритому морі

to be awarded – бути нагородженим

lean style – простий стиль

inevitable physical aging – неминуче фізичне старіння

to committed suicide – скінчити життя самогубством

**2. Work in pairs. Translate the following words and word-combinations**

- **into Ukrainian:**

to be awarded

passion

car accident

legend

inevitable physical aging

fisherman

adventurer

lean style

ambulance driver

to reject

nurse

- **into English:**

вражаюча особистість

дієва людина

шукач пригод

записатись

водій машини швидкої допомоги

пристрасть

бути нагородженим

простий стиль

скінчити життя самогубством

**3. Read and translate basic text 9 (BT 9) “Ernest Hemingway”.**

**ERNEST HEMINGWAY**

Ernest Hemingway is one of the greatest American writers of the 20<sup>th</sup> century. His impressive personality was always surrounded by legends. He was a man of action, a devil-may-care adventurer, a brave war correspondent, an amateur boxer, a big-game hunter and deep-sea fisherman, the victim of three car accidents and two plane crashes, a man of four wives and many loves, but above all a brilliant writer of stories and novels.

Hemingway was born in 1899 in Oak Park, Illinois (USA). His father was a doctor who initiated the boy into the outdoor life hunting,

camping and fishing. In high school Hemingway played football and wrote for the school newspaper.

In 1917, when the United States entered the First World War, Hemingway left home and schooling to become a young reporter for the Kansas City “Star”. He wanted to enlist for the war, but was rejected because of an eye injury from football. Finally, he managed to go to Europe as an ambulance driver for the Red Cross. He joined the Italian army and was seriously wounded.

His war experience and adventurous life provided the background for his many short stories and novels. He achieved success with “A Farewell to Arms”, the story of a love affair between an American lieutenant and an English nurse during the First World War.

Hemingway actively supported the Republicans in the Spanish Civil War and wrote another successful novel of war, love and death. It was “For Whom the Bell Tolls”.

During the Second World War Hemingway was a war correspondent first in China and then in Europe. He fought in France, and helped to liberate Paris.

In his later years Hemingway lived mostly in Cuba where his passion for deep-sea fishing provided the background for “The Old Man and the Sea”. He was awarded the Nobel Prize for literature in 1954.

Hemingway is famous for his lean style, which has been widely imitated but never matched. His heroes show courage in the face of danger, a characteristic which Hemingway admired greatly and which he prided himself on possessing. Unwilling to live with the inevitable physical aging, Hemingway committed suicide, as his father had done before him under similar circumstances.

***4. Find in BT 9 the translation of the following words and word-combinations.***

Оточувати, сміливий воєнний кореспондент, шкільна газета, вступити у війну, вступити до армії, серйозно поранений, воєнний досвід, досягти успіху, активно підтримувати, обставини, захоплюватись.

**5. Answer the following questions.**

- 1) Is Ernest Hemingway one of the greatest American or English writer?
- 2) When and where was he born?
- 3) What do you know about his hobby?
- 4) When did he became a young reporter?
- 5) Hemingway's war experience provided the background for his writings, didn't it?
- 6) What Hemingway's successful novel of war do you know?
- 7) What did he do during the Second World War?
- 8) Was he awarded the Nobel Prize for literature in 1954 or in 1952?
- 9) What is Hemingway famous for?
- 10) What do you know about the circumstances of his death?

**6. Insert necessary words and word-combinations using your active vocabulary.**

- 1) His ... .. was always surrounded by ....
- 2) He wanted to ... for the war, but was ... because of an eye injury from football.
- 3) In his later years Hemingway lived mostly in Cuba where his ... for ... .. provided the background for "The Old Man and the Sea".
- 4) Hemingway is famous for his ... ..

**7. Connect the following verbs with the nouns of BT 9.**

to initiate  
to enlist  
To reject  
to support  
to liberate  
to award  
to imitate  
to match  
to possess  
to admire

**8. Read and translate supplementary text 1(ST 1) “The Book-bag”.**

**THE BOOK-BAG**

Some people read for instruction, and some for pleasure, but not a few read from habit. I belong to that company. Let us admit that reading with us is just a drug that we cannot get along without.

Books are necessary to me and I never travel far without enough reading matter. But when I am starting on a long journey the problem is really great. I have learnt my lesson. Once I fell ill in small town in Java and had to stay in bed for three months. I came to the end of all the books I had brought with me and knowing no Dutch had to buy the schoolbooks from which intelligent Javanese, I suppose, got knowledge of French and German. So I read again after twenty-five years the plays of Goethe, the fables of La Fontaine and the tragedies of Racine. *I have the greatest admiration for Racine*, but I admit that to read his plays one after the other requires a certain effort in a person who is ill. Since then I have made a point of travelling with a large sack full of books *for every possible occasion and every mood*.

There are books to read when you are ill and books to read when your *brain* wants something to work at; there are books that you have always wanted to read but in the hurry of life at home have never found time to; there are books to read at sea; there are books for bad weather; there are books chosen solely for their length, which you take along when you have to travel light, and there are the books you can read when you can read nothing else.

**Word List**

to have the greatest admiration for – більш за все захоплюватись  
чимось

for every possible occasion – для кожного можливого випадку

for every mood – для будь-якого настрою

brain – розум, мозок

**9. Make written translation of ST 1.**

**10. Make up 10 questions to the text.**

**11. Study the following proverbs and comment them. Give Ukrainian equivalents, learn the proverbs by heart.**

- 1) Like author, like book.
- 2) Choose an author as you choose a friend.
- 3) A room without books is a baby without soul.
- 4) Wear the old coat and buy a new book.
- 5) Don't judge a book by its cover.
- 6) There is no friend as faithful as a good book.

**12. Read and translate supplementary text 2 (ST 2) "My Favourite Writer".**

### **MY FAVOURITE WRITER**

To begin with I have to admit that I'm fond of reading. I have been doing regular reading since my childhood. I liked to read books about the history of our country, about famous people and adventures. Literature means much in my life. It helps to form the character and the world outlook, to understand life better. Books teach us to be honest, modest, and courageous. They help us to feel compassion for weak people.

Jack London became my favourite writer from his first books I'd read. It was his novel "Martin Eden". First of all I got interested in Jack London as a personality. His life story struck me not less than his works. What a man! He was strong and talented. He lived a life of adventures and hardships. So he knew what he was writing about. In his novel "Martin Eden" he described his biography. What a hard life he lived!

Jack London was born in San Francisco in 1876. From his childhood he suffered greatly. He changed a lot of jobs: selling out newspapers, working at the factory. He hated that kind of job, which exhausted people and made them suffer physically and morally.

Young Jack had no opportunity to go to school. So he studied privately reading much at night.

When gold was found in Alaska, Jack London joined the gold rush. He returned home without gold but with rich impressions about people with whom he met and made friends. They became the prototypes of his heroes.

That is why it is so interesting to read his novels "The Call of the Wild" and "White Fang". His heroes are bright personalities. They are

physically strong and enduring people. They try to find a way out from the most difficult situations. They fight and survive.

The very first story “The Love of Life” caught my fancy. I was struck by the will of a sick man who found himself alone, side by side with a wolf. Both the man and the wolf were sick and weak. And each of them was waiting for the other to grow still weaker and faint. The man won. While reading the story I admired the courage and human spirit of the hero.

The story “Brown Wolf” is not less interesting. It’s about a dog and his devotion to people.

Later I read more novels and stories by Jack London. My fondness of Jack London, the greatest American writer, will stay with me all my life.

***13. Make your own sentences with the following words using your active vocabulary.***

Adventure, world outlook, compassion, hardship, to exhaust, to suffer, enduring, to survive, to faint, to admire, devotion.

***14. Find more information about Jack London and make a report.***

***15. Write a composition about literature and your favourite writer using the questions given below.***

1. Who is your favorite writer?
2. Is he a Ukrainian writer or a foreign one?
3. How did he begin to write?
4. What was his first book?
5. What books did he write?
6. Which book written by this writer do you like best?
7. What is this book about?
8. Who are the main characters in the book?
9. How many books by this writer have you read?
10. Why do you like his books?
11. Are these books read by many people?
12. Is your favourite writer a novelist or a short story writer?
13. Are you fond of reading poems?
14. Who is your favorite poet?

15. Do you know anything by heart from his poems?
16. Do you read books by foreign writers in the original or in Ukrainian translation?
17. What famous British writers and poets do you know?
18. What well-known American authors can you mention?
19. What is your favourite book written by a British writer?
20. What is your favourite book written by an American writer?

## HOME READING

### TEXT 1

#### THE ADVENTURES OF MY AUNT

*(by Washington Irving)*

My aunt was a big woman, very tall, with a strong mind and will. She was what you may call a very manly woman. My uncle was a thin, small man, very Weak, with no will at all. He was no match for my aunt. From the day of their marriage he began to grow smaller and weaker. His wife's powerful mind was too i much for him; it undermined his health, and very soon he fell ill.

My aunt look possible care of him; half the doctors in town visited him and prescribed medicine for him enough to cure a whole hospital. But all was in vain. My uncle grew worse and worse and one day she found him dead.

My aunt was very much upset by the death of her poor dear husband. Perhaps now she was sorry that she had made him take so much medicine and felt, perhaps, that he was the victim of her kindness. Anyhow she did all that a widow could do to honour his memory. She spent very much money on her mourning dress, she wore a miniature of him about her neck as large as a small clock; and she had a full-length portrait of him always hanging in her bedroom. All the world praised her conduct. "A woman who did so much to honour the memory of one husband, deserves soon to get another," said my aunt's friends.

Some time passed, and my aunt decided to move to Derbyshire where she had a big country house. The house stood in a lonely, wild part of the country among the grey Derbyshire hills.

The servants, most of whom came with my aunt from town, did not like the sad-looking old place. They were afraid to walk alone about its half-empty black-looking rooms. My aunt herself seemed to be struck with the lonely appearance of her house. Before she went to bed, therefore, she herself examined the doors and the windows and locked them with her own hands. Then she carried the keys from the house together with a little box of money and jewels to her own room. She always saw to all things herself.

One evening, after she had sent away her maid, she sat by her toilet-table, arranging her hair. For, in spite of her sorrow for my uncle, she still cared very much about her appearance. She sat for a little while looking at her face in the glass first on one side, then on the other. As she looked, she thought of her old friend, a rich gentleman of the neighborhood, who had visited her that day, and whom she had known since her girlhood.

All of a sudden she thought she heard something move behind her. She looked round quickly, but there was nothing to be seen. Nothing but the painted portrait of her poor dear husband on the wall behind her. She gave a heavy sigh to his memory. Her sigh was re-echoed. She looked round again, but no one was to be seen.

"Oh, it is only the wind," she thought and went on putting her hair in papers, but her eyes were still fixed on her own reflection and the reflection of her husband's portrait in the looking-glass. Suddenly it seemed to her that in the glass she saw one of the eyes of the portrait move. It gave her a shock.

"I must make sure," she thought and moved the candle so that the light fell on the eye in the glass. Now she was sure that it moved. But not only that, it seemed to give her a wink exactly as her husband used to do when he was living. Now my aunt got really frightened... Her heart began to beat fast Shi suddenly remembered all the frightful stories about ghosts and criminals that she had heard.

But her fear soon was over. Next moment, my aunt who, as I have said had a remarkably strong will, became calm. She went on arranging her hair. She even sang her favorite song in a low voice and did not make a single false note. She again moved the candle and while moving it she overturned her work-box. Then she took the candle and began without any hurry to pick up the articles one by one from the floor. She picked up something near the door, looked for a moment into the corridor as if in doubt whether to go and then walked quietly out.

She hurried down the stairs and ordered the servants to arm themselves with anything they could find. She herself caught up a red-hot poker and, followed by her frightened servants, returned almost at once. They entered the room. All was still and exactly in the same order as when she had left it. They approached the portrait of my uncle.

"Pull down that picture," ordered my aunt.

A heavy sigh was heard from the portrait. The servants stepped back in fear.

"Pull it down at once," cried my aunt impatiently.

The picture was pulled down and from a hiding-place behind it, they dragged out a big, black-bearded fellow with a knife as long as my arm, but trembling with fear from head to foot. He confessed that he had stolen into my aunt's room to get her box of money and jewels, when all the house was asleep. He had once been a servant in the house and before my aunt's arrival had helped to put the house in order. He had noticed the hiding-place when the portrait had been put up. In order to see what was going on in the room he had made a hole in one of the eyes of the portrait.

My aunt did not send for the police. She could do very well without them: she liked to take the law into her own hands. She had her own ideas of cleanliness also. She ordered the servants to draw the man through the horsepond in order to wash away his crimes, and then to dry him well with a wooden "towel".

But though my aunt was a very brave woman, this adventure was too much even for her. She often used to say, "It is most unpleasant for a woman to live alone in the country." Soon after she gave her hand to the rich gentleman of the neighborhood.

## NOTES

He was no match to my aunt. - Він був не пара для моєї тітки.

Derbyshire - Дербішир, графство в Англії

My aunt herself seemed to be struck with the lonely appearance of her house. - Здавалось, що і сама моя тітка була вражена пустинним виглядом будинку.

to see to - турбуватися, доглядати

in spite of - не дивлячись на

She still cared very much about her appearance. - Вона все ще дуже слідувала за своєю зовнішністю.

papers - тут папільйотка

a little while - через деякий час

all of a sudden - раптом

there was nothing to be seen - нічого не було видно

to give a shock - вразити

I must make sure - Я повинна перевірити  
 It seemed to give her a wink. - Воно (око), здавалось підморгувало їй.  
 as if in doubt whether to go - ніби сумніваючись, йти їй чи ні  
 to do without - обійтися без чогось  
 a wooden "towel" - дерев'яний рушник (маються на увазі різки)  
 in vain- марно

## VOCABULARY AND GRAMMAR WORK

### 1. Suggest Ukrainian versions for the following.

English word	Ukrainian equivalent	English word	Ukrainian equivalent
manly		to praise	
weak		to strike	
No match		to drag out	
to undermine		Ghost	
to cure		to give a wink	
In vain		to confess	
to be upset		to steal	
widow		to sigh	
mourning		Therefore	
victim		Poker	

### 2. Match the English words with their Ukrainian equivalents.

to re-echo	чорнобородий
papers	прокрастися
to give a wink	страшний
frightened	водойма для купання коней
frightful	підморгувати
ghost	витягнути
poker	кочерга
impatiently	нетерпляче
to drag out	привид
black-bearded	віддаватися луною
to confess	коштовності

to steal into  
jewels  
horsepond

папільйотка  
зізнатися  
наляканий

**3. Make these sentences complete recalling the situations in which they are used in the text.**

My aunt was a \_\_\_\_\_, very \_\_\_\_\_, with a \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_. She was what you may call \_\_\_\_\_.  
My uncle \_\_\_\_\_ for my aunt. From the day of their marriage he  
began \_\_\_\_\_. His wife's powerful \_\_\_\_\_ was too  
much for him; it \_\_\_\_\_, and very soon he fell ill.

My aunt took \_\_\_\_\_ possible care of him;  
\_\_\_\_\_ visited him and  
\_\_\_\_\_ for him enough to  
\_\_\_\_\_ a whole hospital. But all  
was \_\_\_\_\_. My uncle grew \_\_\_\_\_ and one day she  
found him \_\_\_\_\_.

My aunt was very much \_\_\_\_\_ by the death of her  
\_\_\_\_\_. She did all that a \_\_\_\_\_ could do to  
\_\_\_\_\_ his memory. She spent very much money on her  
\_\_\_\_\_, she wore a \_\_\_\_\_ about her neck as  
large as a small clock; and she had a \_\_\_\_\_ of him  
always hanging in her bedroom.

**4. Give Ukrainian equivalents to the following.**

English phrases	Ukrainian equivalents
to put one's hair in papers in give a wink to get frightened the frightful stories to hurry down the stairs lit approach the portrait to drag out a big fellow	

to get the box of money to notice the hiding place not to send for the police to take the law into one's own hands to draw the man through the horsepond to wash away the crimes to give one's hand	
---	--

**5. Supply the missing prepositions or adverbs.**

My aunt decided \_\_\_\_\_ move \_\_\_\_\_ Derbyshire where she had a big country house. The house stood \_\_\_ a lonely, wild part \_\_\_\_\_ the country \_\_\_\_\_ the grey Derbyshire hills.

The servants, most \_\_\_\_\_ whom came \_\_\_ my aunt \_\_\_\_\_ town, did not like the place. My aunt herself seemed to be struck the lonely appearance \_\_\_\_\_ her house. \_\_\_\_\_ she went \_\_\_\_\_ bed, therefore, she herself examined the doors and the windows and locked them \_\_\_ her own hands. Then she carried the keys \_\_\_\_\_ the house together \_\_\_\_\_ a little box \_\_\_\_\_ money and jewels, \_\_\_\_\_ her own room. She always saw \_\_\_\_\_ all things herself.

All \_\_\_\_\_ a sudden she thought she heard something move \_\_\_\_\_ her. \_\_\_\_\_ She saw nothing but the painted portrait \_\_\_\_\_ her poor dear husband \_\_\_\_\_ the wall \_\_\_\_\_ her. She gave a heavy sigh \_\_\_\_\_ his memory. She looked \_\_\_\_\_ again, but no one was to be seen.

The picture was pulled \_ and \_\_\_\_\_ a hiding-place \_\_\_\_\_ it, they dragged \_\_\_\_\_ a \_\_\_\_\_ big, black-bearded fellow . A knife as long as my arm, but trembling \_\_\_\_\_ fear head \_\_\_\_\_ foot. He confessed that he had stolen \_\_\_\_\_ my aunt's room to get her box money and jewels. He had once been a servant \_\_\_\_\_ the house and my aunt's arrival had helped to put the house \_\_\_\_\_ order. \_\_\_\_\_ order to see what was

going \_\_\_\_\_ the room he had made a hole \_\_\_\_\_ one the eyes  
\_\_\_\_\_ the portrait.

My aunt did not send \_\_\_\_\_ the police. She could do very  
well \_\_\_\_\_ them: she liked to take the law \_\_\_\_\_ her own hands.  
She had her own ideas \_\_\_\_\_ cleanliness also. She ordered the  
servants to draw the man the horsepond \_\_\_\_\_ order to wash his  
crimes, and then to dry him well \_\_\_\_\_ a wooden  
\_\_\_\_\_ "towel".

**6. Complete the sentences. Choose the proper form of the verb.**

1. My aunt often used \_\_\_\_\_ (*to say, saying*): 'It's most unpleasant for a woman to live alone in the country.'
2. She was used \_\_\_\_\_ (*to care, caring*) very much about her appearance.
3. She used \_\_\_\_\_ (*to sit, sitting*) at the table with her mirror.
4. Another moment she began \_\_\_\_\_ (*to realize, realizing*) that one of the eyes of the portrait began \_\_\_\_\_ (*to move, moving*).
5. She overturned the work-box and began \_\_\_\_\_ (*picking, to pick*) up the articles one by one from the floor.
6. From the day of their marriage he began \_\_\_\_\_ (*to grow, growing*) smaller and weaker.
7. Some time passed and the woman decided \_\_\_\_\_ (*to move, moving*) to Derbyshire.
8. They were afraid \_\_\_\_\_ (*to walk, walking*) alone in the lonely place. She gave a heavy sigh to his memory and went on \_\_\_\_\_ (*to arrange, arranging*) her hair.
9. 'It is only the wind,' she thought and went on \_\_\_\_\_ (*to put, putting*) her hair in papers.
10. Suddenly it seemed to her that she saw that one of the eyes on the portrait began \_\_\_\_\_ (*to move, moving*).
11. She stopped \_\_\_\_\_ (*to sing, singing*) and looked at the portrait again.

**7. Say the same in Ukrainian.**

1. She was a woman with a strong mind and will.

2. She always saw to all her things herself.
3. She gave a heavy sigh to his memory.
4. My aunt liked to take the law into her own hands.
5. She had her own ideas of cleanliness too.
6. She ordered the servants to draw the man through the horsepond in order to wash away his crimes, and then to dry him well with a wooden 'towel'.

**8. Say the same in English.**

1. Він був не пара моїй тітці.
2. Моєму дядькові ставало все гірше та гірше, і одного дня він помер.
3. Здавалося, що моя тітка сама була вражена пустинним виглядом будинку.
- 4 Раптом їй здало ся, що вона побачила, як око на портреті рухається.
5. Здавалося, що око їй підморгувало, точно так, як це бувало робив її чоловік, коли ще був живий.
6. Скоро вона пододала страх і заспокоїлася.
7. Моя тітка не послала за поліцією. Вона могла впоратися і без неї.

**9. Arrange the sentences in the logical order according to the text.**

- a) She often used to say, "It is most unpleasant for a woman to live alone in the country".
- b) My aunt took possible care of him
- c) My aunt was a very manly woman.
- d) She always saw to all things herself.
- e) "I must make sure," she thought and moved the candle so that the light fell on the eye.
- f) Soon after she gave her hand to the rich gentleman of the neighborhood.
- g) She suddenly remembered all the frightful stories about ghosts and criminals that she had heard.
- h) Some time passed, and my aunt decided to move to Derbyshire where she had a big country house.
- i) My uncle undermined his health, and very soon he fell ill.

- j) One evening, after she had sent away her maid, she sat by her toilet-table, arranging her hair.
- k) My aunt did not send for the police. She ordered the servants to draw the man through the horsepond in order to wash away his crimes, and then to dry him well with a wooden "towel".
- l) My aunt herself seemed to be struck with the lonely appearance of her house.
- m) My aunt did all that a widow could do to honour his memory.
- n) All of a sudden she thought she heard something move behind her.
- o) Suddenly it seemed to her that in the glass she saw one of the eyes of the portrait move. It gave her a shock.
- p) The picture was pulled down and from a hiding-place behind it, they dragged out a big, black-bearded fellow with a knife as long as my arm.
- q) She hurried down the stairs and ordered the servants to arm themselves with anything they could find.
- r) They approached the portrait of my uncle.

## **READING COMPREHENSION**

### ***1. Attention check***

***Read the text once then state whether the sentences given below are true or false according to the text.***

***Express your agreement or disagreement with the following statements. Use: 'I quite agree with this', 'How can one say such a thing?' 'How can it be!'***

1. The author's aunt was a woman of a delicate figure.
2. Her husband was a man of strong will, but his health was undermined, so he fell ill and died.
3. All the aunt's acquaintances approved the aunt's behavior after the death of her husband.
4. When the woman decided to move to Derbyshire, all her servants were very glad, because life in the countryside was better.
5. One evening when the maid was arranging the aunt's hair, the woman noticed something unusual on the portrait of her husband.
6. When the woman heard something move behind her she thought it was only the wind.
7. The author's aunt was a good singer.

8. The servants were so frightened that they didn't return to the room.
9. When the woman with a poker came back to the room, she saw her husband alive behind the portrait.
10. The woman was so shocked that she fell unconscious and the servants had to call the doctor.

## ***2. Test your understanding of the text.***

1. The narrator's aunt was a woman of
  - a) man's dream
  - b) unusual beauty
  - c) a strong will and mind.
2. After her husband's death she
  - a) married another man at once
  - b) was very much upset
  - c) fell seriously ill.
3. The house where the narrator's aunt decided to move stood
  - a) in the field near the wood
  - b) in a lonely wild part of the country
  - c) on one of the high grey Derbyshire hills.
4. She always
  - a) ordered her servants to see to all her things
  - b) asked someone to come to see her
  - c) saw to all her things herself.
5. One evening, thinking of her old friend, she
  - a) heard something move behind her
  - b) saw something in a little box of jewels
  - c) was arranging her hair in the room.
6. Suddenly it seemed to her that in the glass she saw
  - a) a stranger
  - b) the reflection of her old friend
  - c) one of the eyes of the portrait move.
7. The aunt suddenly remembered
  - a) her dead husband
  - b) all the frightful stories about criminals that she had heard
  - c) how much money she had spent on her mourning dress.
8. She hurried
  - a) down the stairs

- b) to come out of the house
  - c) to find all her servants.
9. From a hiding place behind the picture my aunt's servants dragged out
- a) one of the man-servants with a knife
  - b) a big, black-bearded fellow with a knife
  - c) a woman's husband with a knife.
10. Soon after that incident my aunt
- a) made a hole in one of the eyes of the portrait
  - b) married a rich gentleman
  - c) died.

### ***3. Discussion.***

1. What kind of woman was the author's aunt?
2. What happened to her husband?
3. How did the woman take care of him?
4. "He was no match to my aunt". What does this remark suggest?
5. What made her think that her husband was the victim of her kindness?
6. What facts suggest that the aunt was very much upset after her husband's death?
7. What were the aunt's and her servants' impressions of the country house?
8. Describe how the woman was spending one evening in the country house.
9. What made the woman hurry down the stairs and order the servants to arm?
10. "A heavy sigh was heard from the portrait." Describe what happened next.
11. Why didn't the aunt send for the police? How do you understand the words, "She had her own ideas of cleanliness."
12. Where did the woman live after the incident?
13. Find in the text some facts to prove that the author was ironical towards his aunt.
14. Pick out some facts from the text to show that the author's aunt was a woman with a strong character. What does it mean for you to be a woman of a strong mind and will?
15. If you were the main hero of the story, would you send the thief to the police?

16. Have you ever had any exciting adventures in your life? What were they about? Under what circumstances?

**TEXT 2**  
**NO STORY**

*(by O. Henry)*

The conversation I am going to tell you about took place in the reporter's room of The Morning Beacon. I was doing work on a newspaper. I wrote about the events that happened in New York City's streets. I was short of money because I had no regular work.

One day Tripp came in and leaned on my table. Tripp was something in the mechanical department. I think he had something to do with pictures, because he always smelled of photographer's chemicals and his hands were always stained and burnt with acids. He was about twenty-five and looked forty. Half of his face was covered with short, curly red whiskers that looked like a door-mat. He was pale and unhealthy and miserable and was always borrowing sums of money from twenty-five cents to a dollar. One dollar was his limit. He knew that nobody would give him more than a dollar. When he leaned on my table he held one hand with the other to keep both from shaking. Whisky!

"Well, Tripp," said I, looking up at him rather impatiently, "how goes it?" He was looking more miserable than I had ever seen him.

"Have you got a dollar?" asked Tripp looking at me with his dog-like eyes.

That day I had managed to get five dollars for my Sunday story. "I have," said I; and again I said, "I have," more loudly, "and four besides. And I had hard work getting them. And I am very glad I got them because I need them all;" I was afraid he would ask me to give him a dollar. So I made everything clear.

"I don't want to borrow any," said Tripp, "I thought you'd like to get a good story. I've got a really fine one for you. It'll probably cost you a dollar or two to get the stuff. I don't want anything out of it myself."

"What is the story?" I asked with an editorial air.

"I'll tell you," said Tripp. "It's a girl. A beauty. You have never seen a girl like her. She is a flower... She has lived all her life on Long Island

and never saw New York City before. I ran against her on Thirty-fourth Street. She stopped me in the street and asked me where she could find George Brown. Asked me where she could find George Brown in New York City! What do you think of that?!"

"I talked to her, and found out that she was going to marry a young farmer named Hiram Dodd next week. But she cannot forget her first love – George Brown. It's like this. Some years ago George set off for New York to make his fortune. He did not reappear. After some time she agreed to marry Dodd. But Ada – her name's Ada Lowery – couldn't forget George, so this morning she saddled a horse and rode eight miles to the railway station to catch the 6.45 a.m. train.

She came to the city to look for George. She must have thought the first person she inquired of would tell her where her George was! You ought to see her! What could I do? She had paid her last cent for her railroad ticket. I couldn't leave her in the street, could I? I took her to a boarding-house. She has to pay a dollar to the landlady. That's the price per day. I'll show you the house."

I was angry. "That's no story," said I. "Every ferry-boat brings or takes away girls from Long Island. What kind of story can I make out of this?"

Tripp looked disappointed. "Can't you see what an amazing story it would make? You could describe the beauty of the girl; you could write about true love! Well you know how to do it. You ought to get fifteen dollars for it. And it'll cost you only four, so you'll make a profit of eleven dollars."

"How will it cost me four dollars?" I asked suspiciously.

"One dollar to the landlady and two dollars to pay the girl's fare back home."

"And the fourth?" I inquired.

"One dollar to me," said Tripp, "for whisky. Do you agree?"

I did not answer him but only smiled and began writing again. "Don't you see," he insisted, "that the girl has got to get back home today? Not tonight or tomorrow, but today. I can't do anything for her. I thought you could make a newspaper story out of it and get some money for it. But no matter whether you want to write the story or not – she must get back home before night!"

And then I began to feel what is known as the sense of duty. In a kind of cold anger I put on my coat and hat. But I swore to myself that Tripp would not get the dollar.

Tripp took me in a street-car to the boarding-house. I paid the fares.

A woman opened the door a little. Tripp gave her the dollar without a word, and she let us in.

In a dim parlor a girl sat crying quietly and eating candy out of a paper bag. She was a real beauty. Crying only made her eyes brighter.

"My friend, Mr Chalmers. He is a reporter," said Tripp, "and he will tell you, Miss Lowery, what's best to do."

He looked like a beggar in his old coat. I felt ashamed of being introduced as Tripp's friend in the presence of such beauty.

"Why-er-Miss Lowery," I began feeling terribly awkward, "will you tell me the circumstances of "the case?"

"Oh," said Miss Lowery, "there aren't any circumstances, really. It's the first time I have ever been to New York", said the girl. "I had no idea that it was such a big place. And I met Mr... Mr Flip in the street and asked him about a friend of mine and he brought me here and asked me to wait."

"I advise you, Miss Lowery," said Tripp, "to tell Mr Chalmers all. He is a friend of mine, and he will tell you what to do."

"Why, of course," said Ada. "There is nothing to tell... only ... You see, everything is fixed for me to marry Hiram Dodd next Thursday. He's got one of the best farms on the Island. But last night I got to thinking about G-George-"

Down went the golden head upon her hands. What a storm of tears! By and by she took another candy and went on.

"You see, I can't help it. George and I loved each other since we were children. Four years ago he went to the city. He said he was going to be a policeman or a railroad president or something. And then he was coming back for me. But I never heard from him any more. And I – I – liked him."

Down went the head again.

"Now, Miss Lowery," said I, "life is hard for all of us. We seldom marry those whom we first love. You say that you like this young man, Dodd, don't you? He's all right, and good to you, isn't he?"

"Of course I like him. And of course he's good to me. He's promised me an automobile and a motor-boat. But somehow I couldn't help thinking about George. Something must have happened to him or he would have written. On the day he left, he got a hammer and a chisel and cut a cent into two pieces. I took one piece and he took the other, and we promised to be true to each other and always keep the pieces till we saw each other again. I've got mine at home. I guess I was silly to come here. I never realized what a big place it is."

Tripp broke in with an awkward little laugh.

I saw he was trying to be of help in order to get his whisky dollar.

"Oh, the boys from the country forget a lot when they come to the city. He may have met another girl or may be has gone to the dogs because of whisky. You go back home, and you'll be all right."

In the end we persuaded Miss Lowery to go back home. The three of us then hurried to the ferry, and there I found the price of the ticket to be but a dollar and eighty cents. I bought one, and a red, red rose with the twenty cents for Miss Lowery. We saw her aboard her ferry-boat and stood watching her wave her handkerchief at us until it was a tiny white patch. And then Tripp and I faced each other. Tripp looked more miserable than ever.

"Can't you get a story out of it?" he asked. "Some sort of a story?"

"Not a line," said I. "There is nothing interesting in all this. But we should be glad that we have helped a little girl. That's all. "

"I'm sorry," he said quietly. "I'm sorry you've had to spend money".

"Let's try to forget it," I said. I was not going to give him a dollar for whisky.

There was disappointment in his tone. Tripp unbuttoned his shabby coat to reach for something that had once been a handkerchief. As he did so I caught sight of something shining on his cheap watch-chain. I stretched out my hand for it and seized it curiously. It was the half of a silver cent that had been cut in halves with a chisel.

"What?!" I exclaimed looking at him in amazement.

"Oh yes," he replied. "George Brown, alias Tripp. What's the use?"

I produced a dollar from my pocket and unhesitatingly laid it in his hand.

## NOTES

No story - тут: Оповідання не вийшло (букв. Ніякого оповідання)

The Morning Beacon - назва газети "Ранковий маяк"

I was short of money. - У мене не було грошей.

I had no regular work. - Я не був штатним робітником (букв. У мене не було постійної роботи).

How goes it? - How is life? - Як справи?

How are you getting on? - Як справи? Як поживаєш?

It will make an interesting story. - Вийде цікаве оповідання.

with an editorial air - як ніби він був редактором

I ran against her. - Я зустрівся з нею.

to make his fortune - щоби розбагатіти

per day - на день

a street-car - amer. - трамвай

parlor - вітальня

railroad president - amer. - президент залізничної компанії

I guess - amer. - I think - я гадаю

boarding-house - пансіон (будинок, де здаються приміщення з харчуванням)

He has gone to the dogs because of whisky. - Його життя згублене, так як він спився.

It was over at last. - Нарешті, все було позаду.

not a line - жодного рядка

in halves - навпіл (на дві половинки)

What's the use? - А що толку?

## VOCABULARY AND GRAMMAR WORK

### *1. Match the English words and their Ukrainian translations.*

to lean (leaned, leant)

обставини

to be stained

бути пропаленим

to be burnt

бути заплямленим

chemicals

кислота

acid

хімікати

door-mat

брати в борг

miserable

жалюгідний

to borrow	рогожа
to inquire	пором
circumstances	нахилятися
ferry-boat	навести довідки

**2. Fill in with the words from the text.**

miserable, editorial, stained, saddled, landlady, boarding-house, fortune, leaned, chemicals, stuff, acids

1. One day Tripp came in and \_\_\_ on my table.
2. He always smelled of \_\_\_\_\_ .
3. His hands were always \_\_\_ and burnt with \_\_\_\_\_ .
4. He was pale and unhealthy and \_\_\_\_\_ .
5. "It'll probably cost you a dollar or two to get the \_\_\_\_\_".
6. "What is the story?" I asked with an \_\_\_\_\_ air.
7. "Some years ago George set off to New York to make his \_\_\_\_\_".
8. This morning she \_\_\_\_\_ a horse and rode eight miles to the railway station.
9. I took her to a \_\_\_\_\_ .
10. She has to pay a dollar to the \_\_\_\_\_ .

**3. Match the related parts of the sentences correctly.**

- |  |                         |
|--|-------------------------|
| 1. I was short of money<br>dollar.                             | a) from 25 cents to a   |
| 2. He had something to do with pictures<br>than a dollar.      | b) would give him more  |
| 3. He knew that nobody<br>smelled of chemicals.                | c) because he always    |
| 4. That day I had managed to get five dollars<br>regular work. | d) because I had no     |
| 5. He was always borrowing sums of money                       | e) for my Sunday story. |

**4. Supply the prepositions and adverbs where necessary.**

1. She came \_\_\_ the city to look \_\_\_ George. She must have thought the first person she inquired \_\_\_\_\_ would tell her where her George was! She had paid her last cent \_\_\_\_\_ her railroad ticket. I couldn't leave her \_\_\_\_\_ the street, could I? I took her \_\_\_\_\_ boarding-house. She has to pay a dollar \_\_\_\_\_ the landlady. That's the price \_\_\_\_\_ day. "

2. "Every ferry-boat brings or takes \_\_\_\_\_ girls \_\_\_\_\_ Long Island. What kind \_\_\_\_\_ story can I make \_\_\_\_\_ this?"

Tripp said, "You could describe the beauty \_\_\_\_\_ the girl; you could write \_\_\_\_\_ true love! You ought to get fifteen dollars it. And it'll cost you only four, so you'll make a profit \_\_\_\_\_ eleven dollars."

3. \_\_\_\_\_ a kind \_\_\_\_\_ cold anger I put \_\_\_\_\_ my coat and hat. But I swore \_\_\_\_\_ myself that Tripp would not get the dollar.

Tripp took me \_\_\_\_\_ a street-car \_\_\_\_\_ the boarding-house. Tripp gave \_\_\_\_\_ the woman the dollar \_\_\_\_\_ a word, and she let us \_\_\_\_\_ . \_\_\_\_\_ a dim parlor a girl sat crying quietly and eating candy \_\_\_\_\_ a paper bag. She was a real beauty.

4. \_\_\_\_\_ went the golden head \_\_\_\_\_ her \_\_\_\_\_ hands. What a storm \_\_\_\_\_ tears! \_\_\_\_\_ and she took another candy and went \_\_\_\_\_.

5. Tripp broke \_\_\_\_\_ \_\_\_\_\_ an awkward little laugh. I saw he was trying to be \_\_\_\_\_ help \_\_\_\_\_ order to get his whisky dollar.

"Oh, the boys \_\_\_\_\_ the country forget a lot when they come \_\_\_\_\_ the city. He may have met another girl or may be has gone \_\_\_\_\_ the dogs because \_\_\_\_\_ whisky. You go \_\_\_\_\_ home, and you'll be all right."

### ***6. Put the verbs in brackets into the correct tense form.***

1. He \_\_\_\_\_ (know) that nobody \_\_\_\_\_ (give) him more than a dollar.

2. I \_\_\_\_\_ (be afraid) he \_\_\_\_\_ (ask) me to give him a dollar.

3. He \_\_\_\_\_ (say) that I \_\_\_\_\_ never \_\_\_\_\_ (see) a girl like her.

4. She \_\_\_\_\_ (ask) me where she \_\_\_\_\_ (can) find George Brown.

5. I \_\_\_\_\_ (think) you \_\_\_\_\_ (can) get a newspaper story out of it.

6. I \_\_\_\_\_ (swear) to myself that Tripp \_\_\_\_\_ (not get) a dollar.

7. He \_\_\_\_\_ (say) he \_\_\_\_\_ (be going) to be a policeman or a railroad president.

**7. Find in the text the sentences in which the following word-combinations are used. Use them in the sentences of your own.**

to borrow money  
to be short of money  
to get the stuff  
to marry a young farmer  
to saddle a horse  
to look disappointed  
to tell somebody the circumstances  
to make a profit  
to pay the fare  
to feel a sense of duty  
to feel awkward  
to promise to be true to each other  
to be aboard the ferry-boat  
to wave the handkerchief  
to look miserable  
to unbutton the shabby coat  
to catch sight of smth  
to be cut in halves  
to produce a dollar from the pocket

**8. Say the same in Ukrainian.**

1. She must have thought the first person she inquired of would tell her where her George was!
2. "Can't you see what an amazing story it would make?"
3. "And it'll cost you only four, so you'll make a profit of eleven dollars."
4. "But no matter whether you want to write the story or not – she must get back home before night!"
5. In a dim parlor a girl sat crying quietly and eating candy out of a paper bag.
6. Crying made only her beautiful eyes brighter.
7. "I felt ashamed of being introduced as Tripp's friend in the presence

of such beauty."

8. Down went the golden head upon her hands.
9. You see, everything is fixed for me to marry Hiram Dodd next Thursday.
10. "But somehow I couldn't help thinking about George."
11. Tripp broke in with an awkward little laugh.
12. "I saw he was trying to be of help in order to get his whisky dollar."

***9. Who said the following? Under what circumstances?***

1. "It'll probably cost you a dollar or two to get the stuff. I don't want anything out of it myself."
2. "You have never seen a girl like her. She is a flower..."
3. "That's no story, every ferry-boat brings or takes away girls from Long Island."
4. "Don't you see, that the girl has got to get back home today? Not tonight or tomorrow, but today."
5. "Oh, there aren't any circumstances, really."
6. "I advise you, Miss Lowery, to tell Mr Chalmers all. He is a friend of mine, and he will tell you what to do."
7. "Why, of course. You see, everything is fixed for me to marry Hiram Dodd next Thursday."
8. "Something must have happened to him or he would have written."
9. "Oh, the boys from the country forget a lot when they come to the city."
10. "I guess I was silly to come here. I never realized what a big place it is."

## **READING COMPREHENSION**

***1. Attention check.***

***Read the text once then state whether the sentences given below are true or false according to the text.***

***Express your agreement or disagreement. Use the following: "It isn't true", "It's absurd to say", "The facts support", "I'm bound to say".***

1. Mr Chalmer worked in the mechanical department in New York.

2. Tripp often borrowed some dollars.
3. Tripp had an exciting story and wanted to sell it.
4. The story was about Tripp himself.
5. The girl from Long Island came to New York to look for some job.
6. Tripp asked the reporter to pay the girl's house rent.
7. The author was proud to be introduced as Tripp's friend.
8. Both lovers had a coin to keep till met again.
9. The two men persuaded Miss Lowery to return home.
10. Tripp stole half a silver cent and wore it on his watch-chain.

**2. Test your understanding of the text.**

1. Mr Chalmers was
  - a) an artist
  - b) a newspaper reporter
  - c) an editor-in-chief
  - d) a fiction writer.
2. Mr Tripp was
  - a) a rich businessman
  - b) a clever manager
  - c) a policeman
  - d) a poor worker.
3. Tripp usually borrowed
  - a) some dollars
  - b) from 25 cents to a dollar
  - c) from a dollar to 25 dollars
  - d) from 10 to 25 dollars.
4. Tripp asked Mr Chalmers
  - a) to go for a drink
  - b) to give him a story to read
  - c) to buy a good story for a dollar or two
  - d) to buy a story for 5 dollars.
5. Ada Lowery came to New York
  - a) to look for some job
  - b) to make her fortune there
  - c) to find her boy-friend
  - d) to marry a young farmer.
6. George Brown's dream was to become

- a) a taxi driver
  - b) a writer
  - c) a newspaper reporter
  - d) a railroad president.
7. One day he promised to be true to the girl and gave her
- a) a piece of his talisman
  - b) a piece of his locket
  - c) a piece of silver coin
  - d) a piece of a chisel.
8. In the end the girl was persuaded to go home
- a) by taxi
  - b) by bus
  - c) by train
  - d) by ship.
9. When Tripp unbuttoned his shabby coat, the author caught sight of
- a) a purse with money
  - b) a silver cent cut in halves
  - c) a golden watch-chain
  - d) a half of the photo.
10. Mr Chalmers unhesitatingly laid a dollar in Tripp's hand because
- a) he fell in love with the girl
  - b) he began to feel the sense of duty
  - c) he felt sorry for Tripp
  - d) he was in amazement having learned his story.

### ***3. Discussion.***

1. How did Tripp make his living?
2. What did he look like?
3. What made him look older?
4. What was his trouble?
5. Why did Chalmers look up at Tripp impatiently when the latter came in?
6. Why did Chalmers at first refuse to write a story about the girl Tripp had met?
7. What made Ada come to New York?
8. In what way did Tripp meet the girl?
9. What made Chalmers feel ashamed when Tripp introduced him to Ada?

10. Do you think Ada really loved George? Explain.
11. What kind of man was Ada going to marry?
12. Why, do you think, Tripp asked Ada whether Dodd was good to her?
13. What circumstances had prevented Tripp from returning to his native village?
14. Why didn't Tripp tell Ada who he was?
15. In what way did the reporter help the girl?
16. What made the reporter give Tripp the dollar in the end?

***4. Prove the following.***

1. The reporter needed some job.
2. Tripp's dream didn't come true.
3. Ada still loves George.
4. Mr Chalmers liked the girl.
5. People in the country are different from those living in big cities.

### **TEXT 3**

#### **A CUP OF TEA**

*(by Katherine Mansfield)*

Rosemary Fell was not exactly beautiful. No, you couldn't have called her beautiful. Pretty? Well, if you took her to pieces... But why be so cruel as to take anyone to pieces. She was young, brilliant, extremely modern, well-dressed and amazingly well-read in the newest of the new books. Her parties were the most delicious mixture of the really important people and ... artists.

Rosemary had been married two years, and her husband absolutely adored her. They were rich, really rich, not just comfortably well-off, so if Rosemary wanted to shop, she would go to Paris as you and I would go to Bond Street. If she wanted to buy flowers, the car pulled up at the perfect shop in Regent Street, and Rosemary inside the shop just gazed and said: "I want those and those and those. Give me four bunches of those flowers and that jar of roses. Yes, I'll have all the roses in the jar. No, no lilac. I hate lilac. It's got no shape." The attendant bowed and put

lilac out of sight, as though this was only too true; lilac was dreadfully shapeless. "Give me those stumpy little tulips. Those red and white ones." And she was followed to the car by a thin shop-girl staggering under an immense white paper armful that looked like a baby in long clothes...

One winter afternoon she went into a small antique shop in Curson Street. It was a shop she liked. For one thing, one usually had it to oneself. And then the man who kept it was very fond of serving her. He beamed whenever she came in. He clasped his hands; he was so gratified he could scarcely speak. Flattery, of course. All the same there was something...

"You see, madam," he would explain in his low respectful tone, "I love my things. I would rather not part with them than sell them to someone who doesn't appreciate them, who has not such feeling that is so rare..." And breathing deeply, he unrolled a tiny square of blue velvet, and pressed it on the glass counter with his pale fingertips.

Today it was a little box. The shop man had been keeping it for her. He had shown it to nobody as yet so that she might be the first to see it. It was a little box. Rosemary took her hands out of her long gloves. She always took off her gloves to examine such things. Yes, she liked it very much. She loved it. She must have it. And, turning the creamy box, opening and shutting it, she couldn't help noticing how charming her hands were against the blue velvet. The shop man, in some dim cavern of his mind, may have dared to think so too. For he took a pencil, leant over the counter, and his pale bloodless fingers crept timidly towards those rosy, flashing ones, as he murmured gently: "If I may venture to show you those flowers."

"Charming!" Rosemary admired the flowers. But what was the price? For a moment the shop man did not seem to hear. Then he said, "Twenty-eight guineas, madam."

"Twenty-eight guineas." Rosemary gave no sign. Even if one is rich... Her voice was dreamy as she answered: "Well, keep it for me, will you? I'll..." The shop man bowed. He would be willing of course, keep it for her for ever.

The door shut with a click. She was outside on the step, gazing at the winter afternoon. Outside rain was falling, there was a cold, bitter taste in the air, and the newly lighted lamps looked sad... And people hurried by, hidden under their hatful umbrellas. Rosemary pressed her muff against

her breast. Of course, the car was there. She'd only to cross the pavement. But still she waited.

At that very moment a young girl, thin, dark, shadowy appeared at Rosemary's elbow and a voice, like a sigh, breathed: "Madam, may I speak to you a moment?"

"Speak to me?" Rosemary turned. She saw a little creature with enormous eyes, someone quite young, no older than herself, who clutched in her coat-collar with reddened hands, and shivered as though she had just come out of the water.

"Madam," came the voice, "would you let me have the price of a cup of tea?"

"A cup of tea?" There was something simple, sincere in that voice; it couldn't be the voice of a beggar. "Then have you no money at all?" asked Rosemary.

"None, madam", came the answer. "How unusual!" Rosemary looked at the girl closer. And suddenly it seemed to her such an adventure. Supposing she took the girl home? Supposing she did one of those things she was always reading about or seeing on the stage? What would happen? It would be thrilling. And she heard herself saying afterwards to the amazement of her friends: "I simply took her home with me." And she stepped forward and said to the girl beside her: "Come home to tea with me."

The girl drew back startled. She even stopped shivering for a moment. Rosemary put out a hand and touched her arm. "I mean it," she said smiling. And she felt how simple and kind her smile was. "Why won't you? Do. Come home with me now in my car and have tea".

"You're – you're not taking me to the police station?" There was pain in her voice.

"The police station!" Rosemary laughed out. "Why should I be so cruel? No, I only want to make you warm and to hear – anything you can tell me. Come along."

Hungry people are easily led. The footman held the door of the car open, and a moment later they were riding through the dusk.

"There!" cried Rosemary. She had a feeling of triumph as she slipped her hand through the velvet strap. She gazed at the girl. But of course, she meant it kindly. Oh, more than kindly. She was going to prove to this girl – that wonderful things did happen in life, that – fairy godmothers were real, that rich people had hearts, and that women were

sisters. She turned impulsively saying: "Don't be frightened. After all, why shouldn't you come back with me? We're both women..."

But happily at that moment, for didn't know how the sentence was going to end, the car stopped. The bell was rung, the door opened, and with a charming and protecting movement, Rosemary drew the other into the hall. Warmth, softness, light, a sweet scent, all those things so familiar to her she never even thought about them. It was fascinating. She was like the rich little girl in her nursery with all the cupboards to open, all the boxes to unpack.

"Come, come upstairs," said Rosemary. "Come to my room." And besides, she didn't want the servants to watch the girl; she decided she would not even ring to Leanne, but take her things by herself. The great thing was to be natural.

And "There!" cried Rosemary again, as they reached her beautiful big bedroom with the curtains drawn, the fire leaping on her wonderful lacquer furniture. "Come and sit down", she said, pulling her big chair up to the fire. "Come and get warm. You look so terribly cold."

"I daren't, madam," hesitated the girl. "Oh, please," - Rosemary ran forward - "you mustn't be frightened, you mustn't, really." And gently she half pushed the thin figure into the chair.

But there was no answer. The girl stayed just as she had been put, with her hands by her sides and her mouth slightly open. To be quite sincere, she looked rather stupid. But Rosemary leaned over her saying: "Won't you take off your hat? Your pretty hair is all wet."

There was a whisper that sounded like "Very good, madam," and the worn hat was taken off.

"And let me help you off with your coat, too," said Rosemary.

The girl stood up. But she held on to the chair with one hand and let Rosemary pull. It was quite an effort. The other scarcely helped her at all. She seemed to stagger like a child, and the thought came and went through Rosemary's mind, that if people wanted helping they must respond a little, just a little, otherwise it became very difficult indeed. And what was she to do with her coat now? She left it on the floor and the hat too. She was just going to take a cigarette when the girl quickly said:

"I'm very sorry, madam, but I'm going to faint. I shall fall, madam, if I don't have something."

"Good heavens, how thoughtless I am!" Rosemary rushed to the bell.

"Tea! Tea at once! And some brandy immediately."

The maid was gone and the girl almost burst into tears: "No, I don't I want brandy. I never drink brandy. It's a cup of tea I want, madam. "

It was a terrible and fascinating moment. Rosemary knelt beside her chair.

"Don't cry, poor little thing," said she, "Don't cry." And she gave the other her lace handkerchief. She really was touched beyond words. She put her arm round those thin, birdlike shoulders.

Now at last the other forgot to be shy, forgot everything except that they were both women, and cried out: "I can't go on any longer like this. I can't stand it. I wish I were dead. I really can't stand it!"

"You won't have to. I'll look after you. I'll arrange something. Do stop crying. Please."

The other did stop just in time for Rosemary to get up before the tea came. She had the table placed between them. She plied the poor little creature with everything, all the sandwiches, all the bread and butter, and every time her cup was empty, she filled it with tea, cream, sugar. People always said sugar was so nourishing. As for herself she didn't eat: she smoked and looked away tactfully so that the other should not be shy.

And really the effect of that slight meal was amazing. When the tea-table was carried away, a new girl, a light creature with dark lips and deep eyes lay back in the big chair. Rosemary lit a fresh cigarette; it was time to begin.

"And when did you have the last meal?" she asked softly.

At that moment the door-handle turned.

"Rosemary, can I come in?" It was Philip, her husband.

"Of course."

He came in. "Oh, I'm so sorry," he said, as if apologizing, and stopped and stared.

"It's quite all right," said Rosemary, smiling. "This is my friend, Miss -

"Smith, madam," said the figure in the chair.

"Smith," said Rosemary. "We are going to have a little talk."

"Oh, yes," said Philip. "Quite," and he saw the coat and hat on the floor. He came over to the fire and turned his back to it. "It's a beastly

afternoon," he said curiously still looking at that lifeless figure, looking at its hands and boots, and then at Rosemary again.

Philip smiled his charming smile. "As a matter of fact," he said, "I wanted you to come into the library for a moment. Will Miss Smith excuse us?"

The big eyes were raised to him, but Rosemary answered for her: "Of course she will," and they went out of the room together.

"I say," said Philip, when they were alone. "Explain, who is she? What

does it all mean?"

Rosemary, laughing, leaned against the door and said: "I picked her up in the street. Really. She asked me for the price of a cup of tea and I brought her home with me."

"Congratulations!" Philip sounded as though he were joking. "But what on earth are you going to do with her."

"Be nice to her", said Rosemary quickly, "look after her. I don't know how. We haven't talked yet. Just show her – treat her – make her feel – "

"My darling girl," said Philip, "You're quite mad, you know. It simply can't be done. "

"I knew you would say that," replied Rosemary. "Why not? I want to. Isn't that a reason?"

"But," said Philip slowly, and he cut the end of a cigar, "she's so extremely pretty. She can't be more than twenty."

"Pretty?" Rosemary was so surprised that she blushed. "Do you think so? I – I hadn't thought about it."

"Good Lord!" Philip took a match. "She's absolutely lovely. Look again, my child. I was bowled over when I came into your room just now. However... I think you're making a mistake. Sorry, darling, if I'm crude and all that. But let me know if Miss Smith is going to dine with us!"

"You absurd creature!" said Rosemary, and she went out of the library, but not back to her bedroom. She went to her writing-room and sat down at her desk. Pretty! Absolutely lovely! Her heart beat like a heavy bell. She opened a drawer, took out five pound notes, looked at them, put two back, and holding the three in her hand, went back to her bedroom.

Half an hour later Philip was still in the library, when Rosemary came in.

"I only wanted to tell you," said she, and she leaned against the door again, "Miss Smith won't dine with us tonight."

Philip put down the paper. "Oh, what's happened? Previous engagement?"

Rosemary came over and sat down on his knee. "She insisted on going," she said, "so I gave the poor little thing a present of money. I couldn't keep her against her will, could I?" she added softly.

Rosemary had just done her hair, darkened her eyes a little and put on her pearls. She put up her hands and touched Philip's cheeks.

"Do you like me?" said she, and her tone, sweet, husky, troubled him.

"I like you awfully," he said, and he held her tighter. "Kiss me."

There was a pause.

Then Rosemary said dreamily: "I saw a wonderful little box today. It cost twenty-eight guineas. Can I have it?"

Philip jumped her on his knee.

"You can, little wasteful one," said he. "You know I can't deny you anything."

But that was not really what Rosemary wanted to say.

"Philip," she whispered, and she pressed his head against her bosom, "am I pretty?"

## NOTES

to take to pieces - розбирати на частини

if you took her to pieces - якщо розглядати кожну її рису окремо

Bond Street - Бонд-Стріт, одна з головних торговельних вулиць в центральній частині Лондона, відома своїми фешенебельними магазинами

Regent Street - Ріджент-Стріт, одна з головних торговельних вулиць в центральній частині Лондона

Curson Street - Керзон-Стріт - вулиця в Уест-Енді, західній фешенебельній частині Лондона

a tiny square of blue velvet - клаптик синього оксамиту, на якому ювелір демонструє свої коштовності

in some dim cavern of his mind - десь у глибині душі

if I may venture - ДОВОЛЬТЕ

Rosemary gave no sign. - Розмарі не заперечувала.

at that very moment - в той самий момент, як раз в той момент

Would you let me have the price of a cup of tea? - Ви не дали б мені на чашку чаю.

in the least - ані трохи

Why won't you? - А чому б ні?

She meant it kindly. - Вона мала добрі наміри.

It was quite an effort. - Це вимагало великих зусиль.

She burst into tears. - Вона розридалася.

beyond words - невимовно

His eye caught sight of the coat and hat. - Йому на очі потрапили пальто і капелюшок.

But what on earth are you going to do with her? - Що ж ти збираєшся з нею робити?

I was bowled over. - Я був приголомшений.

Previous engagement? - Вже запрошена?

## VOCABULARY AND GRAMMAR WORK

### *1. Fill in each blank with the words from the text.*

fascinating, shivering, startled, blushed, appreciate, responded, crept, timid, flattery, gratified, gazing, immensely, blossom, staggered, beastly, knelt, engagements, tight, deny, thief

1. He was \_\_\_\_\_ drunk.
2. He \_\_\_\_\_ down to look for a coin he had dropped.
3. She had a \_\_\_\_\_ voice.
4. Jack insulted Jill, she \_\_\_\_\_ with a kick.
5. She \_\_\_\_\_ with shame.
6. She was \_\_\_\_\_ to see him looking so ill.
7. They were \_\_\_\_\_ all over with cold.
8. I have numerous \_\_\_\_\_ for the next week.
9. The cat \_\_\_\_\_ silently towards the bird.
10. The drawer is so \_\_\_\_\_ that I can't open it.
11. I \_\_\_\_\_ that the statement is true.
12. That fellow is as \_\_\_\_\_ as a rabbit.

13. You can't \_\_\_\_\_ English poetry unless you understand its rhythm.
14. Don't be deceived by her \_\_\_\_\_ .
15. We were all \_\_\_\_\_ with the result.
16. What are you \_\_\_\_\_ at?
17. The apple trees are in \_\_\_\_\_ .
18. The man \_\_\_\_\_ from side to side of the road.
19. They enjoyed themselves \_\_\_\_\_ .
20. The \_\_\_\_\_ crept along the corridor.

**2. Give the Ukrainian translation of the following words and word-combinations.**

Pavement, a poor creature, enormous eyes, to shiver from cold, sincere, fascinating, nourishing food, a slight figure, a beastly afternoon, to blush, crude, previous engagement, husky voice, tight, to lean (lent or leaned, lent), to deny, bosom.

**3. Choose in the left-hand column a suitable adjective for a noun in the right-hand column.**

a delicious	afternoon
an immense	flower
an antique	shop
a lovely	paper
a beastly	mixture

**4. Whom do these words relate to? Divide them into two groups. Describe two women.**

brilliant, extremely modern, birdlike shoulders, well-dressed, amazingly well-read, very rich, very poor, thin and weak, a shadowy figure, enormous eyes, extremely pretty, absolutely lovely, not exactly beautiful, to show good taste, old-fashioned

## Rosemary Fell

---

---

---

---

---

---

## Miss Smiss

---

---

---

---

---

---

### 5. Put these phrases in the logical order according to the text.

to have enormous eyes  
to take sb home  
to draw back startled  
to stop shivering  
to ride through the dusk  
to prove sth to sb  
to run forward  
to stagger like a child  
to kneel beside the chair  
to ply sb with everything

### 6. Say the same in Ukrainian.

1. But why be so cruel as to take anyone to pieces.
2. She was young, brilliant, extremely modern, well-dressed and amazingly well-read in the newest of the new books.
3. Her parties were the most delicious mixture of the really important people and artists.
4. They were rich, really rich, not just comfortably well-off.
5. "I would rather not part with them than sell them to someone who doesn't appreciate them, who has not such feeling that is so rare..."
6. Outside rain was falling, there was a cold, bitter taste in the air, and the newly lighted lamps looked sad.
7. He was so gratified that he could scarcely speak.
8. She saw the girl clutched in her coat-collar with reddened hands, and shivered as though she had just come out of the water.
9. Warmth, softness, light, a sweet scent, all those things so familiar to her she never even thought about them. It was fascinating.

10. And gently she half pushed the thin figure into the chair.
11. She put her arm round those thin, birdlike shoulders.
12. "Sorry, darling, if I'm crude and all that. But let me know if Miss Smith is going to dine with us!"

## **READING COMPREHENSION**

### ***1. Attention check***

***Read the text once then state whether the sentences given below are true or false according to the text.***

***Express your agreement or disagreement with the statements, using the following phrases: "I can't agree", "Nothing of the kind", "That just what I think", "It's quite right".***

1. Rosemary Fell was a young woman, dark-haired, with a straight nose and dark eyes.
2. When Rosemary wanted to buy a box, the price frightened her and she realized that she couldn't afford it.
3. A slim, pretty, blue-eyed creature came to Rosemary and asked for some money.
4. When two women entered the bedroom, the poor girl was still shivering with cold and couldn't speak.
5. Philip was rude that day.
6. It was to Rosemary such an adventure to take the girl home.
7. After the conversation with her husband Rosemary realized that she was really sorry for the girl.
8. Philip asked Rosemary to let him know whether the girl was going to dine with them.
9. The girl insisted on going but Rosemary didn't want to let her go.
10. When Philip was told about the lovely box Rosemary wanted to buy, he didn't allow her to do the shopping.

### ***2. Test your understanding of the text.***

1. You could have called Rosemary Fell a \_\_\_\_ woman.
  - a) very beautiful

- b) pretty
  - c) plain in appearance.
2. Rosemary could go shopping to Paris because her husband was
    - a) a millionaire
    - b) a very rich man
    - c) comfortably well-off.
  3. One day Rosemary was buying \_\_\_ in Curson Street.
    - a) flowers
    - b) clothes
    - c) antique things.
  4. A nice little box cost
    - a) twenty-seven guineas
    - b) twenty-eight guineas
    - c) twenty-nine guineas.
  5. When Rosemary went outside the people hurried under their umbrellas because it was
    - a) an autumn afternoon
    - b) a winter day
    - c) a spring morning.
  6. As a rule, Rosemary traveled round the city
    - a) by bus
    - b) by taxi
    - c) by car.
  7. The poor girl asked Rosemary
    - a) to take her home and give her something to eat
    - b) to give her some money
    - c) to buy a lunch for her.
  8. When Rosemary decided to take the girl home, the poor creature
    - a) agreed at once
    - b) thought that Rosemary wanted to take her to the police station
    - c) stopped shivering and was ready to go.
  9. When the maid brought some brandy, the girl said that she
    - a) got used to drinking brandy
    - b) never drank brandy in her life
    - c) was eager to drink a glass of brandy or whisky because she was very cold.
  10. When Rosemary's husband Philip saw the poor girl, he was
    - a) disappointed because the girl was not exactly beautiful

- b) astonished to see such a pretty girl in his house
- c) shocked because he never let the beggars enter his house.

### **3. Discussion.**

1. What was Rosemary Fell's position in society?
2. Was she exactly beautiful?
3. How does the author prove that Rosemary Fell came from a very rich family? What words did he use describing her?
4. Why does the author mention fashionable London streets when he describes Rosemary's day?
5. Could Rosemary afford the price of a box in an antique shop? Did she show any emotion on hearing the price?
6. Did Rosemary have wish to help a poor girl when she saw her in the street?
7. Why did the poor girl approach Rosemary and ask her for a price of a cup of tea?
8. Was the poor girl a beggar? Would Rosemary have taken the girl home if the girl had been a beggar?
9. How did the girl feel in Rosemary's house?
10. Did Philip find the girl very attractive? Did he ask Rosemary to send her away?
11. Why didn't Rosemary give her husband the true reason for sending the girl home?
12. Did Philip love his wife? Did he consider her really pretty?

## **TEXT 4**

### **THE READING PUBLIC**

*(by Stephen Leacock)*

“Wish to look about the store? Oh, by all means, sir”, said the manager of one of the biggest book stores in New York. He called to his assistant, “Just show this gentleman our ancient classics – the ten-cent series”. With this he dismissed me from his mind.

In other words he had guessed at a glance that I was a professor. The manager of the biggest door store cannot be deceived in a customer. He knew I would hang around for two hours, get in

everybody's way, and finally buy "The Dialogues of Plato" for ten cents.

He despised me, but a professor standing in a corner buried in a book looks well in a store. It is a sort of advertisement. So it was that standing in a far corner I had an opportunity of noticing something of this up-to-date manager's methods with his real customers.

"You are quite sure it's the latest?" a fashionably-dressed woman was saying to the manager.

"Oh, yes, madam, this is Mr Slush's very latest book, I assure you. It's having a wonderful sale." As he spoke he pointed to a huge pile books on the counter with the title in big letters – "Golden Dreams".

"This book", said the lady idly turning over the pages, "is it good?"

"It's an extremely powerful thing", said the manager, "in fact it's a masterpiece. The critics are saying that without exaggeration it is the most powerful book of the season. It is bound to make a sensation".

"Oh, really!" said the lady. "Well, I think I'll take it then".

Suddenly she remembered something. "Oh, and will you give me something for my husband? He is going down south. You know the kind of thing one reads on vocation?"

"Oh, perfectly, madam. I think we have just what your husband wants. "Seven Weeks in the Sahara", 7 dollars; "Six Months in a Waggon", 6 dollars; "Afternoons in an Ox-cart", two volumes, 4 dollars 30 cents. Oh here, now, "Among the Cannibals of Corfu", or "Among the Monkeys of New Guinea", 10 dollars". And with this the manager laid his hand on another pile as numerous as the pile of "Golden Dreams".

"It seems rather expensive", repeated the lady.

"Oh, a most expensive book," repeated the manager in a tone of enthusiasm. "You see, it's the illustrations, actual photographs of actual monkeys; and the paper."

The lady bought "Among the Monkeys".

Another lady entered. A widow judging by her black dress.

"Something new in fiction", repeated the manager, "yes, madam, here's a charming thing, "Golden Dreams", a very sweet story. In fact the critics are saying it's the sweetest thing Mr Slush has done. "

"Is it good?" said the lady.

“It’s a very charming love story. My wife was reading it aloud only last night. She could hardly read for tears”.

“I suppose it’s quite a safe book?” asked widow anxiously.

“I want it for my little daughter”.

“I assure you it’s perfectly safe. In fact, it is written quite in the old style, like the dear old books, of the past; quite like”-here the manager paused with a slight doubt-“Dickens and Fielding and – er – so on”.

The widow doubt the “Golden Dreams”, received it wrapped up, and passed out.

“Have you any good light reading?” called out the next customer in a loud cheerful voice – he had the air of a man starting on a holiday.

“Yes,” said the manager, and his face almost broke in a laugh. “Here is an excellent thing, ”Golden Dreams ”;quite the most humorous book of the season. My wife was reading it last night. So she could hardly read for laughing.”

After that the customers came and went in a string. To one lady “Golden Dreams” was sold as exactly the reading for a holiday, to another as the very to read after a holiday; another bought it as a book for a rainy day, and a fourth, as the right sort of reading for a fine day.

“Among the Monkeys” was sold as a sea story, a land story, a story of the jungle, a story of the mountains; each time at a different price.

After a busy two hours I drew near and from a curiosity that I couldn’t resist said, “The book, “Golden Dreams”, you seem to think it’s very wonderful book?”

The manager knew that I had no intention of buying the book, so he shook his head. “Frankly speaking, I imagine it’s perfectly rotten.”

“Haven’t you read it?” I asked in amazement.

“Dear, me, no!” said the manager. His air was that of a milkman who is offered a glass of his own milk.” A pretty time I’d have if I tried to read all new books. It’s quite enough to keep track of them without that.”

“But those people “ I went on, deeply puzzled “won’t they be disappointed?”

“By no means! “ He said “They won’t read it. They never do.

“”But at any rate your wife thought it a fine story,” I insisted. The manager smiled widely. ”I am not married sir”

## NOTES

His face almost broke into a laugh. – Він широко посміхнувся.

The customers came and went in a string. – Відвідувачі постійно заходили і виходили.

The ten-cent series – серія книжок, кожна з яких коштує 10 центів

At a glance – at once – одразу ж

By all means – обов’язково

By no means – ні в якому разі

To hang around / about – тинятися

## VOCABULARY AND GRAMMAR WORK

*1. Translate the sentences into Ukrainian. Pay special attention to the words in italics.*

1. I *assure* you there is no danger.
2. God will *judge* all men.
3. Truth is always stranger than *fiction*.
4. I *doubt* the truth of this report.
5. Mr. White has lost some of his best *customers*.
6. He was burning with *curiosity* to know what was happening.

*2. Match the words with their explanations.*

### Words

**hand about**

rotten

to wrap up

a widow

exaggeration

to deceive

special

### Explanations

**certainly**

not at all

at once

send away

believe smth that is false

be standing about    doing nothing

to dismiss  
at a glance  
after

by no means  
by all means

stretch a description beyond the truth  
a woman who has not married again

her husband's death  
cover or roll smth up  
having gone bad

**3. Find in the text the English equivalents to the following Ukrainian words.**

<i>Ukrainian word</i>	<i>English equivalent</i>
Відпустити Ставитися з презирством Модно вдягнена Перебільшення Обманути Серія книжок Обов'язково Ні в якому разі Загорнути Вдова Поганий Том Тинятися Менеджер Сучасний Реклама	

**4. Suggest the Ukrainian equivalent for the following.**

English equivalent	Ukrainian word
Opportunity Method Assure Huge	

Pile Counter Powerful Masterpiece Vacation Numerous Judge Fiction Doubt Customer Curiosity	
--	--

**5. Fill in the blanks with the words from the text.**

1. The men were \_\_\_\_\_ about at the street corner waiting for the pubs to open.
2. If you always \_\_\_\_\_, people will no longer believe you.
3. The servant was \_\_\_\_\_ for being lazy and dishonest.
4. You can't pass the examination without working hard, so don't \_\_\_\_\_ yourself.
5. The \_\_\_\_\_ apple injures its neighbors.
6. You'd better \_\_\_\_\_ well before you go out, put on an overcoat, and scarf.
7. Sooner or later we are \_\_\_\_\_ to solve this mystery.
8. The mountain top was \_\_\_\_\_ in mist.
9. You \_\_\_\_\_ the difficulties.
10. A dish of strawberries and cream is not to be \_\_\_\_\_.

**6. Change the following sentences into the similar ones using the words from the text.**

1. He smiled broadly.
2. The customers kept coming and going out one after another.
3. The professor was offered a series of books each of which cost ten cents.
4. This book is certain to be a sensation.

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

1. "Wish to look \_\_\_\_\_ the store? Oh, \_\_\_\_\_ all means, sir", said the manager \_\_\_\_\_ one \_\_\_\_\_ the biggest book stores \_\_\_\_\_ New York. He called \_\_\_\_\_ his assistant, "Just show this gentleman our ancient classics – ten ten-cent series". \_\_\_\_\_ this he dismissed me \_\_\_\_\_ his mind.

\_\_\_\_\_ other words he had guessed \_\_\_\_\_ a glance that I was a professor. The manager \_\_\_\_\_ the biggest book store can't be deceived \_\_\_\_\_ a customer. He knew I would hang \_\_\_\_\_ two hours, get \_\_\_\_\_ everybody's way, and finally buy "The Dialogues of Plato" \_\_\_\_\_ ten cents .

2. Suddenly she remembered something. "Oh, and will you give me something \_\_\_\_\_ my husband? He is going \_\_\_\_\_ south. You know the kind \_\_\_\_\_ thing one reads \_\_\_\_\_ vacation.?"

"Oh perfectly madam. I think we have just what your husband wants. "Seven weeks \_\_\_\_\_ the Sahara", 7 dollars; " Six month \_\_\_\_\_ a Waggon", 6 dollars; "Afternoons \_\_\_\_\_ an Ox-cart", two volumes, 4 dollars 30 cents. Oh here now, " \_\_\_\_\_ the Cannibals of Corfu", or, " \_\_\_\_\_ the Monkeys of new Guinea", 10 dollars." And \_\_\_\_\_ this manager laid his hand \_\_\_\_\_ another pile as numerous as the pile of "Golden Dreams."

3. "Have you any good light reading?" called \_\_\_\_\_ the next customer \_\_\_\_\_ a loud cheering voice.

"Yes", said the manager, and his face almost broke \_\_\_\_\_ a laugh. "Here's an excellent thing. My wife could hardly read \_\_\_\_\_ laughing".

\_\_\_\_\_ that the customer came and went \_\_\_\_\_ a string. \_\_\_\_\_ one lady "Golden Dreams" was sold as exactly the reading \_\_\_\_\_ a holiday, \_\_\_\_\_ another as the very book to read \_\_\_\_\_ a holiday; another bought it as a book \_\_\_\_\_ a

rainy day, and a fourth, as the right sort \_\_\_\_\_  
reading \_\_\_\_\_ a fine day each time \_\_\_\_\_ a  
different price.

**8. Put the verbs in brackets into the correct tense and voice form.**

1. The manager of a big store can't \_\_\_\_\_ (deceive) in a customer.
2. He \_\_\_\_\_ (guess) at a glance that I \_\_\_\_\_ (be) a professor.
3. He \_\_\_\_\_ (know) I \_\_\_\_\_ (hand) around for two hours.
4. The manager \_\_\_\_\_ (know) that I \_\_\_\_\_ (have) no intention of buying the book.
5. "Among the Monkeys" \_\_\_\_\_ (sell) each time at a different price.
6. The manager \_\_\_\_\_ (say) that it \_\_\_\_\_ (be) an extremely powerful thing.
7. My wife \_\_\_\_\_ (think) it \_\_\_\_\_ (be) a good story

**9. Say the same in Ukrainian.**

1. With this he dismissed me from his mind.
2. The manager of the biggest store cannot be deceived with the customer.
3. He despised me, but a professor standing in a corner buried in a book looks well in a store.
4. The widow received the book wrapped up.
5. His face almost broke in a laugh.
6. His air was that of a milkman who is offered
7. It's quite enough to keep track of the books without reading them.

**10. Say the same in English.**

1. Він здогадався з першого погляду, що я був професором .
2. "Це – надзвичайно сильна річ, насправді це шедевр, " – сказав менеджер.

3. Відвідувач мав вигляд людини, яка вирушає на відпочинок.
4. Менеджер знав, що у мене не було наміру купувати книгу.
5. “Відверто кажучи, я вважаю, що книжка дуже погана.”
6. “Добре б я проводив час, якби спробував прочитати усі нові книги”.

## **READING COMPREHENSION**

### *1. Attention check.*

*Read the text once then state whether the sentences given below are true or false according to the text.*

*Express your agreement or disagreement with the following statements. Use: ‘In my opinion’, ‘I agree’, ‘I can’t agree with it’.*

1. The manager offered the professor the ten-cent series because the professor was poor and couldn’t afford to buy more expensive books.
2. The manager knew the customers very well so he was sure the professor would choose the necessary book himself.
3. The fashionably-dressed woman insisted on having the latest book and was really interested in the most recent literature.
4. The books which the manager offered the customers were rather expensive, with illustrations, photographs and good paper.
5. Such books as “Golden Dreams” were really exciting and worth buying.
6. The manager said quite different things about the same book to different customers because he had learned the contents of the books very well.
7. The author perfectly knew such classical authors as Dickens and Fielding and could quote many famous men of literature.
8. The manager didn’t have a high opinion of all his customers.
9. The manager’s wife read a lot and retold the books to her husband in order to help him to sell the books.
10. The manager’s only aim was not disappoint people with the book they had bought.

### *2. Test your understanding of the text.*

1. The manager lost all the interest in the professor and dismissed him from his mind because the professor
  - a) was interested in the special literature
  - b) didn't have enough money to buy expensive books
  - c) wanted to some good light reading.
2. The professor in a store was a sort of
  - a) fun
  - b) commercial
  - c) trouble.
3. The manager's methods with his real customers were
  - a) old
  - b) modern
  - c) ordinary.
4. The fashionably-dressed woman was turning over the pages
  - a) with enthusiasm
  - b) with interest
  - c) lazily.
5. The woman bought the book\_\_\_\_\_ for her husband.
  - a)"Among the Cannibals of Corfu"
  - b)"Aftermoons in an Ox-cart"
  - c)" Among the Monkeys of New Guinea".
6. The book "Golden Dreams" was sold to the woman in mourning as
  - a) the most humorous book of the season
  - b) the most powerful book of the season
  - c) a very charming love story.
7. The book "Among the Monkeys" was sold as
  - a) the very book to read after a holiday
  - b) as the right sort of reading for a fine day
  - c) as a sea story.
7. The manager succeeded in selling books owing to the fact that he
  - a) was well-read and could discuss all the books in the store
  - b) sold books each time at a different price
  - c) perfectly knew his customers.

### ***3. Discussion.***

1. Who was the first customer in the book store?
2. Why did the manager offer the professor the tent-cent series?
3. Did the manager of the book store understand his customers very well?
4. Did the manager consider the professor his real customers?
5. What kind of book did the fashionably-dressed woman want to buy?
6. Were the customers of the book store really interested in the most recent literature?
7. Now did the manager describe quite different books to different customers?
8. Now can you characterize such books as “Golden Dreams”?
9. Why does a shop assistant have to keep track of the books on sale?
10. Why, in your opinion, was the manager so successful in selling books?
11. Do you think all means are good for achieving one’s aim in business?
12. What kind of literature are you interested in?
13. How do you choose books?
14. What kind of books do you keep in your home library?
15. What kind of literature develops literary taste?
16. Is it clear at first sight whether the book is worth reading?
17. Do you think that books help you to learn how to express your thoughts and feelings more exactly?

### **TEXT 5**

#### **JANE EYRE**

*(an excerpt)*

*(by Charlotte Bronte)*

I knew I must leave Thornfield at once. I rested on my bed till the house was quiet. Then, soon after midnight, I got up and put some food and clothes in a parcel, and all my money - twenty shillings - in my pocket.

I tied on my straw bonnet and pinned my shawl. Then, carrying my parcel, I crept very quietly out of the house. Good-bye, kind Mrs Fairfax, and darling Adele. Good-bye, my dear, dear master.

For some hours I walked across fields and woods until I could go no farther. Then a coach came along. I gave the driver my twenty shillings and asked him to take me as far as he could.

Two days later, the coachman put me down at a lonely place, called Whitecross. When the coach had gone, I remembered I had left the parcel with my clothes on the seat. I had no food and no money. What was I to do?

That night I ate berries for my supper and slept on the moor. Next day I walked to a village to look for work. No one wanted me. I was cold and hungry. I walked for two days without food in the pouring rain. I was so tired I could go no further. Darkness was falling.

Far away I saw a light shining. "I must go towards that light", I thought. "Perhaps I shall find help there". Slowly I dragged myself across the moor.

The light shone from a window of a long low house. I went up to the window and looked inside. There was a spotless kitchen, with polished plates on a shelf. A country woman was knitting beside a table.

At the fireside sat two young women in black dresses. They had delicate, thoughtful faces. I could hear them talking, and I learned that one was called Mary and the other - Diana. The servant's name was Hannah.

I knocked at the door, and Hannah opened it. She looked at me with surprise. "What do you want?" she asked. "I am cold and hungry, and have nowhere to sleep", I said. "I'll give you bread," she replied, "but you can't sleep here". "Do let me speak to your mistresses", I begged. "No, indeed! Off you go! You shouldn't be out so late". Hannah banged the door and locked it.

I sank on the doorstep and cried out aloud, "What am I to do? I can only die". "All men must die," said a voice close by me, "but they need not all die of cold and hunger. "Who's there?" I cried in terror, for it was too dark to see.

The stranger knocked loudly at the door. "Is that you Mr St. John?" cried Hannah, opening the door. "How wet and cold you must

be! Your sisters are worried about you. There has been a beggar woman - I declare, she hasn't gone yet. Move off, I say!"

"Hush, Hannah", said the young man. "I heard you talk to her. We must find out what is the matter. Get up, young woman, and go into the house." He helped me to rise, and led me into the kitchen. There the two ladies, their brother, and Hannah stared at me.

"St. John, who is it?" one sister asked. "I don't know. I found her at the door." "How pale and thin she is!" said Hannah. I felt faint and sank into a chair. Hannah fetched water while Mary took off my bonnet, Diana gave me some bread and milk.

At first I could hardly swallow, but soon I ate greedily. "What is your name?" asked St. John. "Jane Elliott", I replied, not wanting anyone to know my real name. "Where do you live? Can we send for your friends?" asked Diana. I shook my head.

"Can't you tell us about yourself?" asked Mary. "I can tell you nothing tonight," I said. "How then can we help you?" said St. John. "I am too weak to talk. I trust to your pity", I replied.

They left me by the kitchen fire while they went into the parlour to talk. Soon Diana came back and spoke to Hannah. The servant helped me upstairs, took off my wet clothes, and put me in a warm, dry bed.

Soon I was asleep.

## NOTES

That night I slept on the moor - тієї ночі я спала на болоті.

Do let me speak to your mistresses - Будь ласка, дайте мені поговорити з вашими господинями.

Off you go! - Іди геть!

Move off, I say! - Йди звідси, кажу ж тобі!

## VOCABULARY AND GRAMMAR WORK

1. *Translate the following word combinations into Ukrainian. Use them in your own English sentences.*

At once, to creep out of a house, can go no farther, as far as, to put smb down at a place, to eat berries for one's supper, next day, to

walk to a village, to walk across fields, to walk across woods, to look for work, to be cold, to be hungry, in the pouring rain, to be tired, far away, to look inside, a spotless kitchen, beside a table, at the fireside, to be called John, to knock at the door, to knock on the window, to look at smb with surprise, to have nowhere to sleep, to speak to smb, to talk to smb, to be out so late, to bang the door, to sink on to the doorstep, a voice close by smb, to die of cold and hunger, to be wet, to be worried about smb, to go into a house, to lead smb into a room, to stare at smb, to feel faint, to sink into a chair, at first, to send for smb, to shake one's head, to trust to smb's pity, to help smb upstairs, to take off clothes, to put smb in a bed, to be asleep, to cry in terror.

**2. Pay attention to the following speech patterns. Translate them into Ukrainian.**

**A. I could hear them *talking*.**

1. She could see them *kissing*. 2. The woman watched the children *crossing* the street. 3. He used to listen to her *playing* the piano. 4. My grandparents could hear horses *snickering*.

**B. I heard you *talk* to her.**

1. She saw them *cross* the street 2. Mary heard John *sing* a melodious song. 3. The teacher felt the children *love* him. 4. We heard Ann *play* the violin in the next room.

**C. I could hardly swallow.**

1. They *could hardly* understand him. He was drunk. 2. She hadn't enough money. She *could hardly* make both ends meet. 3. Jack *could hardly* speak. 4. We *could hardly* fall asleep. Our daughter had not been at home yet.

**D. I am too weak to *talk*.**

1. I have nowhere *to sleep*. 2. It was too dark *to see*. 3. She was too young *to get married*. 4. Your handwriting is too terrible *to understand*.

**E. I replied, *not wanting* anyone to know my real name.**

1. *Not knowing* her address, we could not go to see her. 2.1 couldn't ring them up, *not knowing* their telephone number. 3. *Not wishing* to go to college, he became a cutter. 4. The thieves, *not expecting* the landlord, were picking up all the jewelry in the flat.

**3. Translate the following sentences into English, using the vocabulary and grammar material of the unit.**

1. Тату, я ледве зводжу кінці з кінцями. Я повністю покладаюся на твою милість. 2. Не ївши п'ять днів, він почувався кволим. 3. Вона чула, як він грюкнув дверима. 4. Що ви зазвичай споживаєте на сніданок? 5. Вони бачили, як він заводив її в кімнату. 6. Я навряд чи зможу поговорити з ним відразу. 7. Не помітивши спочатку трупа, вона ходила сміливо по кімнаті. Згодом, угледівши його, закричала від жаху. 8. Ми могли бачити, як він несхвально похитав головою. 9. Шарлотта Бронте вмерла від туберкульозу, коли їй було лише 39 років. 10. Він постукав у вікно, а потім, не дочекавшись відповіді, зазирнув усередину. 11. Вона занадто хвора, щоб ходити полями під зливою. 12. Водій висадив мене у невеличкому містечку, яке я навряд чи могла упізнати. 13. Наступного вечора їх не було вдома так допізна, що ми вже не могли бачити вогників, які блимали навколо. 14. Я пройду з вами до університету. 15. Вони навряд чи хвилювалися за хлопчика, бо знали, що він у надійних людей. 16. Ми не могли йти далі, оскільки дуже втомилися. 17. То була охайна кухня з витертим до блиску посудом на полиці. 18. Вона бачила, як він вислизнув із будинку, але нікому не сказала про це. 19. Вони дізналися, що їхнього викладача звати Томас Ніксон. 20. Ніхто не помітив, як пес увійшов до кімнати. 21. Батьки Олівера померли від холоду й голоду і хлопцеві рано довелося шукати роботу. 22. Десь там, удалині, ми помітили вогні великого міста. 23. Будучи холодним і голодним, він впав у крісло і швидко заснув. 24. Навряд чи могла вона постукати у двері. Вона була дуже слабка. 25. За лікарем послали. 26. Вони роздягли його і поклали у теплу, суху постіль. 27. Наш кіт намок під дощем. Хай він погріється біля вогню. 28. Вона бачила, як незнайомиць опустився на поріг. 29. Хелен допомогла дідусеві піднятися нагору. 30. Пітер стояв біля столу, з подивом витріщившись на них. 31. Почувши

незнайомий голос поблизу себе, вона злякалася. 32. Не маючи де переночувати, він попрямував до села.

**4. Discuss the plot of the story, using the following questions and tasks.**

1. How did Jane prepare for her escape? 2. How did the coachman help Jane? 3. What was wrong with Jane when she got to Whitecross? 4. How did she spend that night? 5. Why could Jane go no farther? 6. What did she see far away? 7. What did Jane decide to do? 8. Describe the house and the kitchen Jane reached. 9. Describe the two young women. 10. What was Hannah? 11. Render the conversation between Jane and Hannah in indirect speech. 12. Whose voice, close by her, did Jane hear? How would you characterize his words? Which was his occupation? 13. How did St. John accept Hannah's attitude towards Jane? What did he do? 14. How was Jane treated in the kitchen? 15. Why did she eat greedily? 16. Why did Jane tell a lie concerning her name? 17. Why didn't she want her friends to be sent for? 18. Why couldn't Jane speak that night? 19. What did St. John's relatives do? 20. How would you describe their deed, performed towards Jane? 21. What title would you suggest to the text?

**5. Divide the text into some logical parts and make up a plan to it.**

**(a) Retell the text, using indirect speech.**

**(b) Render the text in your own words in writing.**

## **TEXT 6**

### **THE ADVENTURES OF TOM SAWYER**

*(an excerpt)*

*(by Mark Twain)*

Monday came. On Monday morning Tom always felt unhappy, because it began another week's suffering at school. He tried to find some symptoms of illness in him but couldn't.

Suddenly he discovered that one of his upper teeth was loose. This was lucky. He was about to begin to groan but remembered in time that his aunt would pull out the tooth, and it would hurt.

Then he remembered that the doctor had once spoken about a patient, laid up for two weeks with a mortified finger. Tom had a sore toe. He looked at it attentively but he did not know the necessary symptoms.

However, he decided to try, and began to groan aloud. But Sid slept on, hearing nothing. Tom groaned louder, and he really began to feel pain in his toe. Tom was tired, he groaned so hard. Sid continued to sleep.

Tom was angry. He said, "Sid, Sid!" And shook him. This helped, and Sid sat up and began to stare at Tom. Tom went on groaning. Sid said, "Tom, I say, Tom!" No answer. "Tom! What is the matter, Tom?" And he shook him and looked him in the face.

Tom groaned, "Oh, don't Sid! Don't shake me!" "Why, what is the matter, Tom? I must call Aunt Polly! Don't groan so, Tom. It's awful! Why didn't you wake me sooner?"

"I forgive you everything, Sid. When I am dead..." "Oh, Tom, you are not dying! Don't!" "I forgive everybody, Sid. Tell them so, Sid. And, Sid, give my cat with one eye to the new girl that has come to town, and tell her..."

But Sid has seized his clothes and disappeared. He entered Aunt Polly's room, shouting, "Oh, Aunt Polly, come! Tom is dying!" "Dying!" "Yes, come quick!" "Nonsense, I don't believe it".

But she ran to Tom, with Mary and Sid behind her. And her face grew white, too, and her lips trembled, as she asked, "You, Tom! Tom, what is the matter with you, child?" "Oh, Auntie, my sore toe is mortified!".

The old lady sank into a chair, laughed a little, then cried a little. Then she laughed again, and said, "Tom, how you have frightened me! Now, cease that nonsense and get up".

Tom felt a little foolish, the groans ceased, and the pain disappeared. He said, "Aunt Polly, it seemed mortified, and it really hurt me so, that I quite forgot about my tooth".

"Your tooth? And what is the matter with your tooth?" "It is loose and aches awfully". "Now, don't begin your groaning again. Open your mouth. Well, you are right. Your tooth is really loose. Mary, bring a silk thread."

Tom said, "Oh, please, Aunt, don't pull it out. It doesn't hurt now. I don't want to stay away from school."

"Oh, Tom, so all this was because you thought you'd stay home from school and go fishing? Tom, Tom, I love you so, and you seem to try everything to break my old heart."

## NOTES

his tooth was loose - у нього хитався зуб

to groan – стогнати

a mortified finger - палець, вражений гангrenoю

to cease - припиняти

## VOCABULARY AND GRAMMAR WORK

**1. Give Ukrainian equivalents to the following expressions. Make up English sentences with them.**

On Monday morning, to feel unhappy, at school, to find some symptoms of illness, in time, to pull out a tooth, to have a sore toe, to have a sore throat, to have a sore knee, to have a sore arm, to have a backache, to have a stomachache, to have a toothache, to have a pain in the chest, to have a pain in the knee, to feel pain in one's toe, to be angry (with), to sit up, to look smb in the face, what is the matter, to come to town, to enter a room, to grow white, to stay away from school, to stay home from school, to go fishing, to go shopping, to go swimming, to go sightseeing, to break smb's heart.

**2. Study the following speech patterns. Translate them into Ukrainian.**

**A. He was about to begin to groan.**

1. They *were about to* leave the room. 2. She *was about to* go. 3. We *were about to* start speaking but he interrupted us. 4. John *was about to* say something. 5. The plane *was about to* take off. 6. The thief *was about to* jump from the window.

**B. He remembered that the doctor had once spoken about a patient...**

1. Mary *said* (that) she *hadn 't done* her homework. 2. The policeman *asked* me if I *had seen* the accident 3. The sick *man felt* better after he *had taken* his medicine. 4. When we *reached* the station the train *had left*. 5. I *had* already *translated* the article by the time you *rang* me up.

**C. You thought you would stay home from school.**

1. George *said* that he *would be* fifteen years old soon. 2. Ann *asked* me if I *would go* to the cinema the next day. 3. Helen *warned* us that she *would be* late. 4. Andrew's father *promised* that he *would buy* a new car for his son. 5. Peter *hoped* that he *would marry* Elizabeth after graduating from college.

**3. Translate the following sentences into English, using the vocabulary and grammar material of the unit.**

1. Тітонька Поллі збиралася вирвати Томові зуб, коли хтось постукав у двері. 2. Вона пообіцяла, що не сердитиметься на нього, якщо він напише їй листа. 3. - Що трапилося, пані Браун? - Я збиралася піти до крамниць сьогодні, але не можу знайти гаманця. 4. Джек сказав, що у нього того дня боліло горло. 5. Він збирався приїхати до міста, але не зміг, тому що у нього болів зуб. 6. У Дороті болів живіт і вона дала собі слово, що відвідає лікаря за день чи два. 7. Хелен пояснила вчителю, що вона не була у школі через те, що у неї боліло вухо. 8. Пітер збирався піти на риболовлю, але раптом у нього закололо у грудях. 9. Лікар пообіцяв, що виявить симптоми хвороби, як тільки побачить пацієнта. 10. Вони сказали, що почувалися нещасними, оскільки не мали змоги оглянути визначні місця. 11. Алла Пугачова заявила, що Філіп Кіркоров ніколи не розіб'є її серця. 12. Він збирався піти поплавати, але раптом зблід, відчувши нестерпний біль у пальці ноги. 13. В Ендрю був сильний головний біль і він сказав шефові, що у понеділок вранці піде до лікаря. 14. Задзвенів будильник. Бетті прокинулася, сіла на ліжку, розмірковуючи над тим, що трапилося напередодні. 15. Не засиджуйтеся допізна. Пам'ятайте, що завтра вранці ви маєте прокинутися вчасно. 16. Панна Грін подивилася хлопцеві в

обличчя і запитала, чому він не був вчора на заняттях. Юнак відповів, що у нього боліла спина після нічної зміни у порту.

**4. Discuss the episodes, described in the text, using the following questions and tasks.**

1. Why did Tom always feel unhappy on Monday morning? 2. What did Tom discover suddenly? Why did he give up that idea? 3. What did Tom remember then? What did he do? 4. What did Tom decide, however? Did Sid hear him? 5. How did Tom attract Sid's attention? 6. Which was Sid's reaction when he saw Tom groaning? Was he afraid of Tom's state? 7. What and whom did Tom forgive? Why did he say so? 8. How did Aunt Polly learn that Tom pretended to be dying? 9. Did she believe the fact that Tom was dying? Why did her face grow white and her lips tremble? 10. Why did Aunt Polly laugh and cry at the same time? Which was her command? 11. How did Aunt Polly know that Tom was deceiving her? 12. Which was her decision? 13. What did Tom ask Aunt Polly about? How did she react? Why did she reply so? 14. Did you like Tom's intention? How can you describe Tom? 15. Did you like Aunt Polly? Did she remind you of your mother or grandmother? How would you characterize Aunt Polly?

- 5. Divide the text into some logical parts and make up a plan to it.**  
**(a) Retell the story, avoiding direct speech.**  
**(b) Render the text in your own words in writing.**

## **TEXT 7**

### **THE DOG**

*(by Alan Marshall)*

In the far corner of the yard near the bank of a dried small river there was an old mining shaft. Near the shaft a tree had grown. One branch of it hung over the shaft. There was water down there. The

nephew visited the place from time to time. He raised water by a bucket from the shaft to refresh the tree.

The dog was usually with him. It watched him with interest as he raised the bucket. Sometimes the nephew let the dog drink from it.

On one of these visits a rabbit occupied the attention of the dog for a few minutes. When it returned it did not find the nephew in his usual place. A broken branch of the tree lay across the shaft's mouth.

The dog was interested. It ran forward and looked down the shaft. It could see the nephew's white face in the darkness. The dog did not understand what had happened. It barked and ran about.

From the water the nephew spoke to the dog. "Go home, boy. Go back". But the dog did not understand. It barked and barked and ran round the shaft.

Then it stopped running and looked into the darkness. It was very quiet down there. The dog heard the nephew's voice. "Go home, quick!" He spoke with feeling. There was no hope in his voice.

The dog ran a little way from the shaft, then stopped and looked back.

It took a few steps towards the shaft, but suddenly turned and ran towards the house.

How beautifully it ran!

It ran quickly into the kitchen where the old man was cooking something. The old man got quite a fright. "Oh, that dog!" came from his lips.

The dog stood in front of him, barking loudly. This surprised the old man. With a fork in his hand he stood and looked at the dog.

The dog suddenly ran forward and caught the old man's trousers. It pulled violently. The old man did not understand what it all meant. He put the table between himself and the dog. The dog began to bark again. Then it ran to the door, stopped and looked back at the old man.

The old man's expression suddenly changed. His face became white. He hurried from behind the table. The dog ran out of the kitchen. The old man followed. Then he realized where the dog was leading him and he started running. He ran as he had never run before. But he was old and he could not run quickly.

The dog reached the shaft first and stood there. It barked, looked into darkness and then towards the old man as if it wished to tell the nephew that help was coming.

The old man was still running but his poor legs were weak. When he got to the shaft, he was so weak that he could not look into darkness of it. Then his nephew's voice came to him. "Hurry, Uncle!"

He hurried. The bucket went down until it reached the water. "Pull slowly, Uncle. The rope is rotten". He began to pull. Very slowly. His eyes were closed. How old he was. Oh, age is cruel.

At last the nephew's head appeared, and soon he was on the ground near the shaft. He lay there a moment. But then he saw that the old man had become strangely weak. He was feeling ill. The nephew slowly got to his feet and went to the old man. He lifted him and put him on the ground. "Are you all right, Uncle?" he asked.

He squeezed water from his coat onto the face of the old man. The old man shook his head and sat up. He then took his pipe but he could not light it: his hands were shaking. His nephew did it for him. He smiled into the face of the old man and said, "Thank you, Uncle".

The dog thought it was the time to express its happiness. It wished to lick the nephew's hand. It went to him with an eye on the old man.

The old man took his pipe from his mouth and looked long at the dog. "That dog's a good dog," he said.

## NOTES

an old mining shaft - покинута шахта

to refresh the tree - щоб полити дерево

he got quite a fright - він страшенно злякався

it pulled violently - пес тягнув несамовито

with an eye on the old man - поглядаючи краєчком ока на старого

## VOCABULARY AND GRAMMAR WORK

*1. Translate the following phrases into Ukrainian. Give English sentences of your own with them.*

In the far corner of smth, from time to time, to refresh a tree, to watch with interest, to occupy the attention of smb, to speak with feeling, to run a little way from smth, to take a few steps, to get quite a fright, to become white, to feel ill, to get to one's feet, are you all

right?, to squeeze water from smth, to shake one's head, to smile into smb's face, to express one's happiness, with an eye on smb, to light a pipe, to take one's pipe from one's mouth.

**2. Study the following speech patterns. Translate them into Ukrainian.**

**A. Sometimes the nephew *let* the dog *drink* from it.**

1. Her father will not *let* her *go* to the dance. 2. Please, *let* me *know* what happens. 3. Don't *let* the fire *go out*. 4. In his young days he wanted to look like the "Beatles" boys, that's why he *let* his hair *grow*. 5. Grandfather *let* me *drive* the car. 6. A stroke of luck *let* us *win* the game.

**B. The dog *did not understand* what *had happened*.**

1. I *knew* that she *had married* some years before. 2. I *was* sure that they *had learnt* that poem by heart 3. *He pointed out* that the students of our group *had worked* hard at their English that academic year. 4. We *were informed* that Mr Lutsenko *had made* up his mind to spend his vacation in the south of the Crimea.

**C. There was *no hope* in his voice.**

1. There was *no belief* in her look. 2. There was *no love* in his eyes. 3. There was *no faith* in their looks. 4. There was *no devotion* in her eyes. 5. There was *no confidence* in his voice. 6. There was *no loyalty* in your look.

**D. How *beautifully* it ran!**

1. *How old* he was! 2. *How nicely* he spoke! 3. *How amusingly* he told stories! 4. *How beautiful* she was! 5. *How frank* they were with their parents! 6. *How uncertainly* she felt in that company!

**E. He realized where the dog *was leading* him.**

1. The dog ran into the kitchen where the old man *was cooking* something. 2. It wished to tell the nephew that help *was coming*. 3. The old man *was* still *running* *but* his poor legs were weak. 4. He saw that the old man had become strangely weak - he *was feeling* ill. 5. He could not light the pipe - his hands *were shaking*.

**F.                    *It was the time to express its happiness.***

1. *It was the time* to declare his love to her. 2. *It was the time* to think over their future. 3. *It is the time* to get married, daughter. 4. // *is the time* to help your parents. They are rather old.

**3. *Translate the following sentences into English, using the vocabulary and grammar material of the unit.***

1. Мама дозволила дівчинці поливати квіти маленьким цеберком. 2. Керрі була щаслива. Вона посміхалася Херствудові. 3. Як дивно він підкурих люльку! 4. Він відчув себе хворим тому, що напередодні не спав три ночі, готуючи курсову роботу. 5. "З тобою усе гаразд?" - запитав друг Керрі, бо у її погляді бракувало сподівання. 6. Раптом, він побачив вогники у далекому кутку парку. 7. Час від часу вона дозволяла йому поцілувати себе у щічку. 8. Він подумав, що саме час заволодіти її увагою. 9. На жаль, вона не зрозуміла його, коли він зворушливо говорив про свою повагу до її батьків. 10. Він так був вражений тією звісткою, що навіть вийняв з рота люльку. 11. її дідусь зовсім не старий, він ще з цікавістю спостерігає за молоденькими жінками. 12. Немовля зробило кілька кроків до мами, зупинилося і радісно закричало. 13. Вона пам'ятає, як страшенно злякалася, коли вперше побачила верблюда. 14. Джек забув парасольку вдома. Йшов сильний дощ і він намок до нитки. А потім довго викручував одяг. 15. Ми помітили, як хтось пробіг кілька метрів від кав'ярні й заховався за густими кущами. 16. Ентоні підійшов до дівчини, краєчком ока поглядаючи на здоровенного пса. 17. їй не обов'язково було висловлювати своє щастя перед людьми. Вона і так почувалася щасливою. 18. Коли його запитали, чи збирається він вступати до університету, він несхвально похитав головою. Він вирішив попрацювати кілька років. 19. Побачивши знівечене тіло на узбіччі дороги, Джон зблід, але не розгубився. Він негайно викликав швидку допомогу. 20. Почувши своє ім'я, малий Том скочив на ноги і побіг до будинку.

**4. *Discuss the events, described in the text, using the following questions and tasks.***

1. Where was the old mining shaft? 2. Why did the nephew visit the place from time to time? 3. Who was usually with the nephew? 4. Which relations were there between the young man and the dog? 5. Why didn't the dog find the nephew in his usual place on one of those visits? 6. How did the dog see the young man's white face in the darkness? 7. Why was the nephew's face white? 8. What did the young man tell the dog from the water? 9. Which was the dog's reaction? 10. Why did the dog suddenly turn and run towards the house? 11. How did it run? 12. Why did the old man get quite a fright? 13. What surprised the old man? 14. Describe the scene between the old man and the dog. 15. Why did the old man's expression suddenly change? Why did his face become white? 16. How did the old man behave? Why couldn't he run quickly? 17. What did the dog do when he had reached the shaft? 18. Why couldn't the old man look into the darkness of the shaft? 19. What did he hear? 20. Which was the nephew's caution? 21. How did the old man pull the rope? 22. Why did the young man lie near the shaft a moment? 23. How did the old man feel? 24. What did the nephew do after that? 25. Why couldn't the uncle light his pipe? 26. Why did the young man say thank you to his uncle? 27. What kind of man was the nephew? 28. How would you describe the uncle? 29. How did the dog wish to express its happiness? 30. Why did the old man characterize the dog as a good one? 31. Did you enjoy the story? 32. Which title of your own could you suggest?

***5. Divide the text into several logical parts and give a title to each of them.***

***(a) Retell the story, avoiding direct speech.***

***(b) Render the text in your own words in writing.***

## **TEXT 8**

### **HOW WE KEPT MOTHER'S DAY**

*(by Stephen Leacock)*

Of all the different ideas that have been started lately, I think that the best is the one of celebrating Mother's Day every year. I don't

wonder that May the eleventh is becoming such a popular date all over America, in a big family like ours.

We thought it a fine idea.

We decided that we'd make Mother's Day a great day, a holiday for all the family, and do everything we could to make Mother happy. Father decided to take a holiday from his office so as to help in celebrating the day, my sister Ann and I stayed home from college, and Mary and brother Will stayed home from high school.

It was our plan to make it a day like Christmas or any big holiday, and so we decided to decorate the house with flowers, and all that kind of things. We got Mother to do the decorations, because she always does it at Christmas.

We decided that we should get a motor-car and take Mother for a beautiful drive into the country because she is busy in the house nearly all the time.

So, we got everything ready for the trip, and we got mother to make up a sort of lunch in case we got hungry, though, of course, we planned to come back home again to a big dinner in the middle of the day, just like Christmas or New Year's Day. Mother packed it all up for us ready to put in the car.

Well, when the car came to the door it turned out that it was smaller than we had thought, and it was clear that we couldn't all get in.

Father said that he could just as well stay at home, and that he was sure that he could spend the time working in the garden. He wanted us to go and be happy and have a good day. But, of course, we all felt that it would never do to let Father stay at home, especially as we knew he would not be happy if he did. The two girls, Ann and Mary, were prepared to stay and get dinner ready. They both said that Mother had only to say the word, and they'd gladly stay at home and work. Will and I couldn't help in getting dinner ready.

So, in the end, it was decided that Mother would stay at home and just have a lovely restful day round the house, and get the dinner ready. The weather was just a little bit cold, though it was sunny, and Father was rather afraid that Mother might catch a cold if she came.

So, we all drove away with three cheers for Mother, and Mother stood and watched us from the veranda for as long as she could see us.

Well, - we had the loveliest day up among the hills. Father caught a lot of big fish, and Will and I fished too, though we didn't get so many as Father, and the two girls met a lot of people that they knew and talked to, and so, we all had a splendid time.

It was quite late when we got back, nearly seven o'clock in the evening, but Mother had guessed that we would be late. So, she had made the dinner later so as to have it just nicely ready and hot for us.

The dinner lasted a long time, and Mother had to get up and down a lot during the meal, bringing things and taking them away. And when it was over, all of us wanted to help to clear the things up and wash the dishes, but Mother said that she would rather do it herself, and we let her just for once to please her.

It was quite late when it was all over, and we all kissed Mother before going to bed. She said it had been the most wonderful day in her life, and I think there were tears in her eyes.

## NOTES

to turn out - виявлятися

in the end - нарешті, зрештою

a little bit - трохи, трішки

to be over - закінчуватися, завершуватися

to get hungry - зголодніти

in case - на випадок

at Christmas - на Різдво

to get smb to do smth - доручити комусь робити щось

## VOCABULARY AND GRAMMAR WORK

1. *Translate the following word combinations into Ukrainian. Give English sentences of your own.*

All over America, to make smb happy, to take a holiday from one's office, to stay home from college, to stay home from school, to decorate smth with smth. to get smb to do smth, at Christmas, to take smb for a drive, to be busy in the house, all the time, to make up lunch, in case, to get hungry, to come back home to a big dinner, in the middle of the day, it turned out that, to stay at home, to be sure, to

spend the time doing smth, to have a good day, to get dinner ready, in the end, to have a lovely day, round the house, a little bit, to catch a cold, as long as, among the hills, to talk to smb, to catch a lot offish, to have a splendid time, to be late, to get back, to last a long time, to get up and down, a lot, during the meal, to be over, to wash the dishes, for once, to go to bed, to be quite late.

**2. Study the following speech patterns. Translate them into Ukrainian.**

**A. We decided that we would make Mother's Day a great day.**

1. We all *felt* that it *would* never *do* to let Father stay at home. 2. We *knew* he *would not be* happy. 3. Mother *had* only to say the word, and they *would* gladly *stay* at home and work. 4. It *was decided* that Mother *would stay* at home. 5. Mother *said* that she *would* rather *do* it herself.

**B. He wanted us to go and be happy and have a good day.**

1. She *wants me to go* with her. 2. Helen *wants him to buy* her a new dress. 3. I *want you to work* hard at your English every day. 4. Bill *wants her to be* his wife. 5. They *wanted me to write* to the company for further information.

**C. Mother had to get up and down a lot during the meal.**

1. Mother *had* only to say the word. 2. You *have to go* to school today. 3. We *had to leave* early. 4. *Do* you often *have to go* to the dentist's? 5. He's so rich that he *doesn't have to work*. 6. These shoes *will have to be repaired*.

**D. It was clear that we couldn't all get in.**

1. Father *said* that he *could* just as well *stay* at home. 2. We *decided* that we *should get* a motor-car. 3. He *was sure* that he *could spend* the time working in the garden. 4. Father *was* rather *afraid that* Mother *might catch* a cold if she came.

**3. Translate the following sentences into English, using the vocabulary and grammar material of the unit.**

1. Вони вирішили, що доручать дідусеві помити посуд. Будучи в армії кілька десятків років тому, він робив це залюбки. До того ж, йому буде приємно згадати молодість. 2. Врешті-решт він змушений був одружитися. Виявилось, що Кейт чекала дитину. І вже було надто пізно наживати п'ятами. 3. Вона хотіла, щоб я не пішов до коледжу і допоміг їй приготувати обід. 4. Він був впевненим, що вони повернуться додому на гучний обід. 5. Вона змушена була ходити туди-сюди, поки її гості веселилися й споживали прохолодні напої. 6. Джордж застудився й вимушений був не піти до школи. Його бабуся вирішила, що він з'їв багато морозива і йому слід лягати спати перед тим, як навідається лікар. 7. - Де ви були вчора? - Ми відпочивали серед пагорбів. Тітонька Джулія наловила чимало риби. А дядечко Айзек приготував смачний ланч. - То ви прекрасно провели час, чи не так? 8. - В молодості наш дідусь проводив свій вільний час, катаючи гарненьких дівчат у своєму "Мерседесі". - А чим займається він зараз? - Нині він порастає у будинку: поливає квіти, доїть корів на фермі. 9. - Ви знову запізнилися? Де ви були? - Перепрошую, добродію. Я прикрашала квартиру повітряними кульками і прапорцями. - У вас свято? - Так. День народження нашого сина. Він обіцяв, що повернеться завтра. 10. Його бабуся працювала в садку вчора вранці. У середині дня вона зголодніла. їй приготували розкішний ланч з бранді. Бабуся обідала з чудовим апетитом. Під час трапези хтось зателефонував їй. Як виявилось, то був телемонтер, котрий перевіряв лінію. Бабуся прекрасно провела день. 11. - Тобі подобається його наречена? - Так. Досить приваблива панночка, але трішки огрядна. - То не біда. Кажуть, вона їсть небагато: три миски борщу і пів курки на обід. Крім того, любить поратися у будинку. 12. Тарас Шевченко був кріпаком доти, поки друзі не викупили його у пана Енгельгардта. 13. Генрі взяв відпустку з роботи у п'ятницю і ми чудово провели день за містом. 14. Ми вирішили, що залишимо їм записку на випадок, якщо їх не буде вдома. 15. - Ви увесь час вдома. Ви десь працюєте? - Так. Я працюю нічним сторожем у дитячому садку. 16. Нарешті закінчився цей навчальний рік. Здається, він тривав надто довго.

**4. Discuss the events, described in the text, using the following questions and tasks.**

1. How many people were there in the family? 2. What did the family decide? 3. Why did the father take a holiday from his office? Why did Ann and Stephen stay home from college, and Mary and Will from high school? 4. Which was the plan of the family? 5. Who did the decorations? 6. Why did the family decide to get a motor-car? 7. How did the family prepare for the trip? 8. What did it turn out when the car came to the door? 9. Was the father ready to stay at home? 10. What was decided in the end? Why? 11. What kind of farewell was it? 12. How did the father and his children spend that day? 13. When did they get back? 14. Did the mother wait for them? 15. How did the dinner last? What happened after the dinner? 16. How did Mother's Day end? 17. Was that day really the most wonderful day in the mother's life? What is your point of view? 18. Why were there tears in the mother's eyes? 19. What genre does the story belong to? 20. How is the humorous effect achieved in the story? Find the sentences in the text, please. 21. Is Mother's Day celebrated in Ukraine nowadays? Which women's holiday do you prefer celebrating - the 8<sup>th</sup> of March or Mother's Day? Why?

**5. Make up a plan of the text.**

**(a) Retell the story, avoiding direct speech.**

**(b) Render the text in your own words in writing.**

**TEXT 9**

**THE LUNCHEON**

*(by William Somerset Maugham)*

I saw her at the play and in answer to her beckoning I went over during the interval and sat down beside her. It was long since I had last seen her. She addressed me brightly, "Well, it's many years since we first met. How time does fly! Do you remember me first time I saw you? You asked me to luncheon".

Did I remember? It was twenty years ago and I was living in Paris. I had a small apartment in the Latin Quarter overlooking a cemetery and I was earning money to keep body and soul together.

She had read a book of mine and had written to me about it. I answered thanking her and presently I received from her another letter saying that she was passing through Paris and she would like to have a talk with me. But her time was limited and the only free moment, she had, was on the following Thursday. She was spending the morning at the "Luxemburg" and asked me if I would give her a little luncheon at "Foyot's" afterwards.

"Foyot's" was a restaurant so far beyond my means that I had never thought of going there. But I was flattered and I was too young to say no to a woman.

I answered that I would meet my friend by correspondence at "Foyot's" on Thursday at half past twelve. She was not so young as attractive. It seemed to me that she wanted to talk about me and I was prepared to be a good listener.

I was startled when the menu was brought, for the cost was much higher than I had thought. "I never eat anything for luncheon", she said. "I never eat more than one thing. A little fish perhaps. I wonder if they have any salmon".

Well, it was early in the year for salmon and it was not in the menu, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in, it was the first they had had. I ordered it for my friend. The waiter asked her if she would have something while they were cooking it.

"No", she answered, "I never eat more than one thing. Unless you had a little caviar. I never mind caviar.

My heart sank a little. I knew I could not order caviar, but I could not very well tell her that I told the waiter to bring caviar. For myself I chose the cheapest dish in the menu and that was a mutton chop.

Then came the question of drink.

"I never drink anything for luncheon", she said.

"Neither do I", I answered quickly.

"Except white wine", she said as though I had not spoken. "These French wines are so light. They're wonderful for digestion.

"What would you like?" I asked.

She gave me a bright smile.

"My doctor won't let me drink anything but champagne".

I turned pale. I ordered half a bottle. I said that my doctor had absolutely forbidden me to drink champagne.

"What are you going to drink men?"

"Water".

She ate the caviar and she ate die salmon. She talked of art and literature and music, but I wondered what the bill would come to.

"I see that you like to eat a heavy luncheon. I am sure it is a mistake. Why don't you follow my example and just eat one thing?"

"I am only to eat one thing", I said as the waiter came with me menu.

She waved him aside with an airy gesture.

"No, no, I never eat anything for luncheon. Just a bite. I couldn't possible eat anything more - unless they had some of those giant asparagus. I should be sorry to leave Paris without having one of them".

My heart sank again. I had seen them in the shops and I knew that they were terribly expensive.

"Madame wants to know if you have any of those giant asparagus", I asked the waiter. I tried with all my might to make him say no. A happy smile appeared over his broad face, and he told me that they had some, so large and so splendid. I ordered them.

We waited for the asparagus to be cooked. Panic caught me. It was not a question now, how much money I would have for the rest of the month, but whether I had enough to pay the bill.

The asparagus appeared. They were so great. I watched her eating them. At last she finished.

"Coffee?" I said.

"Yes, just an ice-cream and coffee", she answered.

I ordered coffee for myself and ice-cream and coffee for her. Then a terrible thing happened. While we were waiting for the coffee, the head waiter came up to us bringing a large basket full of huge peaches.

"You see", she said, "you have filled your stomach with a lot of meat and you can't eat anything more. But I've just had a bite and I'll enjoy a peach".

The bill came and when I paid it I found that I had no money left. When I walked out of the restaurant I had the whole month before me and not a penny in my pocket.

"Follow my example", she said as we shook hands, "and never eat more than one thing for luncheon".

"I'll do better than that", I answered. "I'll eat nothing for dinner tonight!"

"Humorist!" she cried, jumping into a cab. "You are quite a humorist!"

But I have had my revenge at last. I do not believe that I am a revengeful man, but when the immortal gods take a hand in the matter, it is pardonable to observe the result with self-satisfaction. Today she weighs twenty-one stones.

## NOTES

in answer to her beckoning - у відповідь на її кивок

overlooking a cemetery - що виходило вікнами на цвинтар

to keep body and soul together - зводити кінці з кінцями

far beyond my means - значно вище моїх можливостей

I was flattered - мені було дуже приємно

my friend by correspondence - приятель по листуванню

in appearance imposing rather than attractive - за зовнішністю скоріш показна, аніж приваблива

I never mind caviar - ніколи не відмовлюся від ікри

they 're wonderful for digestion - вони чудові для травлення

but champagne - крім шампанського

just a bite - лише перехопив

giant asparagus- велетенська спаржа

1 stone = 6.356 кг

## VOCABULARY AND GRAMMAR WORK

*1. Translate the following expressions into Ukrainian. Use them in your own English sentences.*

To sit down beside smb, to address smb brightly, to earn money, to keep body and soul together, to have a talk with smb, far beyond

smb's means, in appearance, to be on the menu, to order smth for smb, to be wonderful for digestion, to give smb a bright smile, to turn pate, half a bottle, to follow smb's example, with an airy gesture, with all one's might, to pay the bill, to come up to smb, to fill one's stomach with smth, to have a bite, to shake hands (with smb), at last, to jump into a cab, to take a hand in the matter.

**2. Study the following speech patterns. Translate them into Ukrainian.**

**A. It was twenty years ago and I was living in Paris.**

1. I *was earning* money to keep body and soul together. 2. She *was passing* through Paris. 3. She *was spending* the morning at the "Luxemburg". 4. The waiter asked her if she would have something while they *were cooking* the salmon 5. While we *were waiting* for the coffee the head waiter came up to us.

**B. I wonder if they have any salmon.**

1. I *wonder* who he is. 2. I *wonder* who it was. 3. I *wonder* what happened. 4. I *wonder* what she wants. 5. I *wonder* why he is late. 6. I *wonder* whether she will come. 7. I *was wondering* how to get there quickly. 8. I *wonder* whose it is. 9. I *was wondering* where to spend the week-end. 10. I *wonder what* I should serve for dinner.

**C. I found that I had no money left.**

1. When I've paid all my debts, there'll be nothing *left*. 2. I have a hundred dollars *left*. 3. When she has paid the bill she will have nothing *left*. 4. After his death his children were well *left*.

**D. I should be sorry to leave Paris without having one of them.**

1. He can't speak German *without making* mistakes. 2. Can you make an omelet *without breaking* eggs? 3. He passed *without seeing* me. 4. They left *without saying* goodbye. 5. She passed *without his seeing* her. 6. - Do you ever travel without a ticket? - I once did it *without being caught*. 7. Jack left *without* so much as *saying* that he was sorry.

**E. "I never drink anything for luncheon", she said.  
"Neither do I", I answered.**

1. - I don't like sweets. - *Neither do I.* 2. - He hasn't been to London. - *Neither has she.* 3. - They cannot speak Japanese. - *Neither can we.* 4. She isn't an engineer. - *Neither am I.* 5. - Bob can't go to Liverpool. - *Neither can I.* 6. - Myron didn't live in Canada. - *Neither did Olena.* 7. They weren't Communists. - *Neither was he.* 8. - You mustn't beat cats. - *Neither must they.*

**3. Translate the following sentences into English, using the vocabulary and grammar material of the unit.**

1. Нарешті, її син закінчив університет. Цікаво, які дисципліни він там вивчав. 2. - Можна мені сісти біля Вас? - Вибачте, це місце зайняте. 3. Зовні вона нагадувала Клару Цеткін. 4. Ми не розв'яжемо цієї проблеми без втручання бабусі у справу. 5. Ти не повинна наслідувати свою тітоньку, котра вже тричі встигла вийти заміж у двадцять п'ять літ. 6. - Цікаво, скільки він заробляє? - 1300 гривень на місяць. - Правда? І жодного разу не запросив мене до театру! 7. Можна мені поговорити з вами? 8. Коли вони підійшли до нього, він встиг ускочити в кабриолет. 9. - Скільки ви хочете за цей будинок? - 35000 гривень. - Вибачте, але це понад мої можливості. 10. - Що сьогодні у меню? - Яєчня з шинкою, кава, коньяк. 11. Він зблід, побачивши рахунок, але за нього треба було платити. 12. Будьте ласкаві, замовте для мене ананаси. Вони прекрасні для травлення. 13. Нарешті він збагнув, що у нього не залишилося жодної копійки. І він був змушений зводити кінці з кінцями. 14. - Як правило, я не набиваю свій шлунок різними дурницями. - І я теж. Я споживаю вишукані страви. 15. Жестом руки Пітер показав, що він вже перехопив у кав'ярні. Зараз він хоче просто перепочити. 16. Вона, бувало, завжди зверталася жваво до мене. І мені було дуже приємно. 17. Ми щосили намагалися дати їм зрозуміти, що не можемо запропонувати залишитися у нас на ніч. Нам самим ніде спати. Дідусь ночує у ванній, бабуся - на кухні, діти - на дивані у спальні, а ми з чоловіком - на підлозі у вітальні. 18. Наші дружини поцілувалися, а ми з Оскаром потиснули один одному руки. Ми не бачилися родинами цілу вічність!

**4. Discuss the episodes, described in the text, using the questions and tasks given below.**

1. Who are the characters of the story?
2. How does the story begin?
3. How old were the events described in the story?
4. Where did the author live? How did he live? What was his occupation?
5. Which were the relations between the author and his woman-friend?
6. What was the woman's request?
7. How did the author react to it?
8. What kind of woman was the author's friend?
9. Why was the author ready to be a good listener?
10. Why was the author startled when the menu was brought?
11. Which was the woman's sacramental phrase? Did she usually follow it? Give examples, please.
12. Describe the scene at the table, please? Which comic episodes can you mention here?
13. In which position was the author when he left the restaurant with his woman-friend? Was he really a humorist when he said that he would eat nothing for dinner that night?
14. How do you understand the idea "When the immortal gods take a hand in the matter it is pardonable to observe the result with self-satisfaction"?
15. Did you enjoy the story?

**5. Make up a plan of the text.**

- (a) **Retell the story, avoiding direct speech.**
- (b) **Render the text in your own words in writing.**

**TEXT 10**

**A DAY'S WAIT**

*(by Ernest Hemingway)*

He came into the room to shut the windows while we were still in bed and I saw he looked ill. His face was white, and he walked slowly.

"What's the matter, Schatz?" "I've got a headache". "You'd better go to bed". "No, I'm all right". "You'd go to bed. I'll see you when I'm dressed."

But when I came to his room, he sat by the fire, looking a very sick and unhappy 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. "One hundred and two."

The doctor wrote out a prescription. He said, it was nothing serious if the fever did not go above one hundred and four degrees.

Back in the room I wrote the boy's temperature down and said, "Do you want me to read to you?" "All right. If you want to," said the boy. His face was very white. He lay still in the bed and paid no attention to what was going on.

I read aloud, but I could see he was not listening. "How do you feel, Schatz?" I asked him. "Just the same, so far", he said.

I stopped reading. I thought, it would be better for him to go to sleep -the boy looked tired and strange. "Why don't you try to sleep?" I said. "I don't want to". Then he added, "You don't have to stay if it's going to bother you".

I thought, perhaps, he wanted to be alone. So, I gave him his medicine and went out.

It was a bright, cold day. The ground, the trees, the grass were covered with snow and ice. I took my dog for a little walk, up the icy road but it was difficult to stand or walk, I even fell twice. After some time I returned home.

At the house, they said, the boy did not 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 the same position in which I had left him: his face was white and he was looking straight in front of him.

I took his temperature. "What is it?" "Something like a hundred", I said. It was one hundred and two. "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 stop thinking". "Don't think", I said. "Just take it easy." "I'm taking it easy", he said and looked straight in front of him.

He was thinking hard about something. "Take this with water". "Do you think it will do any good?" "Of course, it will."

I sat down, opened the book and began to read, but I could see he was not listening, so I stopped. "About what time do you think I'm going to die?" "You are not 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". "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 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." "Oh," he said.

He was still looking in front of himself. But then the hold over himself relaxed slowly, and the next day he cried easily at little things of no importance.

## NOTES

Schatz - (нім.) дорогий, любий; англ. darling, dear  
if the fever did not go above - якщо температура не підніметься вище  
so far - досі; поки що  
if it bothers you - якщо тобі це неприємно  
it's nothing to worry about - нічого хвилюватися  
just take it easy - не бери це близько до серця  
the hold over himself relaxed slowly - поступово нервова напруга спала

## VOCABULARY AND GRAMMAR WORK

**1. Give Ukrainian equivalents to the following phrases. Compose your own English sentences with them.**

To come into the room, to be still in bed, to look ill, to look tired, to look strange, to walk slowly, to go to bed, to go to sleep, to be all right, to sit by the fire, a boy of nine years, to have a fever, to take

smb's temperature, to write out a prescription, nothing serious, to pay (no) attention to smb (smth), to read aloud, so far, just the same, to be alone, to be covered with snow, to be covered with grass, to be covered with ice, to take smb for a walk, after some time, to return home, to go up to smb, to look straight in front of one (self), it's nothing to worry about, take it easy, to be good, to think about smth, what's the matter with you, on a thermometer, to be sure, to cry easily, at a little things of no importance, to put one's hand on smb's forehead, to have a cough, to have a headache.

**2. Study the following speech patterns. Translate them into Ukrainian.**

**A. You'd better go to bed.**

1. You *had better* mind your own business. 2. You'd *better* not say that. 3. *Hadn 't* you *better* take an umbrella? 4. We'd *better* be starting back now. 5. I had better begin by explaining this law.

**B. I'll see you when I'm dressed.**

1. We *shall go* to the country if the weather *is* fine. 2. If you *ask him*, he will help you. 3. I'll *do* it, even if it *takes* me all the afternoon. 4. If I make a mistake, I'll *admit* it. 5. She *will marry* when she *graduates* from the university.

**C. Do you want me to read to you?**

1. I *want you to water* the flowers in the garden. 2. She *wants me to go* with her. 3. I *don't want* there to be any misunderstanding. 4. I *want you to see* him this evening. 5. He *wanted me to be invited* to the party.

**D. I can't stop thinking.**

1. We *stopped talking*. 2. It *has stopped* raining. 3. Please, *stop making* so much noise. 4. He *stopped smoking* three years ago. 5. Why doesn't he *stop beating* his wife?

**E. I heard him say a hundred and two.**

1. Did you hear her go out? 2. We heard you knock at the door. 3. Did you hear a dog bark? 4. I heard them whisper downstairs. 5. Have you ever heard her sing?

**3. Translate the following sentences into English, using the vocabulary and grammar material of the unit.**

1. - Ви чули, як він зайшов до кімнати? - Так, чув. Саме у той момент я читав уголос дружині своє нове оповідання. 2. - Ти виглядаєш таким стомленим. Тобі краще б сісти біля каміну і подумати про завтрашню зустріч. 3. - Візьми нашого кота на прогулянку, Стівене. - Вибач, не можу, люба. Щось мене лихоманить. - Сідай у крісло, зараз я зміряю тобі температуру... У тебе нормальна температура. Ти просто трішки втомився. Відпочинь трохи. А через деякий час погуляєш з котиком. 4. - Що з вами трапилось? Я не бачила вас цілу вічність. - Зі мною все гаразд. Але кілька тижнів я почувався погано й виглядав хворим. Довелося викликати лікаря. Він зміряв мою температуру, виписав рецепт і велів залишатися у ліжку. Зараз я відчуваюся добре. Слава богу, нема про що турбуватися. 5. Коли я поверталася додому, дорога вкрилася льодом. І я, на жаль, запізнилася на обід. 6. - Що з моїм телевізором? - На щастя, нічого серйозного. Вам краще б поміняти кінескоп і купити сучасну антену. 7. - Знаєш, Джеку, днями мене покинула дружина. - Ну то й що? Не бери це близько до серця. Зараз тобі краще побути самому, поки ти не владнаєш своїх проблем. Я хочу, щоб ти добре поспав сьогодні. Це тільки піде тобі на користь. 8. - Щось ти виглядаєш сьогодні такою дивною. У тебе якісь проблеми? - Так. Вчора мій чоловік поспішав додому на своєму "Опелі". Дорога була вкрита снігом. Він не впорався з керуванням і потрапив в аварію. Зараз він у лікарні. Йому зробили операцію. 9. - У тебе син чи донька? - У мене дочка вісімнадцяти літ. Чудова дівчинка. - Заміжня? - Незаміжня, поки що. Вона є студенткою ветеринарної академії. - А у тебе хто? - У мене прекрасний син дев'ятнадцяти років. - Чим він займається? - Щойно закінчив кулінарний технікум. 10. - Давно вас не бачив. Є щось нове в житті? - Все по-старому. 11. - Ви хочете, щоб я підійшла до вас завтра після занять? - Ні, краще до занять. 12. Я бачив, як вона, не поспішаючи, прогулювалася

парком. Земля була встелена весняними квітами. Поруч йшов породистий бульдог. 13. У мене сильно боліла голова. Я викликав лікаря. Доктор поклав руку мені на чоло, зміряв температуру. На градуснику я помітив позначку 38,5. Лікар прописав ліки й звелів лягати в ліжку. 14. - Як почувається ваша бабуся? - Спасибі, набагато краще. Вчора ввечері я звелів їй лягати спати о шостій годині. Вона чудово спала до десятої ранку. І навіть не хропіла. Бабуся нині вередує з будь-якого приводу.

***4. Discuss the plot of the story, using the questions and tasks suggested.***

1. Why did the boy look ill? 2. What troubled the boy? 3. What did his father promise? 4. How did the boy look when his father came to his room? 5. How did the father learn that his son had a fever? 6. What did the father advise the boy? 7. What did the doctor do? What was his conclusion? 8. What did the father suggest? Which was the boy's state at that moment? 9. Was the boy listening to his father's reading? 10. Did the boy want to go to sleep? 11. Why did the author decide that the boy wanted to be alone? 12. Where did the author go out? What kind of day was it? 13. Why did the boy think that his father couldn't come into his room? 14. In which position did the author find his son? 15. How did the boy behave? 16. Why did the boy make his mind that he was going to die? 17. How did the father explain the situation? 18. Why did the boy cry easily at little things of no importance the next day? 19. Why did the author use the word "Schatz"? 20. What can you say about the language of the story?

***5. Make up a plan of the text.***

***(a) Retell the story, avoiding direct speech.***

***(b) Render the text in your own words in writing.***

## TEXT 11

### **THREE MEN IN A BOAT**

*(an excerpt)*

*(by Jerome K. Jerome)*

We made a list of things to be taken before we parted that evening. The next day, which was Friday, we got them all together, and met in the evening to pack. We moved the table up against the window, put everything in the middle of the floor, and sat round and looked at it.

I said I'd pack.

I am rather proud of my packing. Packing is one of those many things that I feel I know more about, than any other person living. George and

Harris agreed.

This was not what I expected. I had meant, of course, that I should look after the job, and Harris and George should follow my instructions.

However, I did not say anything, but started the packing. It seemed a long job than I had thought it was going to be; but I got the bag finished at last, and sat on it.

"Aren't you going to put the boots in?" said Harris.

And I looked round, and found I had forgotten them. That's just like Harris.

I opened the bag and packed the boots in; and then just as I was going to close it, a horrible idea occurred to me. Had I packed my tooth-brush.

I don't know how it is, but I never know whether I've packed my toothbrush.

Of course, I had to turn everything out now, and, of course, I could not find it. Of course, I found George's and Harris's eighteen times over, but I couldn't find my own. I put the things back one by one, and held everything up and shook it. Then I found it inside a boot. I repacked once more.

When I had finished, George asked if the soap was in. I said I didn't care whether the soap was in or whether it wasn't, and I shut the bag and found that I had packed my tobacco in it and had to reopen it.

It got shut up finally at 10.50 p.m., and then we had two baskets to pack. Harris said that he and George had better do the rest; and I agreed and sat down.

They started with breaking a cup. Then Harris packed the jam on top of a tomato, and they had to pick up the tomato with a tea-spoon. Then it was George's turn, and he stepped on the butter. I didn't say anything, but I came over and sat on the table and watched them. It made them nervous, and they stepped on things, and put things behind them; and couldn't find them when they wanted them; and they packed the pies at the bottom, and put heavy things on top.

After George had got the butter off his boot, they put it down on a chair, and Harris sat on it, and they went looking for it all over the room.

Then George got round at the back of Harris and saw it. "Why, here it is all the time", he exclaimed. "Where?" cried Harris, turning quickly round. "Stand still, can't you?" roared George, flying after him. And they got the butter off and packed it.

The packing was done at 12.50; and Harris sat on the big basket, and said he hoped nothing would be found broken. George said that if anything was broken it was broken. He also said he was ready for bed. We were all ready for bed.

## NOTES

a list of things to be taken - список речей, які треба взяти  
that 'v just like Harris - то було у стилі Херріса  
had better do the rest - краще зроблять решту  
George got round - Джордж обійшов

## VOCABULARY AND GRAMMAR WORK

*1. Translate the following word combinations into Ukrainian.  
Make up your own English sentences with them.*

To make a list of smth, to be proud of smth, to sit round, to look after smth, to follow smb's instructions, an idea occurred to smb, to

look round, one by one, to do the rest, on top, at the bottom, to look for smth, all over smth, all the time, to be ready for smth.

**2. Study the following speech patterns. Translate them into Ukrainian.**

**A. We got them all together.**

1. I *got the bag finished* at last 2. It *got shut up* finally at 10.50 p.m. 3. After George *had got the butter off his* boot, they put it down on a chair. 4. Then George *got round* at the back of Harris and saw it 5. And they *got the butter off* and packed it

**B. I had to turn everything out now.**

1. I *had to reopen* the bag. 2. They *had to pick* out the tomato with a tea-spoon. 3. She lives far from college, that's why she *has to take* a bus. 4. You *will have to look for* their house if you don't send them a telegram.

**C. We had two baskets to pack.**

1. I can't go with you because I *have* a lot of work *to do*. 2. She *has* twenty-three pupils *to teach*. 3. He *had* five or six exams *to pass*. 4. If you leave for Lviv without your experienced aunt you *will have* some problems *to solve*.

**D. It seemed a longer job than I had thought.**

1. I *found I had forgotten* my boots. 2. When I *had finished*, George *asked* if the soap *was* in. 3. I *found* that I *had packed* my tobacco in the bag. 4. After George *had got the butter off his* boot, they *pat* it down on a chair, and Harris *sat* on it.

**E. I said I'd pack.**

1. Harris *hoped* nothing *would be found* broken. 2. The President *promised* that he *would have given* the teachers' salaries by the end of August 3. Olexandr Ponomariov said he *would visit* our town with a concert the following autumn. 4. She was sure I *would come*.

**3. Translate the following sentences into English, using the vocabulary and grammar material of the unit.**

1. - Що ти шукаєш? - Розумієш, мене запросили на день народження і я не можу знайти свого капелюшка. - Не біда. Доведеться вдягнути хустину. 2. - Ти готовий до сніданку Джонні? - Ні, мамо. Я ще не вмився. - Чому? - Там дідусь приймає душ. - Наш дід ніяк не може причепуритися. Відтоді, як померла бабуся, він змінив чимало дівчат. - Я пишаюся своїм дідусем, мамо. 3. - Він пообіцяв, що складе список речей, які нам необхідно купити. Але не зробив цього. - Доведеться тобі самій зробити це, доню. Твій батько у молодості був набагато серйознішим і відповідальнішим. Ми тримали 40 качок, 70 гусей, 50 індиків, 4 корови, три десятки овець. І він самотуж порався з усім цим господарством. Я лишень спостерігала за його роботою. А він неодмінно виконував усі мої настанови. 4. Вчора я увесь ранок ремонтував в сараї свій старенький велосипед. Але у мене нічого не виходило. Я поглянув навколо й угледів двигун від батькового мотоцикла. І раптом, чудова ідея осяйнула мене. Я позичив у сусіда пропелер й за дві години змайстрував гелікоптер. Й того ж дня випробував його. І невдало. У польоті згадав, що забув заправити двигун паливом. Приземлився на клуні баби Параски, моєї сусідки. 5. Сідайте, дітки, навколо. У мене є цікавий епізод, щоб переповісти його. 6. Один за одним бійці просувалися вузькою стежкою. Сутеніло. Й вони весь час мовчали. 7. - Якась дивна у тебе дружина, Йосипе. Я помітив, що на дно сумки вона завжди кладе помідори, яйця, полуниці, а зверху - картоплю, яблука й книжки. - Чого ти дивуєшся, друже? Вона в мене ще дуже молода й не має досвіду. Ще встигне навчитися. 8. По всій Європі університет є класичним вищим навчальним закладом. А в нашій країні, останнім часом, з'явилися, так звані, галузеві університети - педагогічні, аграрні, медичні, технічні і навіть транспортні, морські, військові. 9. - Що ми матимемо сьогодні на вечерю? - Юшку. - Невже? Я вже сто років не смакувала юшки! - От і скуштуєш сьогодні. Тільки моє завдання - наловити риби, а твоє - зробити все інше. - Гаразд, любий. Тільки йди на риболовлю не через крамницю.

**4. Discuss the episodes from the text, using the questions and tasks given below.**

1. Who are the characters of the story? 2. Why did the three men meet in the evening? 3. Who was going to pack? 4. Why was the author rather proud of packing? 5. Why was that packing not what Jerome expected? 6. What kind of job was it? 7. Which was Harris's remark? What does the author mean, using the phrase "That's just like Harris"? 8. What horrible idea occurred to Jerome? 9. How was the author looking for his toothbrush? Did he find it? 10. Why did the author use the words "I said I didn't care whether the soap was in or whether it wasn't"? In which state was Jerome? 11. Why did Jerome have to reopen the bag? 12. Which was the situation at 10.50 p.m.? 13. What did Harris and George decide? 14. How did they start packing? 15. Why were George and Harris nervous? What was wrong with their packing? 16. How were Hams and George packing the butter? 17. Why were the three friends all ready for bed? 18. Which episode from the story is the funniest, to your mind? 19. How did the author make us laugh? 20. Which title would you suggest to this episode from the novel "Three men in a boat" by Jerome K. Jerome?

**5. Compose a plan of the story.**

**(a) Retell it, using indirect speech.**

**(b) Render the text in your own words in writing.**

## **TEXT 12**

### **THE FUN THEY HAD**

*(by Isaac Asimov)*

Margie wrote about it in her diary. On the page headed May 17, 2157 she wrote "Today Tommy found a real book!"

It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the yellow pages, and it was very strange to read words that stood instead of moving on a screen, you know. When they turned back to the page before, it had been the same words on it, that it had been when they read it the first time.

"Oh", said Tommy, "what a waste! When you are through with this book, you just throw it away, I think. Our television screen has had a million books on it and it's good for millions more!" "Yes, telebooks are great progress", said Margie. She was eleven and her friend Tommy was thirteen.

She said, "Where did you find it?" "In my house". "What's it about?" "School". "School! What's there to write about school? I hate school".

Margie never liked school. But now she liked it still less. The mechanical teacher was giving her test after test in biology and she was doing worse and worse. Finally her mother shook her head and sent for the inspector.

He was a little man with a red face and a box of tools. He smiled at Margie and gave her an apple. Then he took the teacher apart. Margie expected he would not know how to put it together again but he knew it.

After an hour, the mechanical teacher was there again, large and black, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie liked least was the slot where she had to put homework and test papers. She had to write them out in a punch code, they made her learn when she was six years old, the mechanical teacher calculated the mark.

The inspector smiled at Margie again after he had finished. He said to her mother, "The biology part of the teaching machine was out of order. It was a little too quick for an eleven-year-old girl. I repaired it. In general, her progress is quite all right".

Margie felt unhappy. She had expected they would take the mechanical teacher away. They had once taken Tommy's teacher away for nearly a month because the mathematics part was out of order.

She said to Tommy, "Why do they write about school?" "Because it's not our kind of school, you little fool. This is the old kind of school that they had hundreds and hundreds years ago." "Well, I don't know what kind of school they had all that time ago."

She read the book over his shoulder for a while, then she said, "You know, they had a teacher." "But it wasn't a mechanical teacher. It was a man". "A man? How could a man be a teacher?" "Well, he told boys and girls stories and he gave them homework and asked them questions". "A man isn't intelligent enough". "But he is. My

father knows as much as my teacher". "He can't. A man can't know as much as a teacher". "He knows almost as much."

Margie thought a little and said, "I wouldn't want a strange man in my house to teach me". Tommy shouted with laughter, "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the children went there."

"And all the children learned the same thing'?" "Of course. If they were the same age." "But my mother says each pupil has to be taught differently." "They didn't do it that way then. If you don't like it, you don't have to read

the book". "I didn't say I didn't like it," Margie said quickly. She wanted to read about those strange schools.

They didn't finish looking through the book when Margie's mother called, "Margie! School!" "But it isn't time, mamma". "Yes, it is", the mother said. "And it's probably time for Tommy too".

Margie said to Tommy, "Can I read the book some more with you after school?" "All right", he said. Tommy walked away at once, the yellow book under his arm.

Margie went into the classroom. It was near her bedroom, and the mechanical teacher was expecting her. It was waiting for her at the same time every day, except Saturday and Sunday

The screen lit up and it said, "Today, arithmetic lesson is on the addition and subtraction, division and multiplication. Please, put yesterday's homework in the slot".

Margie obeyed. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the children from the district came, laughing and shouting, to the school building, sitting together in the classroom, going home together at the end of the day. They learned the same things. So they could help one another on the homework and talk about it

And the teachers were people...

The mechanical teacher was showing the new material on the screen. Margie was thinking about how the children must have loved it in the old days. She was thinking about the fun they had.

## NOTES

when you are through with this book – коли ти закінчуєш (читати)  
цю книжку

she had to write them out in a punch code, they made her learn – вона  
мала записувати їх (роботи) у перфораторному коді, який її  
змусили вивчити

he knows almost as much – він знає майже стільки ж

Tommy shouted with laughter - Томмі гучно засміявся

they didn't do it that way then – тоді вони робили не так

how the children must have loved it - як вони, напевно, любили її  
(школу)

the fun they had - задоволення, яке вони отримували

## VOCABULARY AND GRAMMAR WORK

**1. Give Ukrainian equivalents of the following phrases. Use them in your own English sentences.**

(For) the first time, to be through with smth, to give smb test after test in smth, to shake one's head, to send for smb, to smile at smb, to take smth apart, to put smth together, to be out of order, in general, to feel unhappy, to take smth away, for a while, to know as much as smb, to shout with laughter, to be the same age, to look through smth, at once, at the same time, in the old days, to have fun.

**2. Study the following speech patterns. Translate them into Ukrainian.**

**A. All the lessons were shown on the big screen.**

1. There was a time when all stories *were printed* on paper. 2. Each pupil *is taught* differently. 3. The questions *were asked* on the screen. 4. This novel *was written* many years ago. 5. Every day we *are informed* about the situation in Kosovo.

**B. Margie was doing worse and worse.**

1. The mechanical teacher *was giving* her test after test in biology. 2. The teacher *was expecting* her. 3. Margie *was thinking* about the old schools they had when her grandfather's grandfather was a little boy. 4. The mechanical teacher *was showing* the new material on the screen. 5. Whom *were you waiting for* when I saw you near the cafe?

**C. She usually cooked meals, listening to the latest news.**

1. All the children from the district came, *laughing and shouting*, to the school building, *sitting* together in the classroom, *going* home together at the end of the day. 2. The man, *working* in the garden, is her husband. 3. He learnt new words, *writing them out* in the cards.

**3. Translate the following sentences into English using the vocabulary and grammar material of the unit.**

1. Моя прабабуся народилася 1879 року. - О! Симон Петлюра і Сосо Джугашвілі теж. - Так, вони усі - ровесники. Симон прожив 47 років, Сосо - 74, а моя прабабця - 102. 2. - Як ваш новий викладач математики? - Симпатичний чоловік. Але дуже вимогливий. Дає нам контрольну за контрольною з алгебри і геометрії. 3. - Хто там заливається сміхом у сусідній кімнаті? - То наша бабуся. Дід Петро розповідає їй нові анекдоти про Чапаєва. Він щойно повернувся із відрядження з Росії. 4. - Онучку, не встигла мати купити тобі нові черевики, як ти їх вже порвав. Колись я носив чоботи 25 літ. -1 як часто ти вдягав їх, діду? - Двічі на рік - на Різдво і на Великдень. 5. - Ввімкни телевізор, Андрію. Зараз транслюють футбольний матч між командами Аргентини і Бразилії. - На жаль, він не працює. - Чому? - Спочатку зник звук. Дідусь вирішив полагодити телеприймач, розібравши його. Збирала телевізор бабуся того ж дня. Вранці батько знайшов коробку зайвих деталей. 6. - Хто написав роман "Сагайдачний"? - Петро Чайковський. - Телепень ти. Петро творив музику. А роман "Сагайдачний" було написано Андрієм Чайковським. - Я ж не можу знати стільки, скільки ти. Ти закінчив університет, а я - ПТУ. 7. - Першого разу, коли я приїхала до Златополя, місто видалося мені якимось сірим і непривітним. Якийсь час я почувалася навіть нещасною. - А нині? - Зараз я люблю це місто. Тут я навчалася, заприятелювала з багатьма людьми. 8. Олександр Потебня -український філолог, часто усамітнювався, але водночас був людиною комунікабельною. До нього тягнулися люди. 9. - Я нещодавно закінчив (читати) роман "Тисячолітній Миколай" Павла Загребельного. Це його новий твір. Взагалі, я люблю читати історичні романи. - І я теж. Недавно я прочитала історичну повість "Ярошенко" Осипа Маковея. Зараз читаю роман "Гетьманський скарб" Юрія Мушкетика. - Це дуже добре. Адже художня література дає нам багатий матеріал для розуму і душі. - На жаль, деякі люди задовольняються лише переглядом газет. 10. - Ви що, не бачите, що у нього надто висока температура? Негайно пошліть за лікарем, скомандувала тітонька Сара, похитуючи головою. 11.- Забери геть цього "Мерседеса", - мовила Катруся, посміхаючись своєму нареченому. - Я хочу поїхати вінчатися каретою, запряженою трійкою коней. 12. - Де

ви були вчора? - Відпочивали на березі озера, ловлячи рибу, збираючи ягоди і гриби, готуючи смачну юшку. - О, то ви отримали там задоволення!

**4. Discuss the events, described in the story using the following questions and tasks.**

1. When do the events take place? 2. Who are the characters of the story? 3. What did Margie write in her diary? 4. What kind of book was that? 5. What did Margie's grandfather once say? 6. Why was it strange to read words in the book? 7. What was Tommy's opinion of the book? 8. What was Margie's opinion of telebooks? 9. How old was Margie? How old was her friend Tommy? 10. What was the book about? 11. Why did Margie hate school? 12. Why did Margie's mother send for the inspector? 13. What kind of man was he? 14. What did Margie expect? 15. What was the mechanical teacher? 16. Why did Margie like the slot least? 17. Why was Margie feeling unhappy? 18. What kind of school did children have hundreds and hundreds years ago? 19. Who was a teacher at that old school? 20. Why did Margie want to read about those strange schools? 21. Who interrupted Margie's and Tommy's conversation? Why? 22. What did Tommy promise Margie? 23. What was expecting Margie in the classroom? 24. Which was Margie's task in arithmetic? 25. What was Margie thinking about? 26. Why is the story called "The fun they had"? 27. What kind of girl was Margie? 28. Characterize Tommy, please.

**5. Make up a plan of the story.**

**(a) Retell the text, avoiding direct speech.**

**(b) Render this story in your own words in writing.**

## TABLE OF CONTENTS

INTRODUCTION	3
MODULE 1. TARAS SHEVCHENKO	4
MODULE 2. LESYA UKRAINKA	12
MODULE 3. VASYL SIMONENKO	20
MODULE 4. WILLIAM SHAKESPEARE	27
MODULE 5. GEORGE GORDON BYRON	36
MODULE 6. CHARLES DICKENS	42
MODULE 7. ARTHUR CONAN DOYLE	54
MODULE 8. MARK TWAIN	62
MODULE 9. ERNEST HEMINGWAY	67
HOME READING	75
Text 1. Washington Irving. The adventures of my aunt	75
Text 2. O. Henry. No story	86
Text 3. Katherine Mansfield. A cup of tea	97
Text 4. Stephen Leacock. The reading public	109
Text 5. Charlotte Bronte. Jane Eyre	119
Text 6. Mark Twain. The adventure of Tom Sawyer	124
Text 7. Alan Marshall. The dog	128
Text 8. Stephen Leacock. How we kept Mother' Day	133
Text 9. W. Somerset Maugham. The luncheon	138
Text 10. Ernest Hemingway. A day's wait	144
Text 11. Jerome K. Jerome. Three men in a boat	150
Text 12. Isaac Asimov. The fun they had	154

## **Навчальне видання**

### **Англійська мова за професійним спрямуванням**

**Навчальний посібник для студентів філологічних спеціальностей вищих закладів педагогічної освіти**

Підписано до друку 05.02.2015 р.

Формат 60x84/16.

Папір офсетний. Ум. друк. арк. 9,41

Тираж 300 прим.

Замовлення № 2586

Видавничо – поліграфічний центр “Візаві”

(Видавець і виготівник “Сочінський”)

20300, м. Умань, вул. Тищика, 18/19

Свідоцтво суб’єкта видавничої справи

ДК № 2521 від 08.06.2006.

тел. (04744) 4-64-88, 4-67-77

e-mail: vizavi08@mail.ru



