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PREFACE

In modern methodology of teaching foreign languages the focus has been shifted from teaching form to teaching content or, in other words, the goal is to shift from linguistic competence to communicative competence. As a result, preference is given to fluency at the cost of accuracy.

This practice seems to be right because people need foreign languages primarily for practical purposes. In this context minor mistakes, if they do not interfere with comprehension, are of no particular importance. However, there is one exception. It concerns young people who want to acquire foreign languages as their profession. Being teachers, they ought to avoid making mistakes, even minor mistakes, as much as possible. Their language should serve as a model for their students. They also have to answer numerous questions as to the usage and meaning of vocabulary items and grammar forms. Without sound knowledge of the language system they are not likely to cope with this task. This means that a foreign language teacher should possess not only communicative but also linguistic competence.

To meet this requirement, he (she) must be trained in such a way as to be able to speak fluently but also to have a deep insight into the language he (she) learns or teaches. In its turn, this can be achieved by taking not only one but different approaches to foreign language teaching. In this respect it should be noted that the majority of experienced teachers adhere to the eclectic approach, the combination of various appropriate methods.

This book has been designed for the third-year students of the Daugavpils Pedagogical University. It comprises seven units, which include a text, vocabulary items and three types of exercises. Vocabulary exercises aim at developing linguistic competence in the areas of polysemy, synonymy and phraseology. The acquired knowledge is consolidated in text exercises. Their aim is also to develop skills of text analysis and text interpretation. Communicative competence is developed in discussion exercises.

The dictionaries and various other books, which were extensively used in compiling this work, are listed on the final page.

CONTENTS

Unit 1. A. Milne. Winnie-the-Pooh 5
Vocabulary Items 8
Vocabulary Exercises 14
Text Exercises 23
Discussion Exercises 25

Unit 2. R. Kipling. Wee Willie Winkie 33
Vocabulary Items 37
Vocabulary Exercises 43
Text Exercises 53
Discussion Exercises 54

Unit 3. J. A. Michener. Centennial 62
Vocabulary Items 64
Vocabulary Exercises 70
Text Exercises 80
Discussion Exercises 81

Unit 4. R. Goldberg. Art for Heart's Sake 90
Vocabulary Items 93
Vocabulary Exercises 99
Text Exercises 108
Discussion Exercises 110

Unit 5. W. S. Maugham. Of Human Bondage 117
Vocabulary Items 121
Vocabulary Exercises 127
Text Exercises 138
Discussion Exercises 139

Unit 6. J. Fowles. The French Lieutenant's Woman 147
Vocabulary Items 149
Vocabulary Exercises 155
Text Exercises 163
Discussion Exercises 164

Unit 7. G. B. Shaw. The Serenade 173
Vocabulary Items 176
Vocabulary Exercises 183
Text Exercises 196
Discussion Exercises 197

Appendixes 205

Bibliography 213

UNIT ONE

A. MILNE (1882–1956)

WINNIE-THE-POOH

Alan Alexander Milne, a novelist, playwright and writer of children's literature, was the son of a Scottish schoolmaster. He won a scholarship to Westminster school and later read mathematics at Cambridge. His real interest was in light-hearted writing and at the age of 24 he became assistant editor of "Punch". He became known as a playwright: "Wurzel-Flummery" (1917), "Mr Pim Passes By" (1919), "The Truth about Blayds" (1919) and "The Dover Road" (1921). His great success, however, came with his children's books. "When We Were Very Young" (1924) and "Now We Are Six" (1927) were verses about his young son Christopher Robin. The works by which he will always be remembered are "Winnie-the-Pooh" (1926) and "The House at Pooh Corner" (1928). Both were based on the imaginary conversations and adventures of Cristopher Robin's toys, with the boy making an occasional appearance to sort out some minor crisis or muddle.

After these books Milne turned away from children's writing, coming to resent his success in this area at the expense of his other, adult work. This includes: detective novels "Two People" (1931), "Chloë Marr" (1946), a plea against war "Peace with Honour" (1934) and an autobiography "It's Too Late Now" (1939).

CHAPTER II
IN WHICH POOH GOES VISITING AND GETS INTO A TIGHT PLACE

Edward Bear, known to his friends as Winnie-the-Pooh, or Pooh for short, was walking through the forest one day, humming proudly to himself. He had made up a little hum that very morning, as he was doing his Stoutness Exercises in front of the glass: *Tra-la-la, tra-la-la,* as he stretched up as high as he could go, and then *Tra-la-la, tra-la–oh, help!–la,* as he tried to reach his toes. After breakfast he had said it over and over to himself until he had learnt it off by heart, and now he was humming it right through, properly. It went like this:

Tra-la-la, tra-la-la,
Tra-la-la, tra-la-la,
Rum-tum-tiddle-um-tum.

Tiddle-iddle, tiddle-iddle,
Tiddle-iddle, tiddle-iddle,
Rum-tum-tum-tiddle-um.

Well, he was humming this hum to himself, and walking along gaily, wondering what everybody else was doing, and what it felt like, being somebody else, when suddlenly, he came to a sandy bank, and in the bank was a large hole.

"Aha!" said Pooh. (*Rum-tum-tiddle-um-tum*.) "If I know anything about anything, that hole means Rabbit," he said, "and Rabbit means Company," he said, "and Company means Food and Listening-to-Me-Humming and such like. *Rum-tum-tum-tiddle-um.*"

So he bent down, put his head into the hole, and called out:

"Is anybody at home?"

There was a sudden scuffling noise from inside the hole, and then silence.

"What I said was, 'Is anybody at home?' called out Pooh very loudly.

"No!" said a voice; and then added, "You needn't shout so loud. I heard you quite well the first time."

"Bother!" said Pooh. "Isn't there anybody here at all?"

"Nobody."

Winnie-the-Pooh took his head out of the hole, and thought for a little, and he thought to himself, "There must be somebody there, because somebody must have *said* 'Nobody'." So he put his head back in the hole, and said:

"Hallo, Rabbit, isn't that you?"

"No," said Rabbit, in a different sort of voice this time.

"But isn't that Rabbit's voice?"

"I don't *think* so," said Rabbit. "It isn't *meant* to be."

"Oh!" said Pooh.

He took his head out of the hole, and had another think, and then he put it back, and said:

"Well, could you very kindly tell me where Rabbit is?"

"He has gone to see his friend Pooh Bear, who is a great friend of his."

"But this *is* Me!" said Bear, very much surprised.

"What sort of Me?"

"Pooh Bear."

"Are you sure?" said Rabbit, still more surprised.

"Quite, quite sure," said Pooh.

"Oh, well, then, come in."

So Pooh pushed and pushed and pushed his way through the hole,

and at last he got in.

"You were quite right," said Rabbit, looking at him all over. "It *is* you. Glad to see you."

"Who did you think it was?"

"Well, I wasn't sure. You know how it is in the Forest. One can't have *anybody* coming into one's house. One has to be *careful*. What about of mouthful of something?"

Pooh always liked a little something at eleven o'clock in the morning, and he was very glad to see Rabbit getting out the plates and mugs; and when Rabbit said, "Honey or condensed milk with your bread?" he was so excited that he said, "Both," and then, so as not to seem greedy, he added, "But don't bother about the bread, please." And for a long time after that he said nothing … until at last, humming to himself in a rather sticky voice, he got up, shook Rabbit lovingly by the paw, and said that he must be going on.

"Must you?" said Rabbit politely.

"Well," said Pooh, "I could stay a little longer if it – if you —" and he tried very hard to look in the direction of the larder.

"As a matter of fact," said Rabbit, "I was going out myself directly."

"Oh, well, then, I'll be going on. Good-bye."

"Well, good-bye, if you're sure you won't have any more."

"*Is* there any more?" asked Pooh quickly.

Rabbit took the covers off the dishes, and said, "No, there wasn't."

"I thought not," said Pooh, nodding to himself. "Well, good-bye. I must be going on."

So he started to climb out of the hole. He pulled with his front paws, and pushed with his back paws, and in a little while his nose was out in the open again … and then his ears … and then his front paws … and then his shoulders … and then —

"Oh, help!" said Pooh. "I'd better go back."

"Oh, bother!" said Pooh. "I shall have to go on."

"I can't do either!" said Pooh. "Oh, help *and* bother!"

Now by this time Rabbit wanted to go for a walk too, and finding the front door full, he went out by the back door, and came round to Pooh, and looked at him.

"Hallo, are you stuck?" he asked.

"N-no," said Pooh carelessly. "Just resting and thinking and humming to myself."

"Here, give us a paw."

Pooh Bear stretched out a paw, and Rabbit pulled and pulled and pulled …

"*Ow!*" cried Pooh. "You're hurting!"

"The fact is," said Rabbit, "you're stuck."

"It all comes," said Pooh crossly, "of not having front doors big enough."

"It all comes," said Rabbit sternly, "of eating too much. I thought at the time," said Rabbit, "only I didn't like to say anything," said Rabbit, "that one of us was eating too much," said Rabbit, "and I knew it wasn't *me*," he said. "Well, well, I shall go and fetch Christopher Robin."

PHRASES

1. for short
2. to hum to oneself
3. to say sth. over and over to sb.
4. to think to oneself
5. to push one's way through sth.
6. to look in the direction of sth.
7. as a matter of fact
8. to nod to oneself
9. in a little while
10. to go and fetch sb. or sth.

VOCABULARY ITEMS

1. **to be** – used as a link verb or as a verb to tell that sth. exists.

be about – to do, to perform. What are you about?

be after – to try to get or do. He is not after the pictures.

be away – to be gone. He was away on business.

be down – 1) to be downstairs. He is not down yet.

2) to decrease in intensity (of wind, temperature). The wind is down.

3) to be ill ~ (with). I had just been down with fever.

be in – 1) to be at home, at the office. Is she in?

2) to be exhausted, tired out. I'm all in.

be off – 1) to run away. Tom was off at once.

2) to be switched off. The brakes are off.

be on – 1) to be happening. What's on?

2) to be in progress (strike, war, campaign, rain, etc.). The strike is on.

3) to be shown (of plays, films). What's on at the cinema this week?

be out – 1) not to be at home or at the office. He is out on business.
2) to be published (books, newspapers, periodicals). The book is out at last.
3) to become known (of secret, mystery, news, etc.). The secret is out.
be over – to be finished. The meeting was over before ten o'clock.
be through – to reach the end. The lesson is half through.
be up – 1) not to go to bed. I've been up all night.
2) to be ready to fight. The whole nation was up in arms.
3) to become suddenly angry. Martin's blood was up.
4) to expire (of time, leave, agreement, contract, etc.). His contract is up at the end of the season.
5) to be going on. What's up?

2. **to differ** v – 1) to be not the same. Our tastes in music differ.
2) to have unlike or opposite opinions. We differed about the meaning of the poem.
difference n – 1) being unlike one another. There is a difference in size.
2) disagreement or argument. They are friends in spite of their difference over politics.
different adj – 1) unlike. John's hobbies are quite different from his brother's.
2) not the same, distinct. There are different colleges in the city.

Synonyms: *various, diverse.*

"Different" implies sth. not of the same kind, of other nature, form or quality: different things, different moods, different kinds.

"Various" lays stress on the number of sorts, or kinds, several kinds. When used with plural nouns it means "of different kinds or sorts": various books, various characters, various things.

"Different" and "various" may be interchangeable when used attributively.

"Different" may be used attributively as well as predicatively; "various" is in most cases used attributively. It is a different book. The book is so different from all the others. Various persons spoke to me about it.

"Diverse" is stronger and implies marked difference and decided contrast among the individuals. There were diverse judgements.

"Diverse" may also imply a vague number, not of the same kind, different in character or quality. He told the story to diverse persons.

3. **mean** v – 1) to have in mind as a purpose. She meant to go, but she changed her mind.

2) to want to make known or understood. He says exactly what he means.

3) to signify or indicate. Falling leaves mean winter is near.

4) to have a certain importance. Good grades mean a lot if you plan to enter college.

meaning n – what is meant. What is the meaning of this poem?

meaningful adj – full of meaning. She gave me a meaningful look.

meaningless adj – having no meaning. It's only a meaningless scribble.

4. **shake** v – 1) to move quickly up and down, back and forth, or from side to side. He shook his head in approval.

2) to clasp another's hand, as in greeting. We shook hands.

3) to throw, to stir up. Shake the medicine well before taking it.

4) to tremble or make tremble. His voice shook with fear.

5) to disturb, to upset. He was shaken by the news.

shake down – 1) to make fall by shaking, as fruit from a tree. We shook a lot of apples down from the old apple-tree.

2) to settle down. The boy will soon shake down at his new school.

shake off – 1) to remove by shaking (leaves, dust, rain, etc.). Many of the leaves were shaken off by the wind.

2) to get rid of (usually sth. unpleasant, illness, sleep, nervousness, weakness, cares, sorrows, bad habits, prejudices, etc.). I'm going to bed; I'm trying to shake off a cold.

shake out – to spread out, to get rid of dust. Emma's shaking out the mats.

shake up – to rouse, to stir up. Shake her mind up. She'd soon come round.

shake n – 1) an act of shaking. What, even a shake of the fist?

2) a trembling movement or sound. We heard a shake in his voice.

shaky adj – 1) not firm or steady. This is a shaky bridge.

2) trembling. She extended a shaky hand.

3) not to be trusted. We can't rely on this shaky evidence.

5. **quick** adj – 1) done with speed, rapid. It was really a quick walk.

2) done or happening at once. She gave a quick answer.

3) able to learn or understand easily. He has a quick mind.

4) touchy. She has a quick temper.

Synonyms: *swift, fast, rapid, speedy.*

"Quick" implies moving or acting with vigour, energy and promptness: quick motion, quick growth, a quick look.

"Swift" carries the implication of moving with great speed, with ease or facility: swift running, flying, flowing; a swift runner, the swift flight of an arrow.

"Quick" and "swift" are interchangeable with some difference in stylistic colouring; "swift" is a bookish word: a quick glance – a swift glance.

"Fast" implies quick motion; it may suggest constant speedy course, flight or procedure. It often applies to the moving object: a fast train, a fast horse, a fast motor boat. "Fast" is often applied to the surface upon which a thing can move with great speed: a fast track, a fast road.

"Rapid" may characterize the movement itself and may suggest its astonishing rate of speed: a rapid current, a rapid river, a rapid gait, rapid progress, rapid work.

"Rapid" and "fast" are often used without distinction.

"Speedy" implies moving quickly forward, going or able to go quickly: speedy flight, speedy answer, speedy decision, speedy progress.

quick, quickly adv – with speed, rapidly. Run quick!

quick n – 1) the tender flesh under a toenail or fingernail.

2) a person's deepest feelings. He was hurt to the quick.

quicken v – 1) to move or make move faster. The horses quickened their pace.

2) to make or become active. The old trees quickened in the spring sun.

6. **head** v – 1) to command. A colonel heads a regiment.

2) to lead. Anne heads the class in spelling.

3) to turn or go in a certain direction. Head the horses home.

head n – 1) the top part of the body. He was injured in the head.

2) a person's mind or intelligence. Use your head.

3) the top part of a thing: the head of a page, the head of a nail.

4) the front part of a thing: the head of a bed, the head of a line of people.

5) the person who is in charge: the head of a committee.

Phrases: *to go to one's head* – to make one feel too proud or vain. His successes have gone to his head.

to keep one's head – to keep control over oneself. Keep your head, it's not so dangerous at all.

to lose one's head – to lose control over oneself. She was so excited that lost her head.

to be out of one's head – crazy. She seems to be out of her head.

to be over one's head – too hard for one to understand. It is over my head.

to put sth. out of one's head – You'd better put this idea out of your head.

to take sth. into one's head – He took it into his head that I was his enemy.

to turn sb's head – to make one feel too proud or vain. His first success turned his head.

7. push v – 1) to press against so as to move. Push the stake into the ground.

2) to urge or press forward. He pushed the man to work faster.

3) to move by using force. He pushed through the crowd.

push off (colloq.) – to set out, to go away. Now, I'll push off. Good night.

push on – to hurry on. We must push on with our work.

push through – to bring to an end by making efforts (matter, business, etc.). He pushed the matter through.

8. throw v – 1) to send through the air by a fast motion of the arm. Throw me the ball!

2) to send or cast in a certain direction, as a glance, light, shadow, etc. He threw an angry look at me.

3) to put suddenly into some condition or place. He was thrown into prison.

throw away – to discard. A kind act is never thrown away.

throw in – to interject casually. Mary threw in a word or two now and

again.

throw off – to get rid of (illness, anger, sense of shame, grief, bad habit, stiffness of manner). I can't throw off this cold.

throw out – to utter lightly or casually in passing. She was sitting in her customary chair throwing out an occasional word.

throw over – to abandon, to jilt. She faced the fact that Joe had thrown her over.

throw up – 1) to vomit. He was going to throw up.

2) to abandon, to retire (job, career, idea, appointment, chances, efforts, etc.). He couldn't throw up a job he'd been only too glad to get.

throw n – 1) the act of throwing. The fast throw put the runner out at first base.

2) the distance that something is or can be thrown. It's a stone's throw from here.

9. **want** v – 1) to feel that one would like to have, to do or to get. Do you want dessert?

2) to have a need for. Your coat wants mending.

3) to wish to see or speak to. Your mother wants you.

4) to wish to seize, as for arrest. The man is wanted by the police.

5) to lack, to be short of. It wants two minutes of noon.

want n – 1) a lack or need. They starved for want of food.

2) the condition of being very poor. This family is in want.

3) a wish or desire. He is a man of few wants.

10. **love** v – 1) to feel love for. He loves his parents.

2) to take great pleasure in. He loves to eat.

love n – 1) a deep and tender feeling of fondness and devotion. The author describes a father's love for his child.

2) a strong liking. His love of books is well-known.

3) a sweetheart. She was his own true love.

Phrases: *to fall in love* – to begin to love.Soon they fell in love.

for the love of – for the sake of. Put that gun down, for the love of God.

in love – feeling love. They are in love.

to make love – to show that one is in love with sb., to have sexual intercourse. Make love, not war!

lovely adj – 1) very pleasing in looks, beautiful. She was a lovely girl.

2) very enjoyable. We had a lovely time (coll.).

11. voice v – to put into words. The spokesman voiced the feelings of the crowd.

voice n – 1) sounds made when speaking or singing, power of making such sounds. He has lost his voice.

2) anything thought of as like speech or the human voice: the voice of the sea, the voice of one's conscience.

3) the right to say what one thinks, wants, or feels. Each voter has a voice in the government.

4) the act of putting into words what one thinks or feels. He gave voice to his opinion.

Phrases: *in a loud (soft, shrill, rough, etc.) voice* – to speak in a specific way. She spoke in a loud voice.

to shout at the top of one's voice – He shouted at the top of his voice when the meeting got out of hand.

with one voice – unanimously. They backed the decision with one voice.

I VOCABULARY EXERCISES

1. Consult a dictionary and practise the pronunciation of the following words:

humming, scuttling, honey, condensed milk, greedy, bother, paw, larder, climb.

2. Explain the polysemy of the words and phrases in italics and then translate the sentences.

1. Nylon and silk *differ*. 2. The two brothers often *differ*. 3. There are many *differences* between living in a city and living in the country. 4. It does *make much difference* to me what you do. 5. Mary and Jane are quite *different*. 6. This is a *different* car from the one I drove yesterday. 7. The red light *mean's* "Stop". 8. Those flowers were *meant* for you. 9. The dark clouds *mean* rain. 10. Her work *means* a lot to her. 11. You're *meant* to take your shoes off, when you enter a Hindu temple. 12. I said I would help him and I *meant* it. 13. One word can have several *meanings*. 14. This statement is not very *meaningful*. 15. What he said was quite *meaningless*. 16. The explosion *shook* the house. 17. She *shook* the sand from her shoes. 18. They *shook* hands with each other. 19. She was *shaken*

by the accident. 20. She was *shaking* with fear. 21. He *shook* his head and said, "No". 22. Let's have a *quick* drink. 23. She is *quick* at learning. 24. He is a *quick-tempered* person. 25. Come *quick*. Something terrible has happened. 26. He cut me *to the quick* with that unkind remark. 27. Our pace *quickened.* 28. Good literature *quickened* the imagination. 29. Who *heads* the government? 30. We're *heading* home. 31. It's *at the head* of the bed. 32. Can't you get these facts into your *head*? 33. Who is the *head* of the family? 34. Put your address *at the head* of the letter. 35. He *pushed* me and I fell into the water. 36. She *pushed* past me. 37. If you *push* him too hard, he may make mistakes in his work. 38. She *threw* the ball 50 metres. 39. His words *threw* us all into confusion. 40. The horse *threw* him. 41. I *want* a drink. 42. The house *wants* painting. 43. He is *wanted* for murder. 44. He is a *wanted* man. 45. You shall never *want* while I have any money left. 46. The plants died *for want of* water. 47. How terrible to live in *want!* 48. My *wants* are few and soon satisfied. 49. I *love* my mother. 50. I'd *love* you to come. 51. They were *in love*. 52. Music was the *love* of his life. 53. Yes, *my love*. 54. It was really a *lovely* view of the mountains. 55. The chairman *voiced* all our feelings. 56. He had such a bad cold that he lost his *voice*. 57. He was very angry at first but in the end the *voice* of reason won. 58. The crowd was large, but they were all *of one voice*. 59. Don't *raise your voice* to me.

3. Paraphrase the sentences using the vocabulary items under study.

1. One should not smoke here. 2. The two sisters are not like each other in their tastes. 3. I'm sorry, I have another opinion on that question. 4. They are very much alike. 5. The two languages are unlike in many respects. 6. They are not the same person, though they have the same name. 7. A dictionary tries to tell you what words signify. 8. This new frontier incident is likely to result in war. 9. What did you intend to say? 10. He is determined to succeed. 11. He looked at me as if he wanted to tell me something. 12. I see no sense in what you are speaking about. 13. By moving his head from side to side he indicated "No". 14. She was shivering with cold. 15. He spoke in a weak voice. 16. My French is rather bad. 17. Hurry up! 18. The flashes of lightning came one after the other at very short intervals of time. 19. The girl is an intelligent child. 20. They hurt his feelings deeply. 21. We began to walk quicker. 22. Good literature makes our imagination more lively. 23. He went at the head of the procession. 24. They moved in the direction of their farm. 25. It cost him his life. 26. You can find it at the top of the page. 27. The Prime Ministers will meet next week. 28. Please move the table nearer to the wall. 29. Tony had to compel himself to go on doing such dull work. 30. Don't hurl stones at my dog. 31. He

looked at me angrily. 32. The boy tossed the ball to me. 33. Don't worry, it is quite near. 34. Do you need anything more? 35. She would like me to go with her. 36. Your hair needs to be cut. 37. The earthquake victims suffer from having no food and medical supplies. 38. We may one day be very poor. 39. They have deep tender feelings towards their country. 40. She is very fond of dogs. 41. Her devotion to her children is admirable. 42. Isn't she a delightful person? 43. We had a pleasant holiday. 44. The spokesman put in words what the crowd felt. 45. She is not singing as well as usual. 46. They spoke so loudly that everybody could hear them. 47. I have no right to express my opinion. 48. They enjoyed the sounds of the night.

4. Choose the word that best completes each sentence.

1. Their house … from mine in having no garage. 2. Two sides in the dispute still … 3. There's a big … between understanding a language and being able to speak it. 4. It doesn't make any … to me whether you go or stay. 5. She looks … with her hair short. 6. Their three children all go to … schools. 7. The sign … that cars cannot enter. 8. He's very angry, and it … trouble. 9. Missing the train … waiting. 10. Her work … everything to her. 11. He says his life has lost its … 12. I can't quite grasp the … of these figures. 13. At such an age they can no longer play a … role in the company's affairs. 14. What is left now – only a … existence. 15. The house … when the earthquake started. 16. She was … with laughter. 17. He was … in his shoes. 18. The two men … each other by the hand. 19. Nothing can … my belief in her honesty. 20. She answered "No" with a … of the head. 21. I'm still a bit … after that bout of flue. 22. The book puts forward such … arguments that they're impossible to take seriously. 23. He's … with his hands. 24. Come …, he's drowning. 25. We must take into account the … pace of technological change. 26. The president's car … the procession. 27. After the battle, the army … back towards Rome. 28. She nodded her … in agreement. 29. They stood at the … of the grave. 30. His heart rules his … 31. She has a good business … 32. They were met by the … teacher. 33. I waited at the … of the queue. 34. The … of the flowers were blown off in the storm. 35. She … the chairs out of the way. 36. He … his way to the front of the crowd. 37. His parents are … him to study medicine. 38. It's my turn to … 39. She … herself down on the floor. 40. The sun … shadows on the grass. 41. That was a record … 42. Ask him what he … 43. The second team will not be … this afternoon. 44. He is … for questioning. 45. The house … a new coat of pain. 46. All his … were supplied. 47. I'll take this one for … of a better. 48. They had lived all their life in … 49. She … this warm weather. 50. It was … at first

sight. 51. Music was one of the great … of his life. 52. His vicious temper didn't make him the most … of men. 53. The chairman encouraged us all to … our opinion. 54. We could hear the children's ... in the garden. 55. I can't help you to get this job, as I have very little … in the decision of the directors. 56. My son's … is breaking. 57. He answered in a … quivering with anger. 58. Her … dropped as she told me the secret.

5. Explain the nuances between the synonyms in the given sentences and then translate them.

A. *different, various, diverse*

1. Captain Nicholas and Strickland were assigned to different rooms. 2. Various objects of mine which usually decorated the sitting-room were missing. 3. During this time three men working on very diverse lines made themselves felt as far more original personalities. 4. Four different people told me the same story.

B. *quick, swift, fast, rapid, speedy*

1. Anna made a quick warning movement. 2. Air journeys became swift and short. 3. The Italians are not such cautious and careful drivers as the French and in addition they are much faster. 4. They spoke in rapid question and answer. 5. Even after he could hear it no longer and was out among the speedy wide streets of people and motor traffic in the modern city.

6. Fill in the appropriate synonyms.

A. *different, various, diverse*

1. The two ministers gave … reasons for the government's decision. 2. The minister gave … reasons for the government's decision. 3. They have many … interests.

B. *quick, swift, fast, rapid, speedy*

1. Davy opened a bottle, took a … drink of the coolish, bitter liquid. 2. The current was not very … now and he could easily swim to and fro across it. 3. He was … to take offence. 4. Isabel gave me a … handshake. 5. Oh, it was only a … journey.

7. Translate the following sentences paying attention to the phrasal verbs "be", "shake", "push", "throw" + a particle.

A. 1. I wonder what he is after. 2. The manager is away on business. 3. He'll be down to see you in the morning. 4. Don't worry, the temperature is down now. 5. My brother is down in life, poor chap. 6. The train is in. 7. Leave me alone, I'm all in. 8. Be off! You wretch, off with you at once! 9. The electricity was off yesterday. 10. The concert will be on at eight

o'clock. 11. The light has been on since seven. 12. Is the wedding still on? 13. My husband is out now. 14. The news will be out anyway. 15. When will the next magazine be out? 16. The dream of success was over. 17. I am nearly through with the book. 18. The time is up. 19. His temper was up. 20. Prices are up again. 21. I'm always up at seven o'clock. 22. Something is up.

B. 1. The contents of the packet may shake down in travelling. 2. You'll soon shake down in your new job. 3. The horse moved its tail to shake off the flies. 4. He could never shake off a certain stiffness of manner. 5. She took the raincoat from me and shook it out at the door. 6. An idle wretch like that needs to be well shaken up.

C. 1. If you have nothing more for me to do here, I think I'll push off. 2. We pushed on through the woods until we reached a road. 3. His sister was a great help in pushing the student through.
D. 1. My advice was thrown away upon him. 2. "But I did go!" she threw in. 3. Philip threw off his brother who now refused to work at all. 4. The Bill was thrown out. 5. "Oh! Never mind, Mrs Roberts!" he threw out irritably. 6. Helen was the girl that Jim threw over in order to marry Mary. 7. Something he ate disagreed with him, and he suddenly began to throw up. 8. I'm not going to be fool enough to throw up this chance.

8. Fill in the particles completing the verbs "be", "shake", "push" and "throw".

A. 1. I am … my business. 2. Jim is … another job. 3. I shan't be … a moment. 4. Is Mary … yet? Her eggs are getting cold. 5. The price of milk should be … next week. 6. Jane was … with a cold last week, so she didn't come to work. 7. Phone him at the office, he should be … now. 8. Long skirts will be … again next year. 9. Let us rest for a while, I'm all … 10. Be …! Get out of my garden! 11. Are you sure the lights are …? 12. I saw that the light was … 13. This magazine tells us what's … this week. 14. A new film is … now. 15. Mr Sharp is … of town until next week. 16. Long skirts are … one year and … the next. 17. It's no use to keep it secret, the story is … now. 18. The rain will soon be … 19. When you are … with that book, will you lend it to me? 20. Once the sun is …, we'll be on our way. 21. We're often … late. 22. Eggs are … again this month. 23. What's …? You look pale. 24. Bring the boat in now, your time is …

B. 1. You don't have to climb the tree; it may be possible to shake the apples … 2. You will soon shake … in that town. 3. Angrily she shook … his hand. 4. Bertha tried again to shake … her fancies. 5. Turning his trousers upside down, she shook … a lot of coins. 6. Shake … the medicine

before drinking it. 7. That lazy boy needs shaking … and being made to think for himself.

C. 1. What are you doing in this garden? Push … at once! 2. We must push … with the work if we are to finish it in time. 3. We shall need all the votes we can get to push the new law …

D. 1. Never throw … a chance to improve your English. 2. There was no need for you to throw … that unnecessary remark. 3. It's very difficult to throw … old habits of thought. 4. Two members were thrown … of the club for failing to pay the money they owed. 5. Throwing … an instruction as he left, he rushed from the office. 6. I don't believe that he has thrown her … 7. Jane can't come, she's been throwing … all morning. 8. I can't expect you to throw … all your life just because I'm back.

9. Paraphrase the sentences using the phrasal verbs "be", "shake", "push", "throw" + a particle.

A. 1. What are you doing? "I am doing my business." 2. There are too many men trying to obtain the same post. 3. The level of demand has fallen since the new measures were introduced to reduce spending. 4. They were both ill with a nasty bout of flue. 5. Leather is very fashionable at the moment. 6. After six weeks' training, the recruits were exhausted. 7. Is she at home? 8. It is high time we left at once. 9. Electricity will be disconnected while they repair the lines. 10. The workers are still on strike. 11. A very good film is being shown at the Plaza this week. 12. Roses are in bloom. 13. A new magazine for young girls will be published soon. 14. The secret was now revealed. 15. The work has ended for the weekend. 16. We have completed our work. 17. My annual leave has come to an end. 18. She remained out of bed half the night with a sick child. 19. What is going on? 20. Salaries have been raised.

B. 1. "How can we get these apples? They are so high up." "Shake the apple tree and some of them will fall down." 2. He stamped his feet to remove the snow from his boots. 3. I can't get rid of this fever. 4. "What are you doing with that coat?" "I'm trying to remove the dust by shaking." 5. The bad news gave me a bad shock.

C. 1. Go away as soon as you're ready! 2. Can the army advance to the next town? 3. We shall need your help to complete our business.

D. 1. These cans can be discarded. 2. Could I add my comments to the arguments? 3. If only he could get rid of that carefully cultivated manner. 4. There are some bundles of old magazines here that I want to get rid of. 5. When last I spoke to him, he was expressing dire warnings of a financial crisis. 6. This Young Circe seduced him and then lightheartedly turned her

back on him. 7. She had planned to do a management course but since then she had abandoned it. 8. How awfully servile that man is. He makes me want to vomit!

10. Respond to the following using the phrasal verbs "be", "shake", "push", "throw" + a particle.

A. 1. What would you say if somebody asked you, "What are you about?" 2. What's the difference between the sentences "He's out" and "He's away"? 3. Would you help a person if he is down and out? 4. What would you advise a person who is all in? 5. Do you always follow announcements to learn beforehand when a new play is on? 6. In what case would you leave a message for your friend? 7. Would you give in easily if you were after something? 8. What does a person feel when he is back home after a long absence? 9. Of what goods are prices up in winter and down in summer? 10. What would you do if you didn't want a secret to be out? 11. What do you do when you see that children are up to mischief? 12. If the light is suddenly off in the evening, what do you usually do?

B. 1. What must you do before taking medicine which is in a bottle? 2. Is it easy for you to shake down in another town? 3. What happens to leaves in autumn? 4. How can you shake off bad habits? 5. What must you do if your mats get dusty? 6. What news can shake you up?

C. 1. Does your friend ever say to you "Now, I'll push off." 2. When must you push on with your work? 3. What can be pushed through in parliament?

D. 1. What do you do with old things? 2. Is it always easy to throw off a sense of shame? 3. When do you throw out an occasional word? 4. Why do some young people throw over their girl-friends or boy-friends? 5. Have you ever felt like throwing up? 6. Why should you be careful in throwing up a job?

11. Learn the phrases listed right after the text and interpret their meaning in the sentences from the text.

1. Edward Bear, known to his friends as Winnie-the-Pooh, or Pooh for short, was walking through the forest one day … 2. He was humming this hum to himself … 3. After breakfast he said it over and over to himself until he had learnt it off by heart … 4. … He thought to himself, "There must be somebody there because somebody must have said 'Nobody!'" 5. So Pooh pushed and pushed and pushed his way through the hole, and at last he got in … 6. … And he tried very hard to look in the direction of the larder. 7. "As a matter of fact," said Rabbit, "I was going out myself directly." 8. "I thought not," said Pooh, nodding to himself. 9. He pulled

with his front paws, and pushed with his back paws, and in a little while his nose was out in the open again … 10. "Well, well, I shall go and fetch Cristopher Robin.

12. Make up sentences on each phrase.

13. Make up and act out situations in which these phrases would be appropriate.

14. Give the English equivalents for:

būt, atrasties, notikt; kas noticis?, kā jums klājas?, cik tas maksā?;

atšķirties, nesaskanēt, mūsu gaumes nesaskan; starpība, atšķirība, izbeigt strīdu, tas būtiski maina visu, tas neko nemaina, iet kompromisa ceļu; atšķirīgs, dažāds, dažādās krāsās, dažādi;

nozīmēt, es negribēju jūs aizvainot, ko jūs ar to gribat teikt?, paredzēt, es to teicu pa jokam; nozīme, jēga, saprast, ko tas viss nozīmē?; bez mērķa, nenozīmīgs, nozīmīgs;

kratīt, purināt, sarokoties, nopurināties, purināt galvu, kratīt dūri, raustīties aiz smiekliem, drebēt, trīcēt aiz bailēm, galīgi satriekts, mazināt kāda drosmi; kratīšana, rokasspiediens, galvas purināšana, drebulis, drudzis, iedvest kādam bailes, satricinājums, vienā mirklī, nekā sevišķa; drebelīgs, nedroši soļi, drebelīga balss, tikko turēties kājās, slikti justies, ļodzīgs galds, viņš slikti prot franču valodu;

ātrs, raits, steigā ieturēta maltīte, paātrināts pulss, raits solis, strauja daba, veikls strādnieks, ātrā gaitā, ātrā secībā, pasteidzieties!, apķērīgs, apķērīgs bērns, smalka dzirde, vērīgs prāts, laba atmiņa, atsaucīgs, attapīgs, viņš ir labs rēķinātājs, zibenīgi, gleznot no dabas; dzīvie un mirušie, jūtīga vieta, apgriezt nagus ļoti īsi, kādu dziļi aizvainot, lietas būtība; ātri, raiti; paātrināt, pasteidzināt soļus, izraisīt kāda interesi;

vadīt, vadīt delegāciju, būt pirmajā vietā sarakstā, virzīties, turēt kursu uz dienvidiem; galva, no galvas līdz kājām, stāvēt uz galvas, noliedzoši papurināt galvu; prāts, skaidrs prāts, labas spējas matemātikā, viņam ir galva uz pleciem, pakustini smadzenes; galva, vadītājs, ģimenes galva, valdības vadītājs, firmas priekšgalā, lappuses sākumā, kalna virsotne, gultas galvgalis, zemesrags, upes izteka, naglas galviņa, monētas virspuse, raksts vai ērglis? (metot monētu), alus putas, sasniegt kritisku stāvokli, saasināt līdz pēdējai iespējai, piekopt strausa politiku, kūleniski, līdz ausīm iemīlējies, saglabāt mieru, turēties virs ūdens, salikt prātus kopā, zaudēt galvu, virzīties uz priekšu, nevarēt nekā saprast, prātā jucis, uz savu atbildību, ieņemt kaut ko galvā, pierunāt kādam pilnu galvu, šefpavārs, vecākā māsa, galvenais oficiants;

grūst, stumt, piespiest pie sienas, izvirzīt savas prasības, taisīt karjeru, būt laika trūkumā, izaicināt likteni, reklamēt savas preces; grūdiens, pagrūst, ja būs nepieciešams, ļoti enerģisks cilvēks;

mest, sviest, uzmest kādam skatienu, sūtīt kādam gaisa skūpstus, atnesties (par govi, ķēvi); metiens, pavisam tuvu;

gribēt, vēlēties, jūs lūdz pie telefona, jūs izsauc priekšnieks, bez desmit minūtēm divpadsmit, viņu meklē policija; vajadzība, manas vajadzības nav lielas, trūkums, naudas trūkuma dēļ, dzīvot trūkumā;

mīlēt; mīla, iemīlēties kādā, pārstāt mīlēt, mīlēties, par katru cenu, dēļ, labad, savtīga mīlestība, viņam nav simpātiju vienam pret otru, sūtīt sveicienus; skaists, piemīlīgs, pievilcīgs;

izteikt vārdos, izteikt protestu; balss, pilnā kaklā, izteikt, pieprasīt tiesības izteikties, tas no manis nav atkarīgs, runāt skaļāk, vienbalsīgi.

15. Speak on the following topics employing the acquired vocabulary items:

1. different tastes;
2. disagreements and arguments;
3. meaning to do sth.;
4. meaningful and meaningless things;
5. shaking hands (one's head, medicine);
6. shaking with fear;
7. giving a quick answer;
8. having a quick mind;
9. being hurt to the quick;
10. heads of various things;
11. going in a certain direction;
12. pushing through the crowd;
13. being thrown into prison;
14. having a need for sth.;
15. living in want;
16. falling in love (out of love);
17. voicing sb.'s feelings;
18. the voice of one's conscience;
19. voices of the sea (night);
20. shouting at the top of one's voice.

16. Translate into English.

1. "Cik tas maksā?" – "200 Ls." – "Tik dārgi! Man grūti tam noticēt!" 2. Ko lai dara, bet mūsu gaumes nesaskan. 3. Varam darīt arī tā, bet būtībā tas

neko nemaina. 4. Šajos apstākļos labākais būtu iet kompromisa ceļu. 5. Piedodiet, es negribēju jūs aizvainot, es to teicu pa jokam. 6. Nenoklausījies visus manus argumentus, viņš sāka purināt galvu. 7. Kratiet, kratiet savu dūri, bet mani tas nemaz neuztrauc. 8. Ejot pa tumšu mežu, bērni trīcēja aiz bailēm. 9. Uzzinājis šo skumjo vēsti, viņš bija galīgi satriekts. 10. Viņš to dara, lai iedvestu mums bailes. 11. Vecais cilvēks gāja nedrošiem soļiem un runāja drebelīgā balsī. 12. Ko jūs, kāds no viņa tulks, viņš slikti prot angļu valodu. 13. Viņi steidzās mājās raitā solī. 14. Esiet uzmanīgi, viņš ir straujas dabas cilvēks. 15. Ātrā secībā viens kadrs nomainīja otru. 16. Viņa ir viens apķērīgs bērns, prieks klausīties. 17. Uz viņu var paļauties, viņš ir atsaucīgs cilvēks. 18. Tā ir grāmata par dzīvajiem un mirušajiem. 19. Es jutos dziļi aizvainots, jo tādu nepateicību nebiju gaidījis. 20. "Kas vada delegāciju?" – "Man šķiet, ārlietu ministrs." 21. Vientuļais mednieks turēja kursu uz ziemeļiem. 22. Viņam ir labas spējas matemātikā. 23. Gan jau viņš tiks ar visu galā, viņam ir galva uz pleciem. 24. "Raksts vai ērglis?" – "Ērglis." – "Tad tu esi zaudējis." 25. Notikumi bija sasnieguši izšķirošo stāvokli. 26. Ja tu piekopsi strausa politiku, tad dzīvē tālu netiksi. 27. Vai tad tu neredzi, ka viņš ir līdz ausīm iemīlējies? 28. Saliksim prātus kopā, gan jau tad noturēsimies virs ūdens. 29. Kas šeit ir uzrakstīts, es nevaru nekā saprast. 30. Neklausies, ko viņš tev stāsta, viņš tev pierunās pilnu galvu. 31. Ja tu neaizstāvēsies, viņš tevi piespiedīs pie sienas. 32. Nevajag izaicināt likteni, jau tā stāvoklis nav no vieglajiem. 33. Un tu vēl apšaubi viņa panākumus! Viņš taču ir ļoti enerģisks cilvēks. 34. Skat, skat, viņš tev sūta gaisa skūpstus! 35. Jūs lūdz pie telefona. 36. Ātri nāciet šurp, jūs izsauc priekšnieks. 37. Viņu meklē policija, laikam atkal būs ko sliktu izdarījis. 38. Naudas trūkuma dēļ projekts palika nerealizēts. 39. Viņiem nav simpātiju vienam pret otru, tāpēc nekas labs tur neiznāks. 40. Uzstājoties sapulcē, viņš izteica visu savu darba biedru protestu. 41. Lēmums tika pieņemts vienbalsīgi. 42. Es jums nevaru palīdzēt, jo tas no manis nav atkarīgs.

II TEXT EXERCISES

1. Answer the questions.

1. What was Edward Bear doing one day? 2. How many times had he said his little hum over and over to himself until he had learnt it off by heart? 3. What did he suddenly see? 4. What did he say to himself? 5. What did he do after that? 6. What kind of conversation did he have with Rabbit? 7. What did Rabbit get out and why was Pooh glad to see it? 8. What was Pooh treated to? 9. Why was Pooh not willing to go away? 10. Why was it

difficult for Pooh to climb out of the hole? 11. What did Rabbit say about eating too much?

2. Enlarge upon the following.

1. Edward Bear was walking through the forest. 2. Pooh suddenly came to a sandy bank. 3. He put his head into the hole, and called out: "Is anybody at home?" 4. A voice answered: "No." 5. Winnie-the-Pooh took his head out of the hole and then put it back. 6. He continued to talk to Rabbit. 7. Pooh pushed his way through the hole, and at last got in. 8. Pooh was very glad to see Rabbit getting out the plates and mugs. 9. Rabbit said that there was nothing else to eat. 10. Pooh got stuck in the hole. 11. Rabbit said, "It all comes of eating too much."

3. Retell the text and then give its summary.

4. Make up and act out the dialogues between:

1) Pooh and another bear about going to see Rabbit;
2) Pooh and another bear about the art of humming;
3) Pooh and a voice in the hole;
4) Pooh and Rabbit about coming into the hole;
5) Pooh and Rabbit about honey, condensed milk and bread;
6) Pooh and Rabbit about going out of the hole;
7) Pooh and Rabbit about the difficulty of getting out of the hole;
8) Pooh and Rabbit about eating too much;
9) Rabbit and another rabbit about Winnie-the-Pooh;
10) Winnie-the-Pooh and another bear about Rabbit.

5. Pick out lexical items bearing on talking, eating and getting out of a hole (pit). Make up your own stories using these lexical items.

6. Speak on the plot, setting, composition and theme of the text.

7. Speak on the method of character drawing employed in the text.

8. Analyse the general peculiarities of the text (narration, description, dialogues, humour, etc.).

9. Say what impression the text has produced on you. Try to motivate your answer.

III DISCUSSION EXERCISES

1. Answer the following questions.

1. Why are inanimate things and animals represented as human beings in fairy-tales? 2. What human characteristics are usually given to the lion, the bear, the hare, the mouse, etc. 3. Do you like fairy-tales of this kind? If yes, why? 4. What are your favourite fairy-tales? 5. What fairy-tales have been used to make some famous animated cartoons? 6. Do you remember any tale from R. Kipling's "Just So Stories" or "The Jungle Book"? 7. Who is the author of the charming book "The Wind in the Willows?" Why is this book so popular both with the children and the grown-up people? 8. Have you read any book by Hugh Lofting? Who is the main character in his wonderful books? 9. What book has made Anna Sewell known all over the world? What is this book about? 10. What do you know about Michael Bond and his books? Which animal is described in his "Paddington's Adventures in England"? 11. What other English literary fairy-tales have you read? Have you enjoyed them? Why?

2. Comment on the following:

1. Ah, I'm rather a big bug in the smuggling line. (A. Christie) 2. Like a bull in a china shop, as Miss Pinkerton exclaimed. (M. Spark) 3. I told him I knew her fairly well. "Lucky old dog," said Martineau. "Lucky old dog, Lewis." (Ch. Snow) 4. June, indeed was occupied with lame ducks, whom, as a rule, Jolly could not stand … (J. Galsworthy) 5. Mercado was a poor fish … (A. Christie) 6. The father was a queer bird in his way. (R. Aldington) 7. I suppose I'm an ugly duckling. (H. C. Andersen) 8. Now, sit, perhaps you'll tell me why you behave like a dirty dog. (J. Galsworthy) 9. She's a bit of a dark horse. (A. Christie) 10. He had called Martin the black sheep of the family and repudiated him. (J. London) 11. They are snakes in the grass who do not place women upon a pedestal. (F. Sullivan) 12. But he's cock of the walk now. (E. Voynich) 13. "Gee, I'd give something to get even with that fellow Langton, the son of a bitch," he said. (S. Maugham) 14. Do you suppose yourself top dog in this house? (J. Galsworthy) 15. After all, he liked to mix with people of his own class … Birds of a feather. (S. Maugham)

3. Read the following texts and discuss how animals' cries and characteristics are reflected in the English language. Discuss love for animals in England and also your pets.

A. CRIES AND MAIN CHARACTERISTICS OF ANIMALS

Very close life with Nature in old, old times had taught man many useful things. Among others it also enabled him to enrich his vocabulary and learn many colourful expressions. Most of them have become proverbial.

A PIG grunts when it eats and squeals when it is in pain. Likewise man utters the same sounds. He grunts when he is angry or squeals with pain like a stuck pig if he is a coward. When a man keeps his home dirty we say that he lives in a regular pigsty. When a person is living in a very small room, we say that he or she is like a pig in a poke.

An Englishman buys a pig in a poke. And again, an Englishman says of a very small room that there is hardly room in it to swing a cat. Unreasonable, obstinate people are called "pigheaded". An American gets the wrong pig by the tail when he puts the blame on an innocent person.

All over the world a man under the influence of wine or whisky makes a pig of himself. People who undeservingly live in ease and luxury live like pigs in clover. Pigs might fly and other similar wonders might happen if we were to believe in them. Just as it is not possible to teach a pig to play on a flute, no one expects each weekday to be a holiday, and this is why we don't kill a pig every day. Little girls wear pigtails.

The COCK appears in a great many useful phrases. An early riser is always up at cock-crow. And when a man's position of priority remains undisputed, he is cock of the walk; or he rules the roost. His mental attitude is familiarly described as cocky. If he is irritatingly self-confident, he is cocksure.

A very meek and obedient husband is a henpecked husband. When a man tells a glaringly untrue account, especially of his brave action, we call it a cock-and-bull story. We have a wise proverb: Don't count your chickens before they are hatched.

Some people like wine, some whisky and others like cocktails. As the old cock crows, so doth the young. And the saying, every cock crows on his own dunghill in French is "un coq est bien fort sur son fumier."

Male birds are called cocks, we say a cock-robin and a cock-sparrow. The cock's crow is called by children "cock-a-doodle-doo".

We cock the ears in attention, and cock the nose to show our contempt. A person cocks his eye or winks. One may cock one's hat when one puts it on aslant. A cockalorum is a self-important little man.

B. LOVE OF ANIMALS

As England's grass is greenest, so its animals are the happiest in the world. Every foreign visitor is struck by the unconcern with which pigeons move among the feet of passers-by. Sparrows in the London parks display an incredible familiarity.

The English are about the only people on this planet who are naturally kind to animals. No other country legally protects beasts, with the entire consent of public opinion, as much as England. You can be sent to prison for allowing your cat to starve in your empty house when you have left for your holidays; you may be fined some twenty pounds for frightening a racing-pigeon by tying, so as to train it, fireworks under its tail; and I do not advise a carter to whip even a viciously recalcitrant horse up a hill. The passers-by would interfere.

A never-failing mine of happiness to me is the London Zoo; as I go to Marble Arch for recreation, so I go to the Zoo to renew my hopes in the humanity of my fellow-men. The care taken of the animals, the affection the keepers bear them, the continual efforts made to better their conditions, already so excellent compared with what one sees in most zoos abroad, enchant me; but the pleasure and sympathy of the visitors are even more touching.

Oh, kindly land, where the birth of a lion-cub or little rhino is announced in the newspapers as a matter of public interest; where the death of a consumptive monkey is regretted; where a special squad of keepers is mobilized to look for a lost swan; where the indispensable extermination of destructive pigeons is mourned by the population of a huge town; where an old municipal horse that has worked twenty years in the London streets is pensioned off, and the Government sends official notes to the Continental countries, begging them not to shoot the little birds that are migrating from Africa for their summer stay in the North!

To the end of all time, may you keep your protective benevolence towards children, beasts and flowers; the smiles you have for a new baby, a new puppy, and the first crocus; and my benediction be upon you as the one spot on this savage earth where a burly policeman holds up line upon line of snorting rushing cars in full traffic to let a silly duck and her brood of ducklings waddle safely across the road!

From *G. J. Renier: The English Are They Human?* and *Odette Keun: I Discover The English*

C. A PARROT

A man had a speaking parrot. But the parrot could only say one phrase. The phrase was, "There is no doubt about it". The man got tired of the parrot and decided to sell it. He took the parrot to the market in the cage and shouted, "Who wants my speaking parrot, twenty pounds for my parrot!"

A man who was walking by and heard these words came up to the cage and asked, "Parrot, are you really so clever that you cost twenty pounds?" "There is no doubt about it!" said the parrot.

The man liked the answer so much that he paid for the parrot and brought him home. But time passed and the parrot never said anything else. The man came up to the cage one day and said, "What a fool I was when I bought you once at twenty pounds!" "There is no doubt about it," said the parrot.

D. OUR PETS

The animals which we keep at home are our pets. They can be dogs, cats, hamsters, guinea-pigs, tortoises and birds. All boys and girls are fond of pets, but pets need great care. You must teach your pet to answer to his name, to understand you, to do what you tell him. Be kind to your pet, never make him angry. If you treat your pet with care and love, he will become your good friend.

The Dog

The dog is very clever. He is the only animal who always knows his master and the friends of his family. He knows his master by the tone of his voice and even by his looks.

The dog is a good companion and true friend. He will guard your life if something happens to you. He will work for you if you train him. He will hunt for you. He will play with you.

All dogs were wild once. They belonged to the same family as the wolf and the fox. But people tamed them, and now dogs are very useful to man.

There are many kinds of dogs: the sheep-dog, the Newfoundland dog, the St. Bernard dog, the bulldog, the spaniel, the mastiff, the poodle, the greyhound, the pointer, the terrier, the collie, the dachshund and others.

Do You Know How To Feed A Dog?

A dog must be not too fat. Fat dogs are often lazy. They get sick easily. Most dogs eat too much. An old dog needs only two meals a day.

He must have meat but once a day. For his other meal he may have cooked vegetables. Do not give your dog chicken bones or fish bones.

A puppy must eat many times a day, but do not give him meat before he is six months old. Milk is good for him. He may also have vegetables.

Feed your dog from a clean dish. Take away any food that he leaves after you have fed him.

How can you make sure that he has plenty of water? Your dog must have plenty of clean, cool water. It is a good thing to have a pan of water where he can drink whenever he is thirsty.

Take Care Of Your Dog

– Give him a clean place to sleep in.
– Give him a dry mat to sleep on.
– Give him a warm place to sleep in winter.
– Give him a cool place to sleep in summer.

The Cat

Our cats were first tamed in Egypt.

There are many kinds of cats: white cats, black cats, grey cats, red cats; cats with long tails, cats with bushy tails, cats with no tails at all. Cats are clean and pretty.

They are very wise, and can find their way anywhere.

You can make great friends with cats, but they are not so loving as dogs. They are more shy and independent. The cat has a nice coat. It is made of fur, and the fur is very thick and warm.

The cat's feet have sharp claws. It can pull them in, then its paws are soft.

The cat's eyes are green and yellow. It can see in the dark and in the light. The light of the day is too strong for its eyes, and it often shuts them. But at night, when there is only a little light, it opens its eyes very wide.

When the cat is happy, it sings. It says, "Purr, purr."

Do You Know How To Take Care Of A Cat?

– Give your cat milk to drink.
– She likes meat and fish to eat.
– Always have clean water where your cat can find it.
– Let your cat play in the grass.
– Put a little bell on her neck. The little bell will ring. Then she cannot catch the birds. They will hear her coming and fly away.

4. Read the poems and discuss the ideas expressed in them.

A. THE ROBIN AND THE CHICKEN

A plump little robin flew down a tree
To hunt for a worm which he happened to see;
A frisky young chicken came scampering by
And gazed at the robin with wondering eye.

Said the chick, "What a queer-looking chicken is that!
His wings so long and his body so fat!"
While the robin remarked loud enough to be heard,
"Dear me! an exceedingly strange-looking bird."

"Can you sing?" robin asked, and the chicken said, "No."
But asked in his turn if the robin could crow.
So the bird sought a tree, and the chicken a wall,
And each thought the other knew nothing at all.

B. FOUR LITTLE CHICKS

Said the first little chick,
With a queer little squirm,
"Oh, I wish I could find
A little red worm!"

Said the next little chick,
With an odd little shrug,
"Oh, I wish I could find
A fat little slug!"

Said the third little chick,
With a small sigh of grief,
"Oh, I wish I could find
A green little leaf!"

Said the fourth little chick,
With a faint little moan,
"Oh, I wish I could find
A nice gravel stone!"

"Now look here," said the hen,
From the green garden patch,
"If you want all these things,
Don't wish, but just scratch!"

C. H. WOLFE. TWO SPARROWS

Two sparrows, feeding,
heard a thrush
sing to the dawn.
The first said "Tush!

In all my life
I never heard
a more affected
singing-bird."

The second said
"It's you and me,
who slave to keep
the likes of he."

"And if we cared,"
both sparrows said,
"we'd do that singing
on our head."

The thrush pecked sideways,
and was dumb.
"And now," they screamed,
"he's pinched our crumb."

D. L. TENNYSON. WHAT DOES LITTLE BIRDIE SAY?

What does little birdie say,
In her nest at peep of day?
"Let me fly," says little birdie,
"Mother, let me fly away."

"Birdie, rest a little longer,
Till the little wings are stronger."
So she rests a little longer.
Then she flies away.

What does little baby say,
In her bed at peep of day?
Baby says, like little birdie
"Let me rise and fly away."

Baby, sleep a little longer,
Till the little limbs are stronger,

If she sleeps a little longer,
Baby too shall fly away.

E. S. T. COLERIDGE. ANSWER TO A CHILD'S QUESTION

Do you ask what the birds say? The Sparrow, the Dove,
The Linnet and Thrush say, "I love and I love!"
In the winter they're silent – the wind is so strong;
What it says I don't know, but it sings a loud song.
But green leaves and blossoms, and sunny warm weather,
And singing and loving – all come back together.
"I love and I love," almost all the birds say,
From sun-rise to star-rise, so gladsome are they.
But the Lark is so brimful of gladness and love,
The green field below him, the blue sky above,
That he sings and he sings, and for ever sings he –
"I love my Love and Love loves me!"
'Tis no wonder that he's full of joy to the brim,
When he loves his Love and his Love loves him.

5. Interpret the English proverbs and find their equivalents in Latvian.

1. Agree like cats and dogs.
2. All cats are grey in the dark.
3. All is fish that comes to the net.
4. All lay loads on a willing horse.
5. Barking dogs seldom bite.
6. Better an egg today than a hen tomorrow.
7. A bird in the hand is worth two in the bush.
8. A bird may be known by its song.
9. A bull must be taken by the horns.
10. A cat in gloves catches no mice.
11. The cat shuts its eyes when it steals the cream.
12. A cock is bold on his own dunghill.
13. The cow knows not the worth of her tail till she loses it.
14. Dog doesn't eat dog.
15. Don't teach a fish to swim.
16. The early bird catches the worm.

6. Make up and act out situations using the proverbs.

7. Give your own examples illustrating the behaviour of people or animals as characterized in the proverbs in ex. 5. These may be based on your own experience or taken from books or films.

UNIT TWO

R. KIPLING (1865–1936)

WEE WILLIE WINKIE

"AN OFFICER AND A GENTLEMAN"

Rudyard Kipling, a poet, short-story writer and novelist, was born in Bombay, where his father taught at a school of art before becoming director of the Lahore museum.

In 1871 Kipling and his sister were sent to England to attend school.

Moving back to India in 1882, he began his early career as a journalist in Lahore. His familiarity with all ranks of the Anglo-Indian community contributed to the freshness of the poems and tales he wrote for "The Gazette". Many of these were subsequently published as "Departmental Ditties" (1886) and "Plain Tales from the Hills" (1888). Other tales which established his reputation in India were published in booklet form. The stories of "Soldiers Three" (1892) began in this form, along with "The Phantom Rickshaw" and "Wee Willie Winkie" (1888).

After his return to England in 1889 he rapidly established himself in literary London.

In 1892 Kipling married Caroline Balestier and they spent the years 1892-96 near her family in Vermont, USA. The stories in "The Jungle Book" (1894) and "The Second Jungle Book" (1895) were written here.

The family moved back to England and settled in Sussex in 1902. His best-known novel "Kim" was published in 1901.

Kipling began to visit South Africa regularly after 1898. Here he began the "Just So Stories" (1902). This collection, along with "Puck of Pook's Hill" (1906) and "Rewards and Fairies" (1910), shows an unusual sympathy with children.

He continued to publish collections of short stories for adults throughout the rest of his life, including "Traffics and Discoveries" (1904), "Actions and Reactions" (1909) and "A Diversity of Creatures" (1917), "Debits and Credits" (1926), "Limits and Renewals" (1932).

Kipling was the first English writer to receive the Nobel Prize for Literature (1907).

His full name was Percival William Williams, but he picked up the other name in a nursery-book and that was the end of the christened titles.

His mother's *ayah* called him Willie-*Baba*, but as he never paid the faintest attention to anything that the *ayah* said, her wisdom did not help matters.

His father was the Colonel of the 195th, and as soon as Wee Willie Winkie was old enough to understand what Military Discipline meant, Colonel Williams put him under it. There was no other way of managing the child. When he was good for a week, he drew good-conduct pay; and when he was bad, he was deprived of his good-conduct stripe. Generally he was bad, for India offers so many chances to little six-year-olds of going wrong.

Children resent familiarity from strangers, and Wee Willie Winkie was a very particular child. Once he accepted an acquaintance, he was graciously pleased to thaw. He accepted Brandis, a subaltern of the 195th, on sight. Brandis was having tea at the Colonel's and Wee Willie Winkie entered strong in the possession of a good-conduct badge won for not chasing the hens round the compound. He regarded Brandis with gravity for at least ten minutes, and then delivered himself of his opinion.

"I like you," said he slowly, getting off his chair and coming over to Brandis. "I like you. I shall call you Coppy, because of your hair. Do you *mind* being called Coppy? It is because of ye hair, you know."

Here was one of the most embarrassing of Wee Willie Winkie's peculiarities. He would look at a stranger for some time, and then, without warning or explanation, would give him a name. And the name stuck. No regimental penalties could break Wee Willie Winkie of this habit. He lost his good-conduct badge for christening the Commissioner's wife "Pobs"; but nothing that the Colonel could do made the Station forego the nickname, and Mrs. Collen remained Mrs. "Pobs" till the end of her stay. So Brandis was christened "Coppy", and rose, therefore, in the estimation of the regiment.

If Wee Willie Winkie took an interest in anyone, the fortunate man was envied alike by the mess and the rank and file. And in their envy lay no suspicion of self-interest. The Colonel's son was idolized on his own merits entirely. Yet Wee Willie Winkie was not lovely. His face was permanently freckled, as his legs were permanently scratched, and in spite of his mother's almost tearful remonstrances he had insisted upon having his long yellow locks cut short in the military fashion. "I want my hair like Sergeant Tummil's," said Wee Willie Winkie, and, his father abetting, the sacrifice was accomplished.

Three weeks after the bestowal of his youthful affections on Lieutenant Brandis – henceforward to be called "Coppy" for the sake of brevity – Wee Willie Winkie was destined to behold strange things and far beyond his comprehension.

Coppy returned his liking with interest. Coppy had let him wear for five rapturous minutes his own big sword – just as tall as Wee Willie Winkie. Coppy had promised him a terrier puppy; and Coppy had permitted him to witness the miraculous operation of shaving. Nay, more – Coppy had said that even he, Wee Willie Winkie, would rise in time to the ownership of a box of shiny knives, a silver soap-box and a silver-handled "sputter-brush", as Wee Willie Winkie called it. Decidedly, there was no one except his father who could give or take away good-conduct badges at pleasure, half so wise, strong, and valiant as Coppy with the Afghan and Egyptian medals on his breast. Why, then, should Coppy be guilty of the unmanly weakness of kissing – vehemently kissing a "big girl", Miss Allardyce to wit? In the course of a morning ride, Wee Willie Winkie had seen Coppy so doing, and, like the gentleman he was, had promptly wheeled round and cantered back to his groom, lest the groom should also see.

Under ordinary circumstances he would have spoken to his father, but he felt instinctively that this was a matter on which Coppy ought first to be consulted.

"Coppy," shouted Wee Willie Winkie, reining up outside that subaltern's bungalow early one morning – "I want to see you, Coppy!"

"Come in, young'un," returned Coppy, who was at early breakfast in the midst of his dogs. "What mischief have you been getting into now?"

Wee Willie Winkie had done nothing notoriously bad for three days, and so stood on a pinnacle of virtue.

"I've been doing nothing bad," said he, curling himself into a long chair with a studious affection of the Colonel's languor after a hot parade. He buried his freckled nose in a teacup and, with eyes staring roundly over the rim, asked: – "I say, Coppy, is it pwoper to kiss big girls?"

"By Jove! You're beginning early. Who do you want to kiss?"

"No one. My' muvver's always kissing me if I don't stop her. If it isn't pwoper, how was you kissing Major Allardyce's big girl last morning, by ve canal?"

Coppy's brow wrinkled. He and Miss Allardyce had with great craft managed to keep their engagement secret for a fortnight. There were urgent and imperative reasons why Major Allardyce should not know how matters stood for at least another month, and this small marplot had discovered a great deal too much.

"I saw you," said Wee Willie Winkie calmly. "But ve groom didn't see. I said, *'Hut jao'*."

"Oh, you had that much sense, you young Rip," groaned poor Coppy, half amused and half angry. "And how many people may you have told

about it?"

"Only me myself. You didn't tell when I twied to wide ve buffalo ven my pony was lame; and I fought you wouldn't like."

"Winkie," said Coppy enthusiastically, shaking the small hand, "you're the best of good fellows. Look here, you can't understand all these things. One of these days – hang it, how can I make you see it! – I'm going to marry Miss Allardyce, and she'll be Mrs. Coppy, as you say. If your young mind is so scandalized at the idea of kissing big girls, go and tell your father."

"What will happen?" said Wee Willie Winkie, who firmly believed that his father was omnipotent.

"I shall get into trouble," said Coppy, playing his trump card with an appealing look at the holder of the ace.

"Ven I won't," said Wee Willie Winkie briefly. "But my faver says it's un-man-ly to be always kissing, and I didn't fink you'd do vat, Coppy."

"I'm not always kissing, old chap. It's only now and then, and when you're bigger you'll do it too. Your father meant it's not good for little boys."

"Ah!" said Wee Willie Winkie, now fully enlightened. "It's like ve sputter-brush.""

"Exactly," said Coppy gravely.

"But I don't fink I'll ever want to kiss big girls, nor no one `cept my muvver. And I must vat, you know."

PHRASES

1. to go wrong
2. to be a very particular child
3. to accept sb. on sight
4. to deliver oneself of one's opinion
5. to break sb. of a habit
6. to take an interest in sb.
7. the rank and file
8. to be cut short in the military fashion
9. to be far beyond one's comprehension
10. under ordinary circumstances
11. to keep sth. secret
12. to discover a great deal too much
13. to get into trouble
14. to play one's trump card

VOCABULARY ITEMS

1. **to have** v – to be the owner of, to possess.

have down – 1) to invite sb. to a place in the country. I'm having Jones down for a few days shooting.

2) to cut down (a tree). You know that big tree? We're going to have it down.

have in – 1) to ask sb. to come in for some purpose. Have the doctor in.

2) to bring into the house. It's going to rain: we'd better have the chairs in.

have on$_1$ – 1) to be wearing (clothes, jewellery). She had all her finery on.

2) to be busy with (engagement, lecture). What do you have on for tomorrow night?

have on$_2$ – to tease, to play tricks on sb. I didn't really mean it. I was just having you on.

have out – 1) to have sth. pulled out (tooth, weed, etc.). You ought to have that tooth out.

2) to exhaust (sleep, laugh). Let him have his sleep out (let him sleep until he wakes).

3) to settle, to clear up. No, I don't want you thinking things. I'd rather have it all out now.

have over – to finish. It was better to face the worst and have it over.

have up – to cause sb. to be brought before a magistrate or judge. I could have her up for snatching my letter.

2. **matter** v – to be important or having meaning (chiefly in interrogative, negative and conditional sentences). What does it matter? It doesn't matter much, does it?

matter n – 1) what all things are made of. Solids, liquids and gases are matter.

2) something to be talked about, acted upon, etc. They discussed business matters.

3) the contents or meaning of sth. written or spoken. The subject matter of the essay is friendship.

4) importance. It's of no matter.

5) trouble. What's the matter.

Synonyms: *affair, business.*

"Affair" suggests action or performance; it often implies a process, an operation, an undertaking.

"Affair" is a single action. That's my affair, not yours.

The plural "affairs" has a distinctive meaning, including all activities where men deal with one another on any considerable scale, as in the management of finances or in the carrying on of diplomatic negotiations. The Prime Minister is kept busy with affairs of state.

"Business" stresses duty or office; sometimes it suggests an imposed task. It's a teacher's business to help the pupils. That's no business of yours.

"Matter" usually is more objective as well as more vague than "business" or "affair". It refers to sth. that is merely an object of consideration or that is to be dealt with. This is a matter I do not understand.

Phrases: *as a matter of fact* – really, to tell the truth. As a matter of fact we haven't done it yet.

for that matter (for the matter of that) – so far as that is concerned. He's a throughly good fellow; so is Tom, for that matter.

in the matter of – as regards. He is strict in the matter of discipline.

no matter who (what, where, etc.) – whoever it is, whatever happens, etc. Don't trust him no matter what he says.

3. pay v – 1) to give money for goods or services. Did you pay the milkman?

2) to settle or get rid of by giving money. At last he paid his debt.

3) to give or offer. He paid her a compliment.

4) to bring as wages or salary. The job pays 100 dollars a week.

5) to be worth while. It will pay you to listen.

pay down – to give as a deposit on some payment. How much did you have to pay down on the car?

pay off – 1) to pay sb. his wages and discharge him. The steward paid off the servants and dismissed them.

2) to pay in full (one's creditors, debts, instalments). I had fine intentions of paying off every debt.

pay out – 1) to pay (money, wages, income, etc.). We hope they will pay out our wages.

2) to punish. Some girls would have paid him out for behaving so badly but she had forgiven him.

pay up – to pay what is owing in full (money, debts, etc.). It has taken us two years to settle that loan but at last we are paid up.

pay n – 1) money paid for work or services. He gets his pay on Friday.

2) anything given or done in return. Your gratitude is my pay.

payable adj – due to be paid. The bill is payable today.

payee n – the person to whom money is to be paid. The payee has already come.

payment n – a paying or being paid, sth. paid. The payment of taxes must be regular.

4. **sense** v – to be or become aware of. I sensed something wrong as soon as I saw them.

sense n – 1) any of the special powers of the body and mind that let one see, hear, feel, taste, smell, etc. She has a keen sense of hearing.

2) a feeling or sensation: a sense of warmth, a sense of guilt.

3) an understanding or appreciation: a sense of honour, a sense of beauty, a sense of humour, a sense of rhythm.

4) judgement or intelligence. He showed good sense in his decision.

5) pl. normal ability to think or reason soundly. Come to your senses!

Phrases: *to bring sb. to his senses* – to cause sb. to give up behaving like a fool or a madman. It will be no easy task to bring him to his senses.

to come to one's senses – to stop behaving like a fool or a madman. I hope you will come to your senses.

in a sense – looking at it in a particular way. What you say is true in a sense.

to make sense – to have a meaning that can be understood. It just doesn't make sense.

senseless adj – 1) unconcious. He was knocked senseless by a blow.

2) stupid, foolish. It was a senseless answer.

sensible adj – reasonable, wise. She gave me sensible advice.

sensitive adj – 1) quick to feel, notice, appreciative. Poets are sensitive to beauty.

2) easily hurt, irritated. He is sensitive about having his manners corrected.

sensitivity n – the condition or degree of being sensitive. The dentist gave her an injection to reduce the sensitivity of the nerves.

sensibility n – power of feeling delicite emotional impressions. He has the sensibility of an artist.

5. **stick** v – 1) to press a sharp point into sth. She stuck her finger with a needle.

2) to fasten or be fastened as by pinning or gluing. The stamp won't stick to the paper.

3) to thrust or push. He stuck his hands in his pockets.

4) to hold back or become caught. The wheels stuck in the mud.

5) to keep close. Friends stick together.

stick at – to stop short of, to hesitate. He sticks at nothing.

stick by – to stay loyal to. You should always stick by your friends.

stick out – 1) to protrude. Don't his ears stick out.

2) to be apparent. His guilt stuck out all over him.

3) coll. to bear, to endure. I can stick it out now!

stick up – 1) to stand on end. His hair is sticking up on end.

2) ~ for (one's friend, rights, proposal) – to speak or act in defence or support. He stuck up for me through the whole ordeal.

stick n – 1) a twig or branch broken or cut off. They gathered dry sticks to make a fire.

2) any long thin piece of wood. The old man cannot walk without a stick.

6. **suspect** v – 1) to think of as probably guilty, although there is little proof. The detective suspected the butler of the murder.

2) to have no trust. I suspect his honesty.

3) to guess or suppose. I suspect that you are right.

suspect n – a person suspected of wrongdoing. He is a suspect in the robbery.

suspect adj – that should be thought of with suspicion. His excuse remains suspect.

suspicious adj – causing suspicion. It is a suspicious behaviour, believe me.

suspicion n – 1) a suspecting or being suspected. Everyone here is above suspicion. He was arrested on (the) suspicion of having stolen the money. Don't fall under suspicion.

2) the feeling or idea of one who suspects. I have a suspicion you are right.

7. **permit** v – 1) to give consent to. Will you permit me to help you?

2) to give a chance. We'll fly if the weather permits.

Synonyms: *to let, to allow*

"Let", "allow", "permit" come into comparison when they mean to give possibility or right to do something.

In this sense these words are interchangeable but they differ in stylistic colouring.

"Let" is the most colloquial word, "permit" is preferable in official language, and "allow" is neutral. I'm afraid we've let the tea stand rather a long time. I cannot permit you, General, enter my chamber. He allowed her to lead her into the kitchen.

"Allow" and "permit", in contrast to "let", are used in the passive voice, whereas the use of "let" in the passive voice is very rare. He was not allowed to continue. That was as far as the car was permitted to go.

permissible adj – that can be permitted. Anything like that is not permissible.

permissive adj – permitting or allowing certain things. She has permissive parents.

permission n – the act of permitting, consent. He has my permission to go.

8. **consult** v – 1) to go to for information or advice: to consult one's lawyer (a map, the dictionary, a doctor).

2) ~ with – to take counsel. You should consult with your fellow workers.

consultant n – a person who gives expert advice. They set up a firm of consultants.

consultation n – 1) the act of consulting: in consultation with the director.

2) a meeting to talk over some problem. The doctors held a consultation to decide whether an operation was necessary.

consultative adj – for the purpose of consulting. Apply to the consultative committee.

9. **embarrass** v – 1) to make feel uncomfortable, confused, or self-conscious. Nancy is always embarrassed when someone pays her a compliment.

2) to bring into trouble, to hinder or worry. We are financially embarrassed.

Synonyms: *to abash, to discomfit, to disconcert, to rattle, to faze.*

"Abash" implies a sudden loss of self-confidence and a growing feeling of shame or inadequacy. I stood abashed at his rebukes.

"Discomfit" implies a frustration of plans or expectations and often connotes a resultant feeling of discomposure or humiliation. He was discomfited by the collapse of his plans.

"Disconcert" is to cause to lose quickly one's self-possession so as to result in confusion. His interruptions were disconcerting.

"Rattle" and "faze" are colloquial equivalents for "disconcert", but the former emphasizes emotional agitation, and the latter is most commonly used in negative constructions. Danger does not faze him.

embarrassment n – an embarrassing or being embarrassed or sth. that embarrasses. They suffer from financial embarrassments.

10. wrong adj – 1) not right, bad. It is wrong to steal.

2) not true or correct: the wrong answer.

3) not proper or suitable. Purple is the wrong colour for her.

4) not working properly, out of order. What's wrong with the radio?

wrong adv – in a wrong way. You did it wrong.

wrong v – to treat badly or unjustly. You wronged her by telling lies.

wrong n – sth. wrong. You do him a wrong to accuse him.

Phrases: *in the wrong* – at fault. He is in the wrong.

to go wrong – 1) to have a bad or poor result. All our plans went wrong.

2) to take to immorality. The young girl went wrong.

11. accept v – 1) to take what is offered or given. The dealer accepted 50 dollars for the used stove.

2) to receive with favour, to approve. We accepted his apology.

3) to agree to, to consent to. He will not accept defeat.

4) to answer "yes" to. We accept your invitation.

Synonym: *to admit*

"To admit" is to allow or permit, to concede. No cultivated person would admit this.

The difference between "accept" and "admit" is that "admit", in contrast to "accept", often adds the implication of concession; one can accept a proposition without question, but one admits it only after one has questioned it. His apology was not accepted. Andrew

refused to admit the value of the conversation.

acceptable adj – worth accepting. It was an acceptable answer.

acceptance n – an accepting, approval or belief. This theory has the acceptance of most scientists.

I VOCABULARY EXERCISES

1. Consult a dictionary and practise the pronunciation of the following words:

christened, colonel, discipline, stripe, graciously, thaw, subaltern, badge, chase, penalty, forego, fortunate, envy, idolize, remonstrance, sergeant, bestowal, brevity, comprehension, rapturous, sword, miraculous, valiant, Afghan, Egyptian, vehemently, bungalow, notoriously, pinnacle of virtue, languor, bury, marplot, omnipotent.

2. Explain the polysemy of the words and phrases in italics and then translate the sentences.

1. This coat *has* no pockets. 2. I *had* a letter today. 3. We are *having* a meeting now. 4. I won't *have* bad behaviour. 5. I *had* my hair cut. 6. She *had* her baby in hospital. 7. It doesn't *matter* if I miss my train. 8. What kinds of *matter* do you know? 9. There are several important *matters* I wish to talk to you about. 10. Nothing's the *matter* with me. 11. I must take some suitable *reading matter*. 12. It's *a matter of life and death.* 13. "I thought you wouldn't mind." "Well, *as a matter of fact* I don't." 14. I'll finish the job, *no matter how* long it takes. 15. I *paid* 5 pounds for that book. 16. Have you *paid* the electricity bill yet? 17. If we can't make our farm *pay,* we'll sell it. 18. It won't *pay* you to argue with him. 19. I'll make him *pay* for being so rude to me. 20. He gets his *pay* each Thursday. 21. This man is *in the pay* of the enemy. 22. This bill is *payable* now. 23. Is the *payee* here? 24. They demand prompt *payment*. 25. The horse *sensed* danger and stopped. 26. He is a successful man with good business *sense.* 27. I had a *sense* that someone was standing behind me. 28. Haven't you got enough *sense* to come in out of the rain? 29. You seem to have lost your *sense* of taste. 30. You are right *in a sense,* but you don't know all the facts. 31. No matter how you read it, this sentence doesn't *make sense*. 32. We can't justify this *senseless* violence. 33. It seems to be a *sensible* idea. 34. This is *light-sensitive* photographic paper. 35. Don't say anything. She is very *sensitive* about such things. 36. She plays the piano with great *sensibility.* 37. The *sensitivity* to pain can be reduced. 38. Don't *stick* pins into the chair. 39. *Stick* a stamp on the letter. 40. The door has *stuck.* 41.

He *stuck* a flower in his buttonhole. 42. How can you *stick* that fellow? 43. The old man bought a new walking *stick.* 44. There are a lot of *dry sticks*, gather them. 45. We *suspect* that he is lost. 46. They *suspect* him of murder. 47. I *suspect* his motives. 48. There are several *suspects* in the crime. He is one of them. 49. He is *under suspicion* of murder. 50. They always treated us *with suspicion.* 51. I have a *suspicion* that he is right. 52. She was *suspicious* of our intentions. 53. He is a *suspicious* character. 54. The rules of the club do not *permit* smoking. 55. I will come in June if my health *permits.* 56. I don't think it is *permissible.* 57. They seem to be proud of their *permissive* society. 58. We asked his *permission* to use the car. 59. Have you *consulted* your doctor about your illness? 60. Before we can accept the firm's offer we must *consult* with the workers. 61. There is an industrial relations *consultant*. 62. We made the decision *in consultation with* the others on the committee. 63. I think we'll have to hold another *consultation.* 64. I don't like to make speeches in public; it's so *embarrassing*. 65. This rude child was an *embarrassment* to his parents. 66. He could not hide his *embarrassment.* 67. The clock's *wrong*; it's later than the time it shows. 68. Telling lies is *wrong.* 69. I can't see where I went *wrong.* 70. You did her a terrible *wrong.* 71. Which of the drivers was *in the wrong?* 72. I *wronged* him by saying he had lied. 73. The police aren't allowed to *accept* rewards. 74. He asked her to marry him and she *accepted* him. 75. Did she *accept* your reasons for being late? 76. Your work is not *acceptable;* do it again. 77. She won *acceptance* by her husband's family only through great patience. 78. The *acceptance* of this idea seems to be quite impossible.

3. Paraphrase the sentences using the vocabulary items under study.

1. His memory is very good. 2. Will you be so kind as to hand me that book? 3. I won't allow such conduct. 4. It is of no importance. 5. Physical things are composed of organic and inorganic substances. 6. The substance of your essay is good but the style is deplorable. 7. There are several things to be dealt with at the committee meeting. 8. If you can't do it, it's of no importance. 9. Don't trust him whatever he says. 10. Is anything wrong with him? 11. You must give money to me for what you owe. 12. He says that sheep farming is not rewarding. 13. Has he settled all his debts? 14. Please give more attention to your work. 15. He gets his salary every week. 16. He is employed by that man. 17. The cheque must be paid next week. 18. He was aware that his proposals were unwelcome. 19. He is in the enjoyment of all his powers: sight, hearing, smell, taste and touch. 20. You are wrong, she is quite sane. 21. He doesn't appreciate humour. 22. They are not concious of their responsibility. 23. There is a lot

of practical wisdom in what he says. 24. In what meaning is this word used here? 25. What a foolish fellow he is! 26. She is a reasonable woman. 27. An author must not be hurt by criticism. 28. Eyes are affected by light. 29. The cushion was covered with pins. 30. The needle remained in my finger. 31. Put a stamp on the envelope. 32. He carelessly put the papers in the drawer. 33. The key remained in the lock and could not be withdrawn. 34. I can't endure it any longer. 35. Cut thin branches to support the peas in the garden. 36. Punish the naughty boy by caning him. 37. She has more intelligence than we had an idea of. 38. We feel doubt about the truth of the account. 39. We have a feeling that she is telling lies. 40. His statements are of doubtful character. 41. The affair causes suspicion. 42. I have a feeling that he is wrong. 43. He was looked upon with doubt. 44. If the weather is fine, we'll go out of town. 45. It is not allowed to smoke in this cinema. 46. The situation does not admit of any delay. 47. If you don't mind, I'll take it. 48. Who allowed you to enter these gardens. 49. They are living in a society where many things are permitted. 50. I'll have to discuss it with my colleagues. 51. Yesterday I met my teacher and we discussed my paper. 52. She asked me disconcerting questions. 53. It was very difficult to walk, his heavy overcoat hindered the movement. 54. He is in financial trouble. 55. It is not morally right to steal. 56. He gave three answers, but all of them were not right. 57. You are doing it the improper way. 58. The engine is not out of order, perhaps there is no petrol in the tank. 59. All our plans failed. 60. What's the best way to help the girls who take to immorality. 61. He was responsible for the error. 62. He tried to make it seem that the fault was mine. 63. You treat me unjustly. 64. She consented to receive the invitation. 65. I agree that the change may take some time. 66. If the proposal is worth accepting, we'll be only glad. 67. The proposal met with a favourable reception.

4. Choose the word that best completes each sentence.

1. I … some good news today. 2. She … another sip of her tea. 3. She's … a baby in March. 4. It had never … much to her that she had not had a formal education. 5. There are several important … we must discuss. 6. He'll forgive her eventually, it's just a … of time. 7. What's the … with the radio? 8. Scientists have calculated the entire amount of … in the universe. 9. "I thought you wouldn't mind." "Well, as a … of fact, I don't." 10. She tried to leave the shop without … for the dress. 11. "Are you … cash?" "No, I'll … by cheque." 12. Have you … your train fare? 13. We must make the farm …, or we'll have to sell it. 14. Crime doesn't … 15. He certainly knows how to … a compliment. 16. They are negotiating for a … increase. 17. He is an informer in the … of the police. 18. The bill is

… in advance. 19. All the … I got for my trouble was insults. 20. I could … her growing irritation. 21. There is no … in getting angry about it. 22. He has a keen … of smell. 23. I'm afraid I haven't got a very good … of direction. 24. The incident left me with a … of helplessness. 25. I'm using "man" in its broadest ..., including both men and women. 26. He was bored … by the discussion. 27. She was very … about money. 28. Don't be so … I wasn't criticizing you. 29. Only a person of the greatest … would appreciate all the subtle nuances of this painting. 30. She … her fork into the meat. 31. The stamp wouldn't … 32. I can't get this door to open – it keeps … 33. I can't … this dull job any longer. 34. Since the accident she has had to walk with a … 35. We gathered some … to build a fire. 36. She was found dead in her apartment, and the police … murder. 37. I … you may be right. 38. His fitness is …, so we can't risk including him in the team. 39. She's been arrested on … of spying. 40. She always treated us with … 41. I have a … that he was involved in the theft. 42. I'm a bit … about that package that's been left in the corridor. 43. His strange behaviour made the police … 44. You are not … access. 45. She won't … dogs in the house. 46. The party will be held in the garden, weather … 47. Did he give you … to take that? 48. The 1960s saw the start of the ... society. 49. That would be a … stretching of the rules. 50. Have you … a doctor about your rash? 51. We must … with the students again. 52. We held a hurried … on the stairs outside her room. 53. After ... with his military advisers, the President decided to declare war. 54. We made the decision in … with the union members. 55. She was … when they kept telling her how clever she was. 56. He could not hide his … 57. You're doing in the … way. 58. You were … not to have mentioned it. 59. I hope there's nothing … with him. 60. The party was going well until my parents arrived, then everything went … 61. What's … with the car? 62. She seems to think he can do no … 63. Which of the two drivers was in the …? 64. I don't think I have … him by saying that. 65. The company did not … the report's criticisms. 66. Did she … your reasons for being late? 67. He … her apology very graciously. 68. This standard of work is not … 69. This might be an … level of inflation. 70. He wants to gain … for his ideas.

5. Explain the nuances between the synonyms in the given sentences and then translate them.

A. *matter, affair, business*

1. Not a word had ever been spoken between them on a matter now nearly four years old. 2. I said nothing, it was not my affair. 3. Why didn't he mind his own business? 4. No word was spoken that had no immediate reference to the affairs of the office. 5. I am deeply sorry about the whole

business. 6. That of course is a matter of opinion.

B. *to permit, to let, to allow*

1. She would not let him take her home. 2. It was one of the strictest rules of the place that casual callers were not allowed beyond the partition. 3. I will do everything medical practice permits me to save you from suffering.

C. *to embarrass, to abash, to discomfit, to disconcert, to rattle, to faze*

1. I felt embarrassed when the child started laughing in the middle of the service. 2. The poor man stood abashed at this display of wealth. 3. She hadn't done anything, so she was rather discomfited when he thanked her for her valuable help. 4. Their parents were disconcerted by their silence. 5. His actions did not faze me in the least. I expected him to behave badly. 6. She was badly rattled by her failure in the exam.

D. *to accept, to admit*

1. I accept your conclusions because they are confirmed by numerous experiments. 2. This law admits no exceptions. 3. The text does not admit of this interpretation.

6. Fill in the appropriate synonyms.

A. *matter, affair, business*

1. Any intelligent person could have foreseen the end of this … from its beginning. 2. He approached the … with his famous tact. 3. But I will not mix in these British … 4. What is the … with you? 5. He inherited a considerable fortune, and retiring from … devoted himself to the life of a man about town.

B. *to permit, to let, to allow*

1. The sentinel … the strangers to advance several paces. 2. He … it drop. 3. … me to introduce my brother to you. 4. Smoking was … except in the dining and drawing rooms.

C. *to embarrass, to abash, to discomfit, to disconcert, to rattle, to faze*

1. He was … by lack of money. 2. She was … by his kindness after she had insulted him. 3. She felt … when her expectations did not come true. 4. It was rather … to find that someone had been opening my letters. 5. The noisy audience … the speaker. 6. His atrocious behaviour … me.

D. *to accept, to admit*

1. The doctrine was … 2. No cultivated person would … this. 3. Logical necessity compels me to … that it is right. 4. This is not … in good society.

7. Translate the following sentences paying attention to the phrasal verbs "have", "pay", "stick" + a particle.

A. 1. We've having the Greens down for a few days. 2. I can't have you in just now. 3. You could have someone in to look after her. 4. He had his hat and gloves on. 5. I have nothing on tomorrow evening. 6. Don't take notice of him – he is only having you on. 7. You had better that tooth out. 8. It's no use keeping your anger to yourself; let's have the whole matter out now. 9. Don't worry, you'll soon have your operation over. 10. He was had up for exceeding the traffic speed.

B. 1. Are you able to pay down the whole cost? 2. It's a good feeling to pay off the house after all these years. 3. I'll pay him off for treating me like that. 4. I'm tired of paying out something more every week. 5. We'll pay them out for the trick they played on us. 6. Tito lost a small fortune playing poker and poor Laura had to pay up.

C. 1. Don't stick at small difficulties, but keep going. 2. His family can be trusted to stick by him whatever happens. 3. The pot has two handles sticking out. 4. The house stuck out because of its unusual shape. 5. The miners are determined to stick out until they get their demands. 6. Stick up your hand if you know the answer. 7. I like to see a man stick up for what he believes.

8. Fill in the particles completing the verbs "have", "pay" and "stick".

A. 1. We must have Lord and Lady Redcliffe … for our next house party. 2. Let's have this tree … 3. We are having the builders … next month to improve the kitchen. 4. It's getting late, we'd better have these tables … 5. Mary had … her best blue dress. 6. I have nothing … tonight, shall we go to a cinema? 7. I know you're only joking, you're having me … 8. We'll have the bullet … in a few minutes. 9. After yesterday's argument, I called to see her brother to have it … with him. 10. Let's have it … and done with! 11. This is the third time that Peter has been had … this year.

B. 1. The buyer paid 6000 dollars … for the new car. 2. Once we have paid … the store, we shall owe money to no one. 3. 100 workers will be paid … when the factory closes next week. 4. The government is paying … more money than ever before to people out of work. 5. Someone will try to pay you … if you trample too much on the feelings of others. 6. Pay … what you owe before you leave town.

C. 1. Would you stick … dishonesty if you could gain by it? 2. Throughout the struggle he stuck … his principles. 3. One branch stuck … and caught the rider by the hair. 4. To make the figures stick …, paint them in a darker colour. 5. They're still sticking it … on that picket line. 6. The

garden fork was left sticking … of the hard soil. 7. I stuck … for him and said I had always found him to be honest.

9. Paraphrase the sentences using the phrasal verbs "have", "pay", "stick" + a particle.

A. 1. Their children will stay with them for the weekend. 2. I'm afraid we can't have you stay after all; the decorators will be working in our house. 3. It's going to rain. Bring in the blankets. 4. He was wearing nothing, he was naked. 5. I am free on Sunday. 6. Half the time he was playing tricks on me. 7. His tonsils were removed. 8. I'm going round to Ned's and we'll discuss this thing frankly. 9. Let her go on sleeping until she wakes up. 10. Let's discuss this matter and put an end to it. 11. If I see you hanging about this shop again, you'll have to appear in court.

B. 1. You can buy this house if you can pay money immediately. 2. The crew of the merchant ship was paid in full and discharged from service. 3. All his outstanding debts have been cleared. 4. We can't spend more than we receive. 5. He felt that he had been more than punished for a few indiscretions. 6. I must pay in full, and without argument or comment.

C. 1. He will stop at nothing to get you out of the way. 2. His wife had stood by him in good times and bad. 3. I could see a pair of feet jutting out at the end of the blanket. 4. He swore he would endure it. 5. He tried to disguise the purpose of his visit, but his real intentions were strikingly clear. 6. All of you, hold your hands above your head! 7. If you don't occasionally stand up for yourself, nobody will stand up for you.

10. Respond to the following using the phrasal verbs "have", "pay", "stick" + a particle.

A. 1. If you lived in the countryside, would you like to have your relatives down for a few days? 2. How often do you have a doctor in? 3. If it looks like raining, what should you do with your clothes hanging on the clothes-line? 4. What do you usually have on Sunday evenings? 5. When is it appropriate to have jewellery on? 6. What do you do when somebody is having you on? 7. Why is it very unpleasant to have one's tooth out? 8. What do you say, if you want to clear up things? 9. When do you say, "Let's have it over and done with." 10. What can you have some other person up for?

B. 1. When is it required to pay down the whole cost? 2. When are workers paid off? 3. How often are salaries paid out? 4. When do you have to punish some other people? 5. Are you glad if you manage to pay up all your debts?

C. 1. Do you like people who stick at nothing? 2. Why should you stick by your friends? 3. Is it funny if somebody's ears stick out? 4. Who can stick up for you if you are in trouble? 5. What should you do if you want to achieve something in spite of difficulties.

11. Learn the phrases listed right after the text and interpret their meaning in the sentences from the text.

1. Generally he was bad, for India offers so many chances to little six-year-olds of going wrong. 2. … Wee Willie Winkie was a very particular child. 3. He accepted Brandis, a subaltern of the 195th, on sight. 4. He regarded Brandis with gravity for at least ten minutes, and then delivered himself of his opinion. 5. No regimental penalties could break Wee Willie Winkie of this habit. 6. If Wee Willie Winkie took an interest in anyone, the fortunate man was envied alike by the mess and the rank and file. 7. … And in spite of his mother's almost tearful remonstrances he had insisted upon having his long yellow locks cut short in the military fashion. 8. … Wee Willie Winkie was destined to behold strange things and far beyond his comprehension. 9. Under ordinary circumstances he would have spoken to his father … 10. He and Miss Allardyce had with great craft managed to keep their engagement secret for a fortnight. 11. … And this small marplot had discovered a great deal too much. 12. "I shall get into trouble," said Coppy, playing his trump card with an appealing look at the holder of the ace.

12. Make up sentences on each phrase.

13. Make up and act out situations in which these phrases would be appropriate.

14. Give the English equivalents for:

saturēt, izdzert tasi tējas, man ir stipras iesnas, patīkami pavadīt laiku, tev labāk palikt gultā, aprunāties, es to nepieļaušu;

nozīmēt, kāda tam nozīme?, tas nav svarīgi; viela, organiska (neorganiska) viela, saturs un forma, strīda temats, gaumes jautājums, kaut kas pats par sevi saprotams, faktiski, kas attiecas uz to, dzīvības un nāves jautājums, laika jautājums, naudas lietas, nopietna lieta, nekas, nekā sevišķa, iemesls nožēlot, iespieddarbs;

maksāt, nokārtot iestāšanās maksājumus, dzīvot savu līdzekļu robežās, maksāt un izrīkot, veikals nav ienesīgs, apciemot kādu, izteikt komplimentu, veltīt uzmanību, apliecināt savu cieņu; (sa)maksa, maksa graudā; maksa, saņemot uz rokas; apmaksa pēc pieprasījuma, alga, pilna algas likme, algas paaugstinājums, būt kāda kalpībā; maksājums,

maksātājs, naudas saņēmējs, maksājums, apmaksa skaidrā naudā, atlīdzība;

sajust, apjēgt, nojaust briesmas; sajūta, maņu orgāni, sestais prāts, veselais saprāts, saprātīgs cilvēks, pienākuma apziņa, humora izjūta, mēra izjūta, būt pie pilna prāta, nebūt pie pilna prāta, vest pie prāta, nākt pie prāta, zaudēt prātu, būt jēgai, runāt saprātīgi, visādā ziņā, zināmā mērā, nekādā ziņā, vārda tiešajā nozīmē, vārda burtiskajā nozīmē, nav jēgas to darīt; bez samaņas, bezjēdzīgs, saprātīgs, apzināties briesmas, ievērojama temperatūras paaugstināšanās; jūtīgs, jūtīgs pret aukstumu, emocionāls priekšnesums, slepeni dokumenti; jūtīgums, ādas jūtīgums, smalkjūtīgs cilvēks;

iedurt, pielīmēt, uzlīmēt aploksnei marku, kvernēt mājās, iestigt dubļos, atslēga ir iesprūdusi, izbāzt galvu pa logu, iespraust ziedu matos; nūja, hokeja nūja, iekaustīt kādu ar nūju, viņš ir pelnījis pērienu, šokolādes plāksnīte, prom no centra, pārprast situāciju;

turēt aizdomās, domāt; aizdomīga persona; aizdomas, uz aizdomu pamata, būt ārpus jebkādām aizdomām; aizdomīgs, aizdomu pilns;

atļaut, pieļaut, ja laiks būs labvēlīgs; atļaujams, pieļaujams, atļaujošs, pieļaujošs, sabiedrība bez aizspriedumiem; atļauja, dot atļauju, visatļautība;

konsultēties, griezties pie ārsta, meklēt vārdu vārdnīcā, apspriesties, ņemt vērā kāda intereses; konsultants, konsultācija, apspriede, konsultatīvs;

kavēt, sagādāt raizes, daudzo parādu apgrūtināts; kavēšana, apgrūtināšana, sarežģījums, apmulsums; nepareizs, aplams, kas jums kaiš?, jums nav taisnība, pārsteigt kādu, būt vecākam par 50 gadiem, neveiksmīgi sākt, izkāpt no gultas ar kreiso kāju; netaisnība, darīt kādam pāri, novelt vainu uz kādu, izlabot netaisnību, jums nav taisnība; darīt ļaunu, iziet no ierindas, sabojāties, noklīst no ceļa;

pieņemt, atzīt par pareizu, vispāratzīts uzskats; pieņemams, pieļaujams; pieņemšana, piekrišana

15. Speak on the following topics employing the acquired vocabulary items:

1) having meals;
2) different kinds of matter;
3) the contents or meaning of something written or spoken;
4) paying money;
5) paying attention or a compliment;
6) being worthwhile;
7) payers and payees;

8) five senses of human beings;
9) various senses: a sense of honour (beauty, humour, etc.);
10) showing good sense;
11) being sensible or sensitive;
12) sticking something into something or on something;
13) getting stuck in the lock or in the mud;
14) being under suspicion;
15) suspecting something;
16) asking and giving permission;
17) consulting a doctor (a lawyer);
18) consulting with other students;
19) getting embarrassed;
20) treating somebody unjustly;
21) taking to immorality;
22) receiving something with favour;
23) agreeing or consenting to something

16. Translate into English.

1. Es šodien neiešu uz universitāti. Man ir stipras iesnas. 2. Svētdien mēs aizgājām uz izstāžu centru un patīkami pavadījām laiku. 3. "Šodien mēs to nevarēsim pabeigt." – "Tas nav svarīgi, mums vēl ir laiks." 4. Ir svarīgi saprast šī darba saturu un formu. 5. Tas taču pats par sevi saprotams, cilvēki ir dažādi, arī to gaumes ir dažādas. 6. Nē, to tā nevar atstāt, tas taču ir dzīvības un nāves jautājums. 7. Es domāju, ka tas ir tikai laika jautājums, gan jau viss atrisināsies pats no sevis. 8. Ja viņš dzīvotu savu līdzekļu robežās, viss būtu labi. 9. Šis veikals nav ienesīgs. Droši vien to drīz slēgs. 10. Tev jau vēl ir viena izdevība apliecināt viņai savu cieņu. 11. Neko darīt, būs jāmaksā graudā. 12. Iespējams, būs kāds algas paaugstinājums, taču ne jau šogad. 13. Viņam nevar uzticēties, viņš ir kādas svešas varas kalpībā. 14. Ja viņi būtu savlaicīgi nojautuši briesmas, nekas ļauns nebūtu noticis. 15. Veselais saprāts kaut ko tādu nemaz nepieļauj. 16. Uz šo cilvēku var pilnīgi paļauties. Viņam ir gan pienākuma apziņa, gan mēra izjūta. 17. Laiks viņu vest pie prāta. Tālāk tā vairs nevar turpināties. 18. Šim priekšlikumam nav nekādas jēgas, jo to taču nevar īstenot. 19. Zināmā mērā tas tā varētu būt, bet nekādā mērā to vēl nevar uzskatīt par pierādītu patiesību. 20. Es domāju, ka nav jēgas to darīt, vienalga nekas labs neiznāks. 21. Es nevarētu dzīvot dienvidos, jo esmu ļoti jūtīgs pret karstumu. 22. Mūsdienu sabiedrībā nemaz nav tik daudz smalkjūtīgu cilvēku. 23. Uzlīmē aploksnei marku, vēl aizmirsīsi to izdarīt un aizsūtīsi vēstuli tāpat. 24. Mašīna iestiga dubļos un nevarēja izkustēties no vietas. 25. Zēns ir pelnījis pērienu, nevar tā mocīt dzīvniekus.

26. Esmu pārliecināts, ka viņu tur aizdomās. Tāds cilvēks nevar būt ārpus jebkādām aizdomām. 27. Viņu apcietināja uz aizdomu pamata. Iespējams, ka viņa vaina tā arī netiks pierādīta. 28. Ja laiks būs labvēlīgs, mēs brauksim uz mežu lasīt ogas. 29. Sabiedrība bez aizspriedumiem seksuālajos jautājumos Anglijā sāka veidoties sešdesmitajos gados. 30. Visatļautība tomēr nebūtu tas labākais ceļš sabiedrības attīstībā. 31. Jums būs jāgriežas pie jurista; šķiet, lieta ir pietiekami sarežģīta. 32. Parāds viņam sagādā lielas raizes. 33. Tu laikam esi izkāpis no gultas ar kreiso kāju. 34. Var jau novelt vainu uz kādu citu, bet tas taču būtu ārkārtīgi negodīgi. 35. Ja viņa turpinās tā uzvesties, drīz vien viņa noklīdīs no ceļa. 36. Tas ir vispāratzīts uzskats. 37. Šaubos, vai tas ir pieļaujams. Esmu pārliecināts, ka daudzi cilvēki pret to izteiks savus iebildumus.

II TEXT EXERCISES

1. Answer the questions.

1. How did Wee Willie Winkie pick up his other name? 2. Why was Willie put under Military Discipline? 3. Why was Willie a very particular child? 4. How soon did he accept Brandis? 5. What was one of the most embarrassing of Wee Willie Winkie's peculiarities? 6. What did Wee Willie Winkie look like? 7. What strange things did Willie behold? 8. What did Willie discuss with Coppy? 9. Why was Willie not going to say anything to his father? 10. What did Wee Willie Winkie think of kissing?

2. Enlarge upon the following:

1. His full name was Percival William Williams. 2. His father was the Colonel of the 195th. 3. Wee Willie Winkie was a very particular child. 4. Willie would look at a stranger for some time and give him a name. 5. Willie was idolized on his own merits. 6. Coppy permitted Willie to do several things. 7. Wee Willie Winkie had seen Coppy kissing. 8. Coppy's brow wrinkled. 9. Willie was not going to say anything to his father about Coppy.

3. Retell the text and then give its summary.

4. Make up and act out the dialogues between:

1) Willie and his mother's ayah about his name;
2) Willie and his mother about good behaviour;
3) Willie and his father about Military Discipline;
4) Willie and Brandis about liking each other;
5) the Commisioner's wife and Willie's mother about Willie's behaviour;

6) Willie and Brandis about the big sword and shaving;
7) Willie and Brandis about kissing;
8) Brandis and Miss Allardyce about Willie;
9) Willie's father and mother about their son;
10) Miss Allardyce and another girl about Brandis and Willie.

5. Pick out lexical items bearing on children's behaviour, language and their relationship with grown-up people. Make up your own stories using these lexical items.

6. Speak on the plot, setting, composition and theme of the text.

7. Speak on the method of character drawing employed in the text.

8. Analyse the general peculiarities of the text (descriptions, portrayals, conversation, child language, etc.).

9. Say what impression the text has produced on you. Try to motivate your answer.

III DISCUSSION EXERCISES

1. Answer the following questions.

1. What periods in child development do you know? 2. Do you like children between 2 and 5 years of age? 3. Why do children ask so many why-questions? 4. Why do little children often break beautiful toys? 5. Do you know any language peculiarities of little children? What are they? 6. How do little children spend their time? 7. Is it important for them to spend much time in the company of other children? Why? 8. Would you like to be an only child? 9. Why are children often very naughty and selfish? 10. What could and should be done to mould their characters in a proper way? Is it an easy task? 11. What is the difference between little girls and boys? 12. What is more difficult: to bring up boys or girls?

2. Comment on the following:

1. When I was a child, I spoke as a child, I understood as a child, I thought as a child; but when I became a man, I put away childish things. (Bible)
2. Suffer the little children to come unto me, and forbid them not: for of such is the Kingdom of God. (Bible)
3. Every baby born into the world is a finer one than the last. (Ch. Dickens)
4. There is always one moment in childhood when the door opens and lets the future in. (G. Greene)

5. Childhood is the kingdom where no one dies. (E. St. V. Millay)
6. Of all the animals, the boy is the most unmanageable. (Plato)
7. But soon a milder age will follow. An age of truer wisdom. Then the careful state will spare her children. (J. F. von Schiller)
8. A child should always say what's true
   And speak when he is spoken to,
   And behave mannerly at table:
   At least as far he is able. (R. L. Stevenson)
9. A baby is an inestimable blessing and bother. (M. Twain)
10. Heaven lies about us in our infancy. (W. Wordsworth)
11. The child is father of the man. (W. Wordsworth)
12. Out of the mouths of babes and sucklings hast thou ordained strength. (Bible)

3. Read the following texts and discuss the problems of how to help children, how to educate them and protect their rights.

A. WAYS TO HELP CHILDREN

1. Encourage them to do things for themselves – like dressing, going to the toilet, washing and drying their hands.
2. Help them to recognise colours and shapes that they see around them. Count with them.
3. Read to them as much as you can. Get them to talk about the story.
4. Take them out as much as possible and talk about the things you see, the colours, smells, shapes that are around.
5. Talk to them and give them time to talk back to you. Use lots of words to describe things.
6. Listen to them and help them say words and sentences properly.
7. Let them help you at home and talk about what they are doing, what is happening at the moment, what happened yesterday, what is going to happen tomorrow.

B. LEARNING THROUGH PLAY

Until the age of about two your baby learns mainly through seeing, hearing and touching.

Playing is another important way babies can practise new skills and learn about the world around them. Only a very unhappy or ill child will not want to play. Through play you can help your child to learn all kinds of new skills, so never feel guilty about spending time playing with your child. However, don't feel you have to join in all the time. Children need to make some of the exciting discoveries for themselves.

Try to make life easier for yourself by moving any dangerous, breakable or valuable objects out of reach, so that your child can explore safely and you can feel more relaxed.

Provide a variety of toys – a wooden spoon and a plastic cup are just as exciting to your baby as expensive new toys. If you are not sure which toys are right for which age, ask your health visitor or friends with children.

Many small children become very attached to a special toy or object like a dummy or blanket. Provided these are kept clean, parents need not worry. They can be very comforting to your child and can help him feel secure. They will be given up when no longer needed.

From: Putting Children First

C. TIPS FOR PARENTS

A great deal – if not the major part – of learning takes place outside of school and much of this is accomplished even before the child enters school. The vocabulary and concepts round him are vital in providing a framework within which his own intellectual growth can take place. If this framework is bare, his own development is likely to be slow; a rich framework of words and ideas will provide food for more rapid growth.

A home conductive to learning is one where there is a feeling for the spoken and written word as a tool for conveying precise meaning, and where children are stimulated to question the world around them and receive explanations appropriate to their age.

There are two senses in which a child from such a home comes to school ready to learn. He is intellectually ready as his language and concepts are already well structured so that the school is building on established foundations. But he is also psychologically ready to acquire new skills. For example he has learned that reading provides pleasure and he wants to be a part of the literate community as soon as possible. His whole attitude to school is conditioned by his parents' high regard for education.

From: School Reform and Educational Disadvantage *by* J. Gray

D. HOW TO EDUCATE A CHILD

Gerry is ten years old when he and his family leave England to go and live on the Greek island of Corfu.

Hardly had we settled into the Strawberry-pink Villa when Mother decided that I was running wild, and that it was necessary for me to have some sort of education. But where to find this one on a remote Greek island? As usual when a problem arose, the entire family flung itself with

enthusiasm into the task of solving it. Each member had his or her own idea of what was best for me.

"Plenty of time for him to learn," said Leslie; "after all he can read, can't he? I can teach him to shoot, and if we buy a boat, I can teach him to sail."

"But, dear, that wouldn't really be much use to him later on." Mother pointed out adding vaguely," unless he was going into the Merchant Navy or something."

"I think it's essential that he learns to dance," said Margo, "or else he'll grow up into one of these awful tongue-tied idiots."

"Yes, dear, but he doesn't need to learn that sort of thing till later. He should get some sort of grounding in things like mathematics and French ... and his spelling's awful."

"Literature," said Larry, with conviction, "that's what he wants, a good solid grounding in literature. The rest will follow naturally. I've been encouraging him to read some good stuff."

"But don't you think Rabelais is a little old for him?" asked Mother doubtfully.

"What he wants is a healthy outdoor life; if he takes up shooting and sailing ..." began Leslie.

"Oh, stop talking like a bishop ... you'll be in favour of cold baths next."

"Now, now, there's no sense in fighting," said Mother. "Gerry needs educating, and what we want is someone who can teach him and who'll encourage him in his interests."

"He appears to have only one interest," said Larry bitterly, "and that's this awful urge to fill things with animal life. I don't think he ought to be encouraged in that. I went to light a cigarette only this morning, and a great bumble-bee flew out of the box."

"It was a grasshopper with me," said Leslie gloomily.

"Yes, I think this sort of thing ought to be stopped," said Margo.

"He doesn't mean any harm, poor little chap," said Mother pacifically.

"I wouldn't mind being attacked by bumble-bees, if it led anywhere," Larry pointed out. "But it's just a phase ... he'll grow out of it by the time he's fourteen."

"He's been in this phase from the age of two," said Mother, "and he's showing no signs of growing out of it."

"Well, if you insist on stuffing him full of useless information, George can have a shot at teaching him," said Larry.

"That's a brain-wave!" said Mother delightedly.

(after "My Family and Other Animals" by Gerald Durrell)

E. THE RIGHTS OF THE CHILD

Eglantine Jebb, the founder of the Save the Children Fund drafted the Rights of the Child in 1923. It was revised in 1948 by the present Declaration of the Rights of the Child commonly known as the Declaration of Geneva.

These principles form the basis of our work and the Charter of the Save the Children Fund.

I. The child must be protected beyond and above all consideration of race, nationality or creed.
II. The child must be cared for with due respect for the family as an entity.
III. The child must be given the means, requisite for its normal development, materially, morally and spiritually.
IV. The child that is mentally or physically handicapped must be helped, the maladjusted child must be re-educated, the orphan and the waif must be sheltered and succoured.
V. The child must be the first to receive relief in time of distress.
VI. The child must enjoy the full benefits provided by social welfare and social security schemes, must receive a training which will enable it, at the right time, to earn a livelihood, and must be protected against every form of exploitation.
VII. The child must be brought up in the consciousness that its talents must be developed to the service of its fellow men.

From: Children Need a Future *by* Harry Undy, 1988

F. WHAT IS BAD BEHAVIOUR?

People have very different ideas about good and bad behaviour. What is acceptable in one family can be quite the opposite in another. If you feel you have a problem with your child's behaviour, think carefully about whether it might really be your problem.

It is never naughty or dirty for small children to wet or soil themselves. It takes at least 18 months for children to control their bladder and bowels. Two and a half to three years is a reasonable age for them to be potty trained.

It's not naughty to feel jealous. It's only natural for children who have been used to being the centre of attention to feel jealous of a new arrival, for example.

Very young children are rarely capable of sharing unselfishly. This is something they have to learn. So don't expect too much too soon.

Crying is not naughty. It's your child's way of expressing his feelings to you.

If a small child hurts an adult perhaps by pulling his hair or poking in the eye, this is either accidental or a natural curiosity to see what happens. Your child doesn't know that it hurts you, and you should never be tempted to hurt your child in return.

If your child seems to be trying to get attention by being naughty, think whether you are giving him enough attention at other times.

Try not to have too many confusing rules. Your child will want to make some decisions on his own. You don't always have to prove that you're the boss.

It is quite natural to a small child to have times when he or she appears to prefer one parent and reject the other.

And always remember that children learn more by example than by words. So it is a waste of time telling your child not to do something if you then go ahead and do it yourself.

From: Putting Children First

4. Read the poems and discuss the ideas expressed in them.

A. DO YOUR BEST

Do your best, your very best;
And do it every day –
Little boys and little girls,
That is the wisest way.

No matter what you try to do,
At home or at your school,
Always do your very best –
There is no better rule.

So if you read your little book,
Or if you learn to spell,
Or if you play with hoop or ball,
Be sure to do it well.

B. WHAT ARE LITTLE BOYS MADE OF?

What are little boys made of?
Frogs and snails
And puppy-dogs' tails.
That's what little boys are made of.
What are little girls made of?
What are little girls made of?
Sugar and spice

And all things nice,
That's what little girls are made of.

C. H. W. LONGFELLOW

There was a little girl
And she had a little curl
Right in the middle of her forehead.
When she was good,
She was very, very good,
But when she was bad
She was horrid.

D. NOISE

Billy is blowing his trumpet;
Bertie is banging a tin;
Betty is crying for Mummy;
And Bob has pricked Ben with a pin;
Baby is crying out loudly;
He's out on the lawn in his pram;
I'm the only one silent
And I've eaten all of the jam.

From: Beaver Book, 1983

E. FATHER IS GOING TO READ A BOOK

Father is going to read a book,
So he won't play with me.
Mother is busy with her cook-book,
So she won't play with me.
Dear me! Dear me!
No one is going to play with me!

Granny is going to read a book,
So she won't play with me.
David is busy with his textbook,
So he won't play with me.
Dear me! Dear me!
No one is going to play with me!

F. R. KIPLING. SIX SERVING MEN

I have six honest serving men –
They taught me all I knew.
Their names are "what" and "why" and "when"
And "how" and "where" and "who".

I send them over land and sea,
I send them East and West;
But after they have worked for me,
I give them all a rest.

I let them rest from nine till five,
For I am busy then,
As well as breakfast, lunch and tea
For they are hungry men.

But different folk have different views;
I know a person small,
She keeps ten million serving men,
Who get no rest at all!

She sends them on her own affairs,
From the second she opens her eyes –
One million "hows", ten million "wheres",
And seven million "whys"!

5. Interpret the English proverbs and find their equivalents in Latvian.

1. Boys will be boys.
2. The burnt child dreads the fire.
3. He that never climbed never fell.
4. In doing we learn.
5. Don't make a rod for your own back.
6. Spare the rod and spoil the child.
7. Chip of the old block.
8. As the cock crows, so does the young.
9. Like father, like son.
10. A miserly father makes a prodigal son.
11. A growing youth has a wolf in his belly.
12. A little boy often harbours a great soul.

6. Make up and act out situations using these proverbs.

7. Give your own examples illustrating children's behaviour and language. They may be based on books, films or on your own experience.

UNIT THREE

JAMES A. MICHENER (1907)

CENTENNIAL

James A. Michener was born in New York in 1907. He was graduated *summa cum laude* from Swarthmore College and did research work at the University of Pennsylvania, the University of Virginia, Ohio State University, Harvard, the University of St. Andrews (Scotland), and the University of Siena (Italy). He taught at the George School, Colorado State College, and Harvard. J. A. Michener sky-rocketed to fame with his first book "Tales of the South Pacific", which won the Pulitzer Prize.

The "Tales" was followed by numerous other books: "The Fires of Spring", "Return to Paradise", "Hawaii", "Caravans", "The Source", "Iberia", "The Drifters", "Rascals in Paradise", "Solidarity" and others.

"Centennial" is an enthralling celebration of the USA – a stunning panorama of the West, brimming with the glory and the greatness of the American past. It is a story of trappers, traders, homesteaders, gold seekers, ranchers, hunters – all caught up in the dramatic events in violent conflicts that shaped the destiny of the American west.

On the following day he began his series of inspection tours, those brief trips during which he simply looked at the land he would be protecting. His journeys east through the drylands sometimes brought tears to his eyes as he surveyed that chronicle of lost hope, but he was even more deeply distressed by what he saw along the front range from Cheyenne down to the New Mexico border:

When I was a boy we had an old book, *Journey West* by John Brent of Illinois. He came this way in 1848, and I remember his writing in his diary that one morning, while they were still one hundred and five miles east of the Rockies, they could see the mountains so clearly they could almost spot the valleys. Look at them now! We've ten miles away and we can't see a damned thing – only that lens of filth, that curtain of perpetual smog. What must be in the minds of men that they are satisfied to smother a whole range of mountains in their aerial garbage? This must be the saddest sight in America.

South from Cheyenne, clear across Colorado, hung a perpetual veil of suspended contamination. The lens appeared to be seven hundred feet

thick, composed of industrial waste, especially from the automobile. Week after week it hung there, stagnant. Had it clung to the ground, it would have imperiled human breathing and would have been treated as the menace it was, but since it stayed aloft, it merely blotted out the sun and dropped enough acid to make the eyes smart twenty-four hours a day.

From Centennial, Beaver Mountain was no longer visible, and whole days would pass with the cowboys at Venneford unable to see that majestic range which once had formed their western backdrop. Men who used to stand at the intersection of Mountain and Prairie, inspecting the Rockies to determine the weather, now had to get that information from the radio.

Garrett was especially perturbed about what had happened to Denver, once America's most spectacular capital, a mile-high city with the noblest Rockies looking down on the lively town, made prosperous by the mountains' yield of silver and gold. Now it was a smog-bound trap with one of the worst atmospheres in the nation, and the mountains were seen no more.

There were days, of course, when the contamination was swept aloft by some intruding breeze, making the peaks visible again for a few hours. Then people would stare lovingly at the great mountains and tell their children, 'It used to be this way all the time'.

During the past ten years Paul Garrett had often had the dismal feeling that no one in Denver gave a damn. The state had succumbed to the automobile, and any attempt to discipline it had seemed futile. Year after year, two citizens a day were killed by cars throughout the state, and no one did anything to halt the slaughter. Drunk drivers accounted for more than half these deaths, but the legislature refused to punish them. It was held that any red-blooded man in the west was entitled to his car and his gun, and what he did with either was no one else's business.

The west had surrendered to the automobile in a way it had once refused to surrender to the Indian, for the car in one year killed more settlers than the redman did during the entire history of the territory. The concrete ribbons ate up the landscape and penetrated to the most secret places. And if by chance some valley remained inviolate, the snowmobile whined and sputtered its way in, chasing the elk until they died of exhaustion. No place was sacred, no place was quiet, in no valley was the snow left undisturbed.

Paul Garrett, pondering these problems in the early days of November, made a series of promises: 'As Deputy Commissioner of Resources and Priorities I'm going to switch to a small car. I'm going to drive slower. Day and night I'm going to tackle the Denver smog. And I'm going to ban snowmobiles in every state forest'. Even so he feared that such measures

might be too late, and he muttered sardonically, 'Pretty soon, if you want to see the unspoiled grandeur of Colorado you'll have to go to Wyoming'.

PHRASES

1. to bring tears to one's eyes
2. a curtain of perpetual smog
3. to imperil human breathing
4. to cling to the ground
5. to stay aloft
6. to blot out the sun
7. to drop enough acid
8. to determine the weather
9. to succumb to the automobile
10. to halt the slaughter
11. to ponder some problems
12. to switch to a small car

VOCABULARY ITEMS

1. **inspect** v – 1) to look at carefully, to examine. Inspect the house before buying it.

2) to examine officially; to review. The major will inspect Company B.

inspection n – 1) inspecting or being inspected. On inspection the notes proved to be forgeries.

2) an instance of this. They carry out six inspections a week.

inspector n – 1) an official who inspects. The inspector will call soon.

2) a police officer who is, in rank, above a sergeant. The inspector is expected to come in a few minutes' time.

2. **brief** adj – 1) not lasting very long, short in time. They paid us a brief visit.

2) using just a few words, concise. I have time enough only to read brief news reports.

Synonym: *short*

"Short" is a wider term; it refers to duration as well as to linear and vertical extent; of little length, below the average height, measuring

little in space or time: a short distance, a short story, a short man, a short stick, a short visit.

"Brief" refers primarily to duration lasting a short time: a brief interview, a brief experiment, a brief review.

"Short" and "brief" are interchangeable when applied to duration: a brief / short struggle, a brief / short battle, a brief / short speech.

Phrase: *in brief* – in a few words. Say it in brief.

brief v – to give the main points or necessary facts. The pilots were briefed before the flight.

brief (also briefing) n – common instructions. My briefing did not include the buying of new materials.

briefly adv – in a few words. We discussed it only briefly.

3. **come** v – 1) to move from "there" to "here". Come to me.

2) to arrive or appear. Help will come soon.

3) to be descended. He comes from a large family.

4) to be caused. Poor grades may come from lack of study.

5) to become. My shoe came loose.

come about – to happen, to take place. I don't know how the thing came about.

come across – to meet accidentally and unexpectedly. When I was in Riga, I came across an old friend.

come along – to make haste, to hurry up. Come along, we are late.

come at – to attack. He came at me like a tiger.

come back – to return to one's memory. And the old saying came back to him.

come by – to obtain, to acquire (knowledge, work, books, money, etc.). The best things are hard to come by.

come down – 1) to come to a place situated at a distance from the capital. Come down to my place on Sunday.

2) to become cheaper. Prices are unlikely to come down in the near future.

3) to lose position. They were once a great family, but they have come down.

4) to be handed down by tradition (of custom, legend, tale, superstitions, etc.). The custom has come down to us from our ancestors.

come in – 1) to become fashionable (of style, fashion, sport, etc.). The use of tobacco came in gradually.

2) to take a place in a race (~ first, third, etc.). John came in third in the race.

come into – to receive possession, to inherit (money, fortune, property, inheritance, etc.). He had been very poor, but one day he came into a fortune.

come off – 1) to become detached, to fall (button, handle, hair, teeth, mask, stain, etc.). My shoe-lace came off.

2) to happen, to take place (event, marriage, match, plan, scheme, experiment, etc.). What's the matter, Erik, didn't the conference come off?

come on – 1) to advance. Come on!

2) to start, to begin (illness, pain, attack, storm, wind, rain, night, season, etc.). The worst of the pain used to come on every evening.

3) to make progress. How are you coming on with your French?

4) to be approaching. I wish to remind you that the election is coming on.

come out – 1) to become visible (of beard, rash, pimples, etc.). It took three days for the rash to come out.

2) to reveal itself. His true commonness came out.

3) to blossom (of trees, leaves, buds, flowers, etc.). The leaves were all coming out.

4) to be published. His new novel will soon come out.

5) to become known (of truth, secret, facts, news, results, etc.). The truth is sure to come out.

come round – 1) to call at a certain place. Come round and see us whenever you have time.

2) to recover, to regain consciousness. If you give her some smelling-salts, she'll soon come round.

come through – to endure, to overcome (some hardship, illness, trials, suffering etc.). He came through without a scratch.

come to – to regain consciousness. It was many hours before he came to after being wounded.

come up – 1) to come to the capital, to town from the country. Are you coming up to town this weekend?

2) to grow, to show above the ground (of plants, seeds, crops). The weeds are coming up again.

3) to arise (a question, topic, matter, case, misunderstanding, etc.). I'll speak if the topic comes up for discussion.

4. **land** v – 1) to put or go on shore from a ship. The ship landed its cargo.

2) to come to a port or to shore. The Mayflower landed in America in 1620.

3) to bring an aircraft down to the ground or on water. The plane landed a few minutes ago.

4) to come down after flying, jumping or falling. The cat landed on its feet.

5) to bring to. This bus lands you in Rome.

6) to catch, get or win. He landed a fish. They landed a job.

land n – 1) the solid part of the earth's surface. You can travel by land or by sea.

2) a country, a region. He won't go anywhere, he likes his native land.

3) ground or soil. This land is fertile.

landing n – 1) a coming to shore. The landing of troops was quite successful.

2) a platform at the end of a flight of stairs. Please sweep the dirt from the landing.

5. **filth** n – 1) dirt that is disgusting. Sewers carry away filth.

2) anything that is mean or disgusting. We are fed up with all that filth.

filthy adj – full of filth, disgusting. Take away these filthy rags.

6. **waste** v – 1) to use up or spend without real need or purpose. You are wasting your time and money.

2) to fail to take advantage of. She wasted her chance for an education.

3) to destroy or ruin. Swarms of locusts wasted the fields.

waste away – 1) to become thin and weak. Poor girl, she's slowly wasting away with her illness.

2) to run to waste. The weather is wasting away the fabric of the building.

waste on – to spend money or time foolishly. Don't waste your money on that new soap powder, it's no good.

waste n – 1) the act of wasting or loss by wasting. Prevent waste by using less.

2) matter left over or thrown out as useless. Sewers carry away waste.

waste adj – 1) barren or wild. The country was reduced to wasteland by bombing and shelling.

2) thrown out as useless. There is a container for waste-paper.

Phrases: *to go (run) to waste* – to be wasted. What a pity to see all that water running to waste.

to lay waste – to destroy. The country was laid waste.

wasteful adj – using more than is needed. These are wasteful processes.

wastepaper-basket n – a container for waste paper. Put it in the waste-basket.

7. to contaminate v – to make dirty or impure by touching or mixing with. Automobile fumes are contaminating air.

Synonym: *to pollute*

"Contaminate" refers to that which on coming into contact with sth. will make it impure, unclean or unfit for use. Flies contaminate food.

"Pollute" implies complete befoulment, decay or corruption through contamination. Smoke from factories polluted the air.

contamination n – contaminating or being contaminated; that which contaminates. Contamination of the water supply should be avoided by all means.

8. distress v – to cause pain, sorrow or worry. The bad news distressed her.

distress n – 1) pain, sorrow, worry. In this hour of distress we should stay together.

2) a condition of danger or trouble. The Coast Guard helps ships in distress.

Synonyms: *sorrow, grief*

"Sorrow" denotes sadness, pain of mind. Sorrow comes unsent for.

The difference between "distress" and "sorrow" is that "sorrow" is bitter suffering caused by loss, but "distress" implies acute suffering caused by a painful interference or the pressure of trouble. He who is in distress is distracted in mind and uneasy, not knowing whither to turn or how to procure relief.

"Grief" denotes deep, protracted mental suffering. "Grief" is more active and demonstrative than "sorrow". She was consumed with grief for her father.

9. **eat** v – to take food into the mouth and swollow it, to have a meal. Who is eating here today?

eat away – to destroy gradually (of rust, water, frost, disease, sorrow). Rust was eating away the iron supports. Cancer eats away the flesh.

eat out – to suffer in silence (one's heart with longing, love, etc.). The force called love tortured her and ate her heart out in silence and grief.

eat up – to consume completely. Eat it up like a good girl! The flames ate up the wood.

Phrase: *to eat one's words* – to admit that what one said was wrong. I had to eat my words.

eatable adj – fit to be eaten. The prison food was scarcely eatable.

10. **breathe** v – 1) to take air into the lungs and then let it out. All living beings breathe.

2) to live. While I breathe, you are safe.

3) to whisper. Don't breathe a word of it to anyone.

4) to stop for breath. He breathed the horse after the long run.

breath n – 1) breathing. Wait till I get my breath back.

2) life or spirit. While there is breath in me, I will resist.

3) a slight breeze. There wasn't a breath of air.

Phrases:

below (under) one's breath – in a whisper. He said it to me under his breath.

to catch one's breath – to pause or rest. He stopped to catch his breath.

in the same breath – at almost the same moment. They spoke in the same breath.

to save one's breath – to keep quiet. I'd rather save my breath.

to waste one's breath – to talk in vain. You are wasting your breath.

breathless adj – breathing hard or without breath. He was breathless after the long run.

breath-taking adj – very exciting. It was a breath-taking sight.

11. menace n – a threat or danger. That was a speech filled with menace.
Synonym: *threat*

"Threat" means a statement of intention to injure, punish, cause pain or loss to sb. She uttered threats of revenge and violence.

The difference between "menace" and "threat" is that "menace" carries a stronger implication of an alarming or hostile character. It is a great menace to world peace.

menace v – to threaten with harm. Snow menaced the crops.

12. fear v – 1) to be afraid of. Shepherds fear wolves.

2) to feel uneasy or anxious. I fear that she will be angry.

fear n – 1) the feeling one has when danger, pain or trouble is near. Jungle animals have a natural fear of tigers.

2) a feeling of being uneasy. I have no fear that it will rain.

fearful adj – 1) causing fear. There was a fearful danger in it.

2) afraid. I am fearful of the dark.

3) caused by fear. We heard a fearful cry.

fearless adj – having no fear, brave. The fearless soldiers put up a stiff resistance.

I VOCABULARY EXERCISES

1. Consult a dictionary and practise the pronunciation of the following words:

series, tour, Cheyenne, Illinois, diary, perpetual smother, aerial garbage, automobile, acid, Centennial, prairie, succumb, futile, slaughter, legislature, inviolate, whine, chase, exhaustion, sacred, priority, snowmobile, grandeur, Colorado, Wyoming.

2. Explain the polysemy of the words and phrases in italics and then translate the sentences.

1. Let's go and *inspect* the damage. 2. The sergeant-major *inspects* the barracks every day. 3. A *ticket-inspector* got on the train. 4. I gave the radio a thorough *inspection* before I bought it. 5. He took a *brief* look at the newspaper. 6. *In brief* he says, "No." 7. She spoke *briefly.* 8. Before the meeting, let me *brief* you on what to expect. 9. Before the meeting, let me give you a *briefing.* 10. His remarks were *brief* and to the point. 11. I recognized him as soon as he *came* towards me through the door. 12. Darkness *comes* at six o'clock. 13. Monday *comes* after Sunday. 14. How

did Jean *come* to be invited to this party? 15. The buttons on my coat *came* unfastened. 16. Shoes *come* in many shapes and sizes. 17. *How come* you got that job at the factory? 18. That may materialize in the years *to come*. 19. The ship *landed* the goods at Dover. 20. The bird *landed* on the branch. 21. The plane *landed* only five minutes late. 22. I *landed* him a punch on the nose. 23. After a week at sea, the sailors saw *land*. 24. The price of *land* in London is very high. 25. England is my native *land*. 26. The plane's *landing* was delayed because of fog. 27. Go and wash that *filth* off your hands. 28. I don't know how you can read such *filth.* 29. Take your *filthy* boots off before you come in. 30. He's always telling *filthy* jokes. 31. I've *wasted* a lot of money on that car. 32. Many people suffer from such a *wasting* disease as tuberculosis. 33. Don't *waste* your breath trying to persuade them: they'll never listen. 34. These new weapons are a *waste* of money. 35. *Waste* from the body passes out from the bowels. 36. No crops will grow on these stony *wastes.* 37. The author of the famous poem "The *Waste* Land" (1922) is Thomas Stearns Eliot. 38. How do you dispose of *waste* paper? 39. I don't like his *wasteful* habits. 40. Don't eat this food: it's been *contaminated* by flies. 41. They detected radioactive *contamination.* 42. We were *distressed* to find that the children had not returned. 43. The sick man showed signs of *distress.* 44. Send out a *distress* signal; the ship is sinking. 45. Tigers *eat* meat. 46. He had *to eat his words.* 47. I think these berries are *eatable.* 48. If you stop *breathing* you'll soon become unconscious. 49. He really *breathes fire* when he gets angry. 50. He's gone; you can *breathe* freely again. 51. He *breathed* words of love into her ear. 52. After all the running I have no *breath* left. 53. Let's go out for a *breath* of fresh air. 54. The country *held its breath.* 55. The picture *took my breath away.* 56. By the time I got to the top I was completely *breathless.* 57. Everybody admired her *breathtaking* beauty. 58. The people are being *menaced* by the threat of war. 59. He spoke with *menace.* 60. The busy road outside the school is *a menace.* 61. She has always *feared* mice. 62. She *feared* for the lost child. 63. I *fear* we'll be late. 64. I couldn't move *for fear.* 65. There's not much *fear* of snow at this time of year. 66. He was *fearful* of her anger. 67. Really, that was a *fearful* storm. 68. What a *fearful* waste of time. 69. He was *fearless* of what might happen.

3. Paraphrase the sentences using the vocabulary items under study.

1. Before moving in, they carefully examined the house. 2. When carefully examined, the notes proved to be forgeries. 3. They carry out ten examinations a week. 4. There are officials who see that rules are obeyed in schools (factories, mines). 5. In a few words, that is what I mean. 6. He

spoke shortly. 7. The chairman gave the main points on the most recent developments. 8. I hope they will give all the instructions. 9. He's just arrived from Leeds. 10. The idea occurred to him in his bath. 11. He began to see the problems in a new light. 12. How did you happen to find out where she's living? 13. On what page can it be found? 14. It becomes easy with practice. 15. The passengers went ashore as soon as the ship reached harbour. 16. What a mess you've got us all in! 17. He obtained a good job. 18. Soon they reached the shore. 19. Are you going by car or by boat? 20. My native country is Latvia. 21. The pilot brought the plane to land. 22. Your legs are dirty. Wash them! 23. The film is disgusting, it's absolutely immoral. 24. What you are saying, is of no use. 25. All his efforts had no results. 26. If you do not use your money without a good purpose, you are unlikely to be in need. 27. It's a terrible loss of energy. 28. What a pity to see all that water not being used for any purpose. 29. This land is not used for any purpose. 30. The territory was ravaged during the war. 31. They use more than is needed. 32. This jam has been diseased by flies. 33. His morals have been made filthy by bad companions. 34. It may cause the impurification of the water supply. 35. His wild behaviour was a great sorrow to his mother. 36. The lifeboat went out to a ship in serious danger. 37. I am very sorry to hear the news of your wife's death. 38. Where do you have your meals? 39. I don't think one can eat this food. 40. She sighed with relief. She is still alive. 41. He stopped breathing for a moment. 42. She said it in a whisper. 43. It greatly surprised me. 44. They listened to us with great attention. 45. His speech was full with threat. 46. That woman is a nuisance. 47. This country is threatened with a new war. 48. They stood their in alarm. 49. He is anxious for the safety of his life. 50. There is not much likelihood of my losing the money. 51. She was afraid to speak in his presence.

4. Choose the word that best completes each sentence.

1. Let's go and … the damage. 2. Nobody … my ticket before I got on the train. 3. He thought it was a moth, but on closer … it turned out to be a butterfly. 4. How many tax … do they employ? 5. Please be … because I'm in a hurry. 6. The fans got only a … glimpse of their idol at the airport. 7. … I think we should accept their offer. 8. The astronauts were … before their mission. 9. You will be given a quick … at 12 o'clock. 10. The police … to his rescue. 11. Christmas … soon. 12. She … first in the exam. 13. The new law … into effect next month. 14. The government is … under increasing pressure to change its policies. 15. A drop of rain … on my head. 16. The pilot … the plane very skilfully in difficult conditions. 17. The troops were … by helicopter. 18. That sort of behaviour could …

you in prison. 19. After working at sea for several years, I got a job on … 20. We finally sighted … 21. People come from many … to take part. 22. The duke's … stretch for many miles in all directions. 23. This is excellent … for wheat. 24. The pilot feared it would be a crash … 25. You can't go to bed with all that … on your hands. 26. Don't buy this book. It's full of … scenes. 27. Don't … electricity; turn off the lights when you go out. 28. It's a … of John's talents to use him for such an easy job. 29. Don't let all this good food go to … 30. A lot of poisonous … from the chemical works goes into the river. 31. They are building a nuclear … disposal plant. 32. It's very difficult to work on the icy … of Antartica. 33. It's … to throw these away; we might be able to use them one day. 34. Urine is one of the body's … products. 35. Large areas of land have been … by the leakage from the nuclear reactor. 36. Food … should be avoided as much as possible. 37. We were … to find that the students had not returned. 38. This will be … news for her. 39. The company seems to be in financial … 40. The sick man showed signs of … 41. You'll get ill if you don't … 42. He's been in a bad temper all day; I wonder what's … him. 43. Fish cannot … out of water. 44. The doctor told me to … in deeply and then … out. 45. Don't … a word of it to anyone. 46. His enthusiasm … new life into the department. 47. He has … his last. 48. She paused for a few moments to get her … back. 49. Remember to hold your … when you dive into the water. 50. Tooth decay often causes bad … 51. Her sheer rudeness took my … away. 52. It was a hot and … afternoon. 53. I can't believe it, is she capable of such … stupidity? 54. The man's worse than irritating; he's a public … 55. Dark … clouds were rushing across the sky. 56. The pollution which is … our countryside must be eliminated. 57. She has always … old age. 58. Experts … that there will be a new outbreak of the disease. 59. I … we have missed our chance. 60. She seems totally without … 61. I'm living in daily … of dismissal. 62. We were … that she would be angry. 63. He gave them his honest opinion, … of the consequences.

5. Explain the nuances between the synonyms in the given sentences and then translate them.

A. *short, brief*

1. Janet's school is close, a short walk. 2. There was a brief but serious discussion about the menu.

B. *sorrow, distress, grief*

1. Of your sorrow don't be too sad, of your joy don't be too glad. 2. He was loving her too intensely to think of giving her up in this hour of

distress. 3. Little griefs are loud, great griefs are silent.

C. *threat, menace*

1. He turned and muttering profane threats, walked out of the surgery. 2. They were treated as a public menace and regarded as criminals.

6. Fill in the appropriate synonyms.

A. *short, brief*

1. He fingered his … crisp moustache. 2. Be as … as possible in your answers. 3. It happened only a … time ago. 4. Then followed a … interruption.

B. *sorrow, distress, grief*

1. A … shared is but half a trouble but joy that's shared is a joy made double. 2. Two in … makes … less. 3. Time and thinking tame the strongest … 4. Friendships multiply joys and divide …

C. *threat, menace*

1. There was a … of rain in the dark sky. 2. The idea of searching for anything which would incriminate, and entitle him to hold a … over her, did not even come to him.

7. Translate the following sentences paying attention to the phrasal verbs "come", "waste", "eat" + a particle.

A. 1. He would never know how this had come about. 2. You're the hardest woman I ever came across. 3. Come along now! Don't be so cruel and heartless. 4. The man came at me with a big stick. 5. Her youth, her early story came back to her. 6. Labour was easily come by. 7. Please ask him to come down. 8. I hope they will soon come down in price. 9. The custom has come down to us long ago. 10. He's come down in life. He used to be invited to big functions but is now ignored. 11. What time does the train come in? 12. The use of coffee came in gradually. 13. Early potatoes came in very late last year. 14. Which horse came in first? 15. Where do I come in? (What is my share, duty). 16. Young Wilkins has just come into a fortune. 17. The whitewash has come off. 18. The experiment did not come off. 19. They kept coming on. 20. The rain comes on worse than ever. 21. Your knowledge of English is coming on very well. 22. I bought a newspaper to see how the strike was coming on. 23. The crops are coming on nicely. 24. The stars came out. 25. When does the magazine come out? 26. The secret came out very inconveniently. 27. The buds are coming out. 28. He came out well in that photograph. 29. Come round this morning, we shall welcome you. 30. Pour a jug of water on his face.

He'll soon come round. 31. We have come through many hardships. 32. She fainted, but has now come to. 33. He came up to London a week ago. 34. The corn hasn't come up yet. 35. My case is coming up in court next month. 36. While we were talking, a man came up.

B. 1. You haven't been wasting away. You've got stout. 2. The rain and cold weather are wasting away the paint. 3. I won't waste another minute on you unless you're going to help.

C. 1. Ocean waves are gradually eating away the coastal rocks. 2. That sorrow is eating away his heart. 3. Jane has been eating her heart out for a new bicycle. 4. "Did you eat up all your lunch?" "Every single crumb of it."

8. Fill in the particles completing the verbs "come", "waste" and "eat".

A. 1. How did this misfortune come …? 2. I came … the book in a second-hand shop. 3. Come …, we'll go together. 4. The bull came … me with his head down. 5. Their names are all coming … to me now. 6. He seems to have come … a large fund of knowledge. 7. I wish Uncle Jack would allow that unfortunate young man, his brother, to come … here sometimes. 8. They have come … in the world. 9. Legends have come … to us from our ancestors. 10. Short shirts for women came … towards the close of the war. 11. Bob came … third in the 100-yards race. 12. Don't look at me like that. It isn't my fault I've come … some money. 13. A button has come … my coat. 14. Did everything come … all right? 15. The baby is coming … well. 16. Night came … 17. He is coming … well in his studies. 18. My case comes … before the judge tomorrow. 19. The moon has come … 20. Several new books have come … this month. 21. It came … that she was aware of the facts all the time. 22. May blossom was beginning to come … along the hedge. 23. Won't you come … and see me some time? 24. The man was stunned, but he came … after a time. 25. Most of our men came … unharmed. 26. We applied restoratives and he began to come … 27. Tony will come … in the middle of the week. 28. Two military police came … and saluted the officer. 29. The seeds haven't come ... yet. 30. I'll let you know if anything comes …

B. 1. He became ill and began to waste … 2. Don't waste your money … silly things; save it.

C. 1. The flood had eaten … the path. 2. She is eating her heart … for that boy. 3. The sun has eaten … the mist? 4. Eat … your vegetables, there's a good girl!

9. Paraphrase the sentences using the phrasal verbs "come", "waste", "eat" + a particle.

A. 1. How did it happen that the man was dismissed? 2. I found this old photograph by chance in the back of the drawer. 3. Hurry up, children, or we'll be late! 4. I saw a big dog chasing me. 5. It returned to my memory where I had seen her before. 6. How did you obtain that beautiful picture? 7. I have managed to reduce my weight. 8. I can't go to the country till I've finished my last examinations. 9. Now I am not of high opinion of him any longer. 10. Jim was the first in the running race. 11. Long skirts are becoming fashionable again. 12. Charles gained some money when his father died. 13. I tried to pick up the bucket, but the handle became detached. 14. The wedding took place in spite of Jim and Mary's last-minute quarrel. 15. It began to snow. 16. The film will be shown next week. 17. What progress are you making with your German? 18. The flowers are appearing in everyone's garden. 19. The meaning becomes clear as you read further. 20. When will Tom's new book be published? 21. His secret was discovered when a missing year was noticed in his record. 22. We shall not know which disease it is until the spots appear. 23. Thank goodness, you're regaining conciousness. 24. Come to my place tonight. 25. Whatever the trouble, he always does what is expected. 26. The girl fainted but she regained consciousness when we threw drops of water on her face. 27. When do the students arrive? 28. The flowers should be growing now, it is spring. 29. His name was mentioned in our conversation.

B. 1. Since my aunt's operation, he has been thin and ill. 2. Don't spend your money foolishly buying that useless thing.

C. 1. The rats have destroyed most of the woodwork. 2. The acid has damaged the metal. 3. She was very unhappy because her friend was away at the war. 4. Finish eating, children. 5. This new heating system uses a lot of electricity.

10. Respond to the following using the phrasal verbs "come", "waste", "eat" + a particle.

A. 1. How did it come about that you decided to study at this university? 2. What questions came up at your last meeting? 3. In what books can you come across the description of South America? 4. Do your friends often come round to see you? 5. How many times a week does the *Diena* come out? 6. When can you diagnose the case as measles unmistakenly? 7. What should you do if you want plants in your garden to come on well? 8. What family did Charles Dickens come from? 9. What do you monthly

gas and electricity bills come to? 10. What things do you wear when winter comes on? 11. When do faces (times) keep coming back? 12. People like coming down to the countryside for their holiday, don't they? 13. When do you say, "Come along!" 14. What would you do if a fierce dog came at you? 15. Are old books easy to come by? 16. What things usually come off? 17. What must be done if weeds start coming up? 18. What topics come up at your seminars on problems of literature?

B. 1. When do people begin wasting away? 2. Why shouldn't you waste your money on useless things?

C. 1. What substances eat away metals? 2. How often do you eat out? 3. What do we say if someone's heart is full of sorrow? 4. What do parents often say to their children when they are having their meals?

11. Learn the phrases listed right after the text and interpret their meaning in the sentences from the text.

1. His journeys east through the drylands sometimes brought tears to his eyes … 2. We've ten miles away and we can't see a damned thing – only that lens of filth, that curtain of perpetual smog. 3. Had it clung to the ground, it would have imperiled human breathing … 4. … Since it stayed aloft, it merely blotted out the sun and dropped enough acid to make the eyes smart twenty-four hours a day. 5. Men who used to stand at the intersection of Mountain and Prairie inspecting the Rockies to determine the weather now had to get that information from the radio. 6. The state had succumbed to the automobile … 7. … No one did anything to halt the slaughter. 8. Paul Garrett, pondering these problems in the early days of November, made a series of promises … 9. … As Deputy Commissioner of Resources and Priorities I'm going to switch to a small car.

12. Make up sentences on each phrase.

13. Make up and act out situations in which these phrases would be appropriate.

14. Give the English equivalents for:

apskatīt, inspicēt, pārbaudīt biļetes; apskatīšana, ciešāk aplūkojot, medicīniskā apskate, oficiāla pārbaude, bagāžas pārbaude; inspektors, muitnieks, policijas inspektors, biļešu kontrolieris;

īss, neilgs, īsumā, runāt īsi un konkrēti; rezumēt, īsi izteikt, instruēt; kopsavilkums, instrukcija, instruktāža;

nākt, vai jūs nāksiet pa manu ceļu?, nākotnē, piepildīties, viegli padoties;

piestāt krastā, izcelties krastā, nolaisties, iesist pa seju, iegūt balvu, nonākt grūtībās, nokrist uz kājām; zeme, pa sauszemi, sasniegt krastu, dzimtene,

augsne, aramzeme, apstrādāta zeme, neapgūta zeme, ASV;

netīrumi, mēsli, izvirtība, gānīšanās; netīrs, pretīgs, neķītrs;

izšķiest, velti šķiest vārdus, novārdzināt, tuksnesis (tukša vieta), ūdens klājs, laika izšķiešana, iet zudumā; atkritumi, radioaktīvie atkritumi, atkritumu iznīcināšana, atkritumu izgāztuve, atkritumu pārstrādāšana, notekūdens, fiziol. izdalījumi; papīrgrozs, izšķērdīgs, makulatūra, novārtā pamesta zeme, notekcaurule;

aptraipīt, saindēt, apgānīt; aptraipīšana, samaitāšana, saindēšana, radioaktivitātes mērītājs;

sāpināt, raizēties, nomocīt; bēdas, ciešanas, briesmu signāls, briesmās;

ēst, uzņemt nekritiski, ciest sirdsēstus, pilnīgi pakļauties kādam, pārmērīgi daudz ēst, izēst tukšu māju, ņemt atpakaļ savus vārdus, kas tev lēcies?; ēdams, ēdamais;

elpot, izdvest pēdējo nopūtu (nomirt), nebilst ne vārda, iedvest jaunus spēkus; elpa, vienā elpas vilcienā, aizelsties, slimot ar aizdusu, aizturēt elpu, runāt čukstus, atvilkt elpu, ieelpot svaigu gaisu, nomirt, pārsteigt kādu, runāt veltīgi; gāzmaska; bez elpas, aizelsies; aizraujošs, satriecošs;

draudēt, draudi, kara draudi, traucēklis;

baidīties, bažīties, badīties no visļaunākā; bailes, bailēs par savu dzīvību, bažījoties, nekādā ziņā, objektīvi; drausmīgs, baiļpilns, baiļpilns skatiens, briesmīgs juceklis, bezbailīgs.

15. Speak on the following topics employing the acquired vocabulary items:

1) looking at something carefully;
2) examining something officially;
3) carrying out inspections;
4) paying a brief visit;
5) saying something in brief;
6) giving the main points;
7) one's descent;
8) becoming loose;
9) coming to a port;
10) bringing an aircraft down;
11) catching fish;
12) filthy books or films;
13) wasting one's time and money;
14) going to waste;
15) wasteful habits;
16) air contamination;

17) being in distress;
18) eatable berries and mushrooms;
19) breathing a word to somebody;
20) saving or wasting one's breath;
21) breathtaking sights;
22) menace to nature;
23) having no fear;
24) being fearful or fearless

16. Translate into English.

1. Visi bija ļoti apmierināti, jo viņš runāja īsi un konkrēti. 2. Instruktāža notiks mazajā zālē. 3. Šajā vilcienā biļetes pārbauda katru dienu. 4. Drīz mēs būsim Londonā. Vispirms tur notiks dokumentu un bagāžas pārbaude. 5. Katru pavasari šajā skolā tiek organizēta medicīniskā apskate. 6. "Vai jūs nāksiet pa manu ceļu?" – "Jā, tad iesim kopā." 7. Sabiedroto armijas izcēlās Francijas krastā 1944. gadā. 8. Lidmašīna laimīgi nolaidās. Pasažieri atviegloti uzelpoja, jo briesmas tagad bija pagājušas secen. 9. Ja tu tā turpināsi, tad noteikti nonāksi grūtībās. 10. Kaķi pasvieda gaisā, bet tas, kā parasti, nokrita uz kājām. 11. Pēc ilga ceļojuma jūrnieki sasniedza krastu. 12. Latvijā vēl ir daudz neapgūtas zemes. 13. Šī filma ir ārkārtīgi neķītra. Bērniem to nekādā ziņā nevajadzētu skatīties. 14. Kāda nozīme velti šķiest vārdus, viņš vienalga tev nepalīdzēs. 15. Viss lielais darbs aizies zudumā, ja nekas netiks radikāli mainīts. 16. Kur tiek glabāti radioaktīvie atkritumi? 17. Mūsdienu pasaulē atkritumu iznīcināšanai tiek pievērsta liela uzmanība. 18. Konference bija veltīta atkritumu pārstrādāšanai un notekūdeņu attīrīšanai. 19. Makulatūru var izmantot otrreizējai pārstrādei. 20. Šajā pilsētā gaiss ir saindēts. 21. Kuģis bija nonācis briesmās. Tas sūtīja briesmu signālus. 22. Kad pienāca šī bēdīgā ziņa, viņa cieta lielus sirdsēstus. 23. Ja tu neņemsi atpakaļ savus vārdus, viņa būs ļoti dusmīga. 24. Tā jau mēs izēdīsim tukšu māju! 25. Vai tu biji klāt, kad viņš nomira? 26. Šis notikums mūsos iedvesa jaunus spēkus. 27. Viņi klausījās, aizturējuši elpu. 28. Aiziesim uz mežu ieelpot svaigu gaisu. 29. Filmā viens aizraujošs notikums sekoja otram. 30. Jums nevajadzētu baidīties no visļaunākā, gan jau viss nokārtosies. 31. Šis darbs ir jānovērtē objektīvi. 32. Istabā bija briesmīgs juceklis. 33. Man bija tā laime sastapt šos bezbailīgos cilvēkus.

II TEXT EXERCISES

1. Answer the questions.

1. What did he (Paul Garrett) begin on the following day? 2. What was he deeply distressed by? 3. What did he remember? 4. What hung south from Cheyenne? 5. What was no longer visible? 6. What was Garrett especially perturbed about? 7. How often were the Rockies visible? 8. What had the state succumbed to? 9. What ate up the landscape? 10. What promises did Paul Garrett make to himself? 11. What did he fear?

2. Enlarge upon the following:

1. On the following day Paul Garrett began his series of inspection tours. 2. John Brent came this way in 1848. 3. South of Cheyenne hung a perpetual veil of suspended contamination. 4. Beaver Mountain was no longer visible. 5. Garrett was especially perturbed about what had happened to Denver. 6. There were days when the contamination was swept aloft. 7. No one in Denver gave a damn. 8. The west had surrendered to the automobile. 9. Paul Garrett wanted to switch to a small car. 10. He feared that it might be too late.

3. Retell the text and then give its summary.

4. Make up and act out the dialogues between:

1) Paul Garrett (as Deputy Commissioner of Resources and Priorities) and another official about nature protection;
2) Paul Garrett and his friend about what they saw along the front range;
3) John Brent of Illinois (1848) and his friend about the beauty of the Rocky Mountains;
4) John Brent and an Indian about the Rockies;
5) Two Indians about John Brent and other whites;
6) Paul Garrett and another man about air contamination across Colorado;
7) Paul Garrett and his friend about Beaver Mountain which was no longer visible;
8) Paul Garrett and an official about Denver;
9) Paul Garrett and his friend about automobiles;
10) Paul Garrett and his wife about his future plans.

5. Pick out lexical items describing beautiful nature, air contamination and surrendering to the automobile. Make up your own stories using these lexical items.

6. Speak on the plot, setting, composition and theme of the text.

7. Speak on the method of character drawing and nature description employed in the text.

8. Analyse the general peculiarities of the text (description, contrast, the choice of words, etc.).

9. Say what impression the text has produced on you. Try to motivate your answer.

III DISCUSSION EXERCISES

1. Answer the following questions.

1. What problem worries scientists and politicians alike? 2. Why has the environmental crisis assumed global proportions? 3. What has been done so far to check environmental pollution? 4. How can we possibly avert the destruction of the environment? 5. Can you suggest any other courses of action to protect the environment? 6. Is man a master of nature or part of it? 7. Would it be better if we saved forests, oil and coal and did without things they provide? 8. What are the consequences of deforestation? 9. What are the consequences of soil erosion? 10. Is nuclear energy dangerous for the environment? 11. How do pesticides spread around? What are the possible consequences of contamination? 12. How can pollution be measured?

2. Comment on the following:

1. Both heredity and environment are major factors forming human behaviour. 2. Man will be facing a serious ecological crisis unless some drastic measures are taken in the near future. 3. Environmental protection has assumed international importance. 4. Oil pollution causes great damages to beaches and wild life. 5. Cigarette smoke is a major factor in air pollution. 6. Air and water contamination result in serious health problems. 7. Acid rains are known to damage forests both in Europe and North America. 8. Waste disposal is a major problem in modern industry. 9. Environmental situation has become a subject of separate and joint research efforts of biologists, chemists and biochemists. 10. Problems of noise pollution are especially acute in industrial centres. 11. With respect to water quality the key measure is drinkability. 12. The number of potential threats to environment is infinite. 13. Overuse of synthetic chemical fertilizers is affecting fish and wild life. 14. As the population of large cities continues to grow, the pollution problem gets worse. 15. Urgent measures must be taken if we are not to leave a dangerous and despoiled planet to future generations.

3. Read the following texts and discuss the problems of air, water and land pollution, environmental protection and courses of action in this respect.

A. AIR AND WATER POLLUTION

You have read a lot of interesting things about the air, the sun, the sky, the clouds, the rain, about rivers, seas and oceans. All these things around us are parts of our environment. Plants, animals and people need clean land, clean water and clean air. But some people have not learned how to take care of our earth. They are doing harmful things to our land, water and even air. They are making pollution. You can imagine what happens to a living thing if its environment is polluted or changed in a harmful way.

We are worried about water pollution in the world. Most big cities pour their waste into seas and rivers. For a long time people did not understand the danger. The first alarm came from Japan. Some sixty people died because they had eaten polluted fish.

We love rain. Rain helps our plants to grow big and strong. But sometimes the rainwater is not as clean as it could be. Man-made chemicals get into the air and mix with the rainwater, making acid rain. The acid water runs into rivers and lakes. The rivers and lakes become so acid that fish cannot live there.

We like to go to the river, lake or sea to swim. But if there are chemicals in the water, it is not safe enough for swimming. If the water is polluted, it can make us sick.

Another kind of pollution is air pollution. When there are too many harmful things in the air, it is polluted.

People and animals need clean air with plenty of oxygen in it. Oxygen is added to the air by plants. So you understand how important it is to have a lot of trees, bushes and grass.

Fume from the chimneys of factories, gases which are in refrigerators and sprays pollute the air. They damage the ozone layer that covers the earth. This layer of gas protects us from the dangerous rays of the sun. There are now holes in the ozone layer because there are too many gases in the air.

With the help of satellites scientists discovered two large holes in the ozone layer. One is over the North Pole and the second over the South Pole, over Antarctica. It is very dangerous for people as it can make them sick.

Some people pollute the air by smoking. Too much smoke in the air can hurt our lungs.

The wind blows a lot of the air pollution out to sea. Sometimes the rain helps to clean the air, but sometimes the rain water mixes with the gases in the air. Then the air pollution also becomes land and water pollution.

Air and water pollution is one of the problems millions of people are worried about today.

B. AIR AND LAND POLLUTION

The planet Earth is our common home. Everything is connected on the earth. If something goes wrong in some part of the world, everybody suffers. People's activities can make the environment unhealthy. If they are doing harmful things to our land, they are making pollution. Too many people making too much pollution will hurt the country.

People are producing too many gases and because of that the earth is getting hotter. These gases hold heat. Plants and trees help to take gases, such as carbon dioxide, from the air, but we have now destroyed too many trees. There are not enough trees and plants to do this job.

Because the earth is getting hotter, the ice is melting. Because the ice is melting, the level of the sea is slowly rising. Scientists say that in the year 2050 some parts of Great Britain will be under the sea.

Another problem of land pollution is making large piles of trash. Trash is made of boxes, bags, paper, cans, plastics, clothing and bottles. It is also made up of old food called garbage.

Some trash gets burned. When plastics and some other man-made things are burned, gases are given off. Too much of these gases can make people and animals sick.

There will not be as much trash if we learn to use things over and over again. One way to do this is by changing some old thing into a new one. Then it is used again. It is not thrown away.

Another problem of land pollution is using too many chemicals to grow vegetables and fruit. Too many chemicals in the ground can harm the soil. If our vegetables, fruit and meat are grown without chemicals, they will be safer for us to eat.

So you see how many problems people have got because of water, air and land pollution. All this makes people worry about their environment.

C. OIL AND GASOLINE

The air, water and land can also be polluted when oil and gasoline are burned. This kind of pollution comes from cars, lorries, buses and ships. Burning oil and gasoline in motors send many harmful things into

the air, water and land. We take these tiny pieces of harmful things into our bodies through our noses and mouths. Too much of this kind of pollution can make us sick.

A lot of goods and products come to the country by ship or plane. Ships and planes use oil and make pollution. There will be less pollution if we get more of our own food. Besides the food comes in boxes and plastic. If we grow our food here, there will be less trash to harm our land.

Many countries buy oil and carry it by ship. The oil sometimes leaks out of the ships into the water. Some ships clean their tanks in the ocean even though this cleaning is against law.

Ships can hit reefs and sink. If that happens near the shore oil and tar cover the water and the beaches. Many animals, birds, plants and shells die.

Of course, the worst kind of pollution comes from nuclear power. It can make the air, water and soil become radioactive because it produces radioactive waste. It can be dangerous for thousands of years.

So you see the pollution is a serious problem. Is it only factories, big ships and cars that pollute? No. It is you and me as well. Everyone pollutes in some way. If you drop litter, you pollute. Each one of us must try to pollute as little as possible.

Many scientists study the environment. They have helped find ways to stop air and water pollution. There are laws to help clean up our land, water and air.

People must take care of the earth, and it will be a healthier place for all living things.

From "All Around You"

D. ENVIRONMENTAL PROTECTION

The poisoning of the world's land, air, and water is the fastest-spreading disease of civilisation. It probably produces fewer headlines than wars, earthquakes and floods, but it is potentially one of history's greatest dangers to human life on earth. If present trends continue for the next several decades, our planet will become uninhabitable.

Overpopulation, pollution and energy consumption have created such planet-wide problems as massive deforestation, ozone depletion, acid rains and the global warming that is believed to be caused by the greenhouse effect.

The seas are in danger. They are filled with poison: industrial and nuclear waste, chemical fertilisers and pesticides. The Mediterranean is already nearly dead; the North Sea is following. The Aral Sea is on the

brink of extinction. If nothing is done about it, one day nothing will be able to live in the seas.

Every ten minutes one kind of animal, plant or insect dies out for ever. If nothing is done about it, one million species that are alive today will have become extinct twenty years from now.

Air pollution is a very serious problem. In Cairo just breathing the air is life threatening – equivalent to smoking two packs of cigarettes a day. The same holds true for Mexico City and many other cities in the world.

Industrial enterprises emit tons of harmful substances. These emissions have disastrous consequences for our planet. They are the main reason for the greenhouse effect and acid rains.

An even greater environmental threat are nuclear power stations. We all know how tragic the consequences of the Chernobyl disaster are.

People are beginning to realise that environmental problems are not somebody else's. They join and support various international organisations and green parties. If governments wake up to what is happening – perhaps we'll be able to avoid the disaster that threatens the natural world and all of us with it.

From English for Pupils and Applicants to Higher Schools

E. TWO COURSES OF ACTION

The problem of the environment crisis has recently assumed global proportions. Both scientists and politicians agree that unless some radical steps are taken before long, life on our planet may be irrevocably damaged if not destroyed altogether. It seems therefore worth while to consider the fundamental conflict which underlies the surface manifestations of the present crisis. For there undoubtedly exists a conflict, an incompatibility between the tenets of an industrial society and those of ecology.

Industry is bound to expand continuously, all ecological systems tend toward stability and equilibrium.

There seems to be at least two general courses of action which might be adopted in order that the environmental doom may be averted.

One would be to curb the dynamics of industrial development; the other – to turn technology to the construction of physiologically and socially healthy environment. The former possibility being highly unrealistic, the latter one seems to be the only path to follow.

F. WHAT CAN YOU DO TO PROTECT NATURE?

– Follow the laws to help clean up our land, water and air.
– Take care of our earth. Stop doing harmful things to our land, water

and air.
– Help to keep water clean. Don't throw anything in the water.
– Stop littering the land.
– Try to stop making much trash.
– Plant trees and flowers.
– Protect trees and plants in parks and yards.
– Do not pick a lot of flowers in the woods.
– Grow vegetables and fruit without chemicals.
– Protect animals and birds. Make bird-houses for birds.
– Do not use sprays.
– Do not waste paper and pencils.

4. Read the poems and discuss the ideas expressed in them.

A. ALL FOR YOU

The trees of the forest,
The flowers on the lea,
The birds on the branches,
The fish of the sea;

The rocks and the mountains,
The rivers that flow,
The rain and the sunshine,
The ice and the snow;

All things that are lovely,
All things that are good,
The creatures that live,
And the plants that are food;

The corn-fields all yellow,
The sky of deep blue:
The sweetness and beauty
Of life are for you.

B. L. HUGHES. IN TIME OF SILVER RAIN

In time of silver rain
The earth
Puts forth new life again,
Green grasses grow
And flowers lift their heads,
And over all the plain
The wonder spreads

Of life,
Of life,
Of life!

In time of silver rain
The butterflies
Lift silken wings
To catch a rainbow cry,
And trees put forth
New leaves to sing
In joy beneath the sky
As down the roadway
Passing boys and girls
Go singing, too,

In time of silver rain
When spring
And life
Are new.

C. J. HOGG. A BOY'S SONG

Where the pools are bright and deep,
Where the grey trout lies asleep,
Up the river and over the lea –
That's the way for Billy and me.

Where the blackbird sings the latest,
Where the hawthorn blooms the sweetest,
Where the nestlings chirp and flee,
That's the way for Billy and me.

Where the mowers mow the cleanest,
Where the hay lies thick and greenest,
There to trace the homeward bee,
That's the way for Billy and me.

Where the hazel bank is steepest,
Where the shadow falls the deepest,
Where the clustering nuts fall free,
That's the way for Billy and me.

D. SIR CECIL SPRING-RICE. WORK

"I am busy," said the sea.
"I am busy. Think of me,
Making continents to be.
I am busy," said the sea.

"I am busy," said the rain.
"When I fall, it is not in vain;
Wait and you will see the grain.
I am busy," said the rain.

"I am busy," said the air.
"Blowing here and blowing there,
Up and down and everywhere.
I am busy," said the air.

"I am busy," said the sun.
"All my planets, every one,
Know my work is never done.
I am busy," said the sun.

E. E. FARJEON. THE EARTH

Did you know, did you know
That the Earth is a star?

Somebody far
Far away
At the end of the day
Look out on the sky
With the stars swimming by,
And cries: "Oh, how bright
The Earth is tonight!
How wonderful it must be, how rare,
To be born on the bright, bright Earth up there!
How the streams must shine!
How the grass must glisten
When the dew is risen!
How clear and fine
The rays must fall
On the radiant seas
And the fountains tall
Of the lustrous trees!

On the glittering wall
Of the holly-hedge
And the sparkling sedge
By the pearly pool!
How the mud must gleam,
And the hill-tops beam!

How full, how full
Of light it must be
To live on the bright, bright Earth
I see
Turning up there,
Burning up there,
Swimming away on the lambent air!"
Didn't you know
You are born on a star?
Well, you are.

5. Interpret the English proverbs and find their equivalents in Latvian.

1. After storm comes a calm.
2. Aftair rain comes fair weather.
3. Constant dropping wears away a stone.
4. Don't make a mountain out of a molehill.
5. Don't play with fire.
6. Every cloud has a silver lining.
7. Every flow has its ebb.
8. The grass is greenest on the other side of the fence.
9. It never rains but pours.
10. It's no use pumping a dry well.
11. Little strokes fell great oaks.
12. A tree is known by its fruit.
13. You never miss the water till the well runs dry.
14. Prevention is better than cure.
15. One must draw the line somewhere.
16. Live and let live.

6. Make up and act out situations using these proverbs.

7. Give your own examples illustrating instances of air and water contamination and measures taken to protect nature. These stories may be based on your own experience or on some newspaper articles, films and novels.

UNIT FOUR

R. GOLDBERG (1883)

ART FOR HEART'S SAKE

Reuben Lucius Goldberg (1883), an American sculptor, cartoonist and writer was born in San Francisco. After graduating from the University of California in 1901 he worked in a number of newspapers and magazines. Among his best books are "Foolish Questions", "Soup to Nuts", "I Made My Bed".

"Here, take your pineapple juice," gently persuaded Koppel, the male nurse.

"Nope!" grunted Collis P. Ellsworth.

"But it's good for you, sir."

"Nope!"

"It's doctor's orders."

"Nope!"

Koppel heard the front door bell and was glad to leave the room. He found Doctor Caswell in the hall downstairs. "I can't do a thing with him," he told the doctor. "He won't take his pineapple juice. He doesn't want me to read to him. He hates the radio. He doesn't like anything!"

Doctor Caswell received the information with his usual professional calm. He had done some constructive thinking since his last visit. This was no ordinary case. The old gentleman was in pretty good shape for a man of seventy six. But he had to be kept from buying things. He had suffered his last heart attack after his disastrous purchase of that jerkwater railroad out in Iowa. All his purchases of recent years had to be liquidated at a great sacrifice both to his health and his pocketbook.

The doctor drew up a chair and sat down close to the old man. "I've got a proposition for you," he said quietly.

Old Ellsworth looked suspiciously over his spectacles.

"How'd you like to take up art?" The doctor had his stethoscope ready in case the abruptness of the suggestion proved too much for the patient's heart.

But the old gentleman's answer was a vigorous "Rot!"

"I don't mean seriously," said the doctor, relieved that disaster had been averted. "Just fool around with chalk and crayons. It'll be fun."

"Bosh!"

"All right." The doctor stood up. "I just suggested it, that's all."

"But, Caswell, how do I start playing with the chalk – that is, if I'm foolish enough to start?"

"I've thought of that, too. I can get a student from one of the art schools to come here once a week and show you."

Doctor Caswell went to his friend, Judson Livingston, head of the Atlantic Art Institute, and explained the situation. Livingston had just the young man – Frank Swain, eighteen years old and a promising student. He needed the money. Ran an elevator at night to pay tuition. How much would he get? Five dollars a visit. Fine.

Next afternoon young Swain was shown into the big living room. Collis P. Ellsworth looked at him appraisingly.

"Sir, I'm not an artist yet," answered the young man.

"Umph?"

Swain arranged some paper and crayons on the table. "Let's try and draw that vase over there on the mantelpiece," he suggested. "Try it, Mister Ellsworth, please."

"Umph!" The old man took a piece of crayon in a shaky hand and made a scrawl. He made another scrawl and connected the two with a couple of crude lines. "There it is, young man," he snapped with a grunt of satisfaction. "Such foolishness. Poppycock!"

Frank Swain was patient. He needed the five dollars. "If you want to draw you will have to look at what you're drawing, sir."

Old Ellsworth squinted and looked. "By gum, it's kinda pretty. I never noticed it before."

When the art student came the following week there was a drawing on the table that had a slight resemblance to the vase.

The wrinkles deepened at the corners of the old gentleman's eyes as he asked elfishly, "Well, what do you think of it?"

"Not bad, sir," answered Swain. "But it's a bit lopsided."

"By gum," Old Ellsworth chuckled. "I see. The halves don't match." He added a few lines with a palsied hand and colored the open spaces blue like a child playing with a picture book. Then he looked towards the door. "Listen, young man," he whispered, "I want to ask you something before old pineapple juice comes back."

"Yes, sir," responded Swain respectively.

"I was thinking could you spare the time to come twice a week or perhaps three times?"

"Sure, Mister Ellsworth."

"Good. Let's make it Monday, Wednesday and Friday. Four o'clock."

As the weeks went by Swain's visits grew more frequent. He brought the old man a box of water colors and some tubes of oils.

When Doctor Caswell called, Ellsworth would talk about the graceful lines of the andirons. He would dwell on the rich variety of color in a bowl of fruit. He proudly displayed the variegated smears of paint on his heavy silk dressing gown. He would not allow his valet to send it to the cleaner's. He wanted to show the doctor how hard he'd been working.

The treatment was working perfectly. No more trips downtown to become involved in purchases of enterprises of doubtful solvency.

The doctor thought it safe to allow Ellsworth to visit the Metropolitan, the Museum of Modern Art and other exhibits with Swain. An entirely new world opened up its charming mysteries. The old man displayed an insatiable curiosity about the galleries and the painters who exhibited in them. How were the galleries run? Who selected the canvases for the exhibitions? An idea was forming in his brain.

When the late Spring sun began to cloak the fields and gardens with color, Ellsworth executed a god-awful smudge which he called "Trees Dressed in White". Then he made a startling announcement. He was going to exhibit it in the Summer show at the Lathrop Gallery!

For the Summer show at Lathrop Gallery was the biggest art exhibit of the year in quality, if not in size. The lifetime dream of every mature artist in the United States was a Lathrop prize. Upon this distinguished group Ellsworth was going to foist his "Trees Dressed in White", which resembled a gob of salad dressing thrown violently up against the side of a house!

"If the papers get hold of this, Mister Ellsworth will become a laughing-stock. We've got to stop him," groaned Koppel.

"No," admonished the doctor. "We can't interfere with him now and take a chance of spoiling all the good work that we've accomplished."

To the utter astonishment of all three – and especially Swain – "Trees Dressed in White" was accepted for the Lathrop show.

Fortunately, the painting was hung in an inconspicuous place where it could not excite any noticeable comment. Young Swain sneaked into the Gallery one afternoon and blushed to the top of his ears when he saw "Trees Dressed in White", a loud, raucous splash on the wall. As two giggling students stopped before the strange anomaly Swain fled in terror. He could not bear to hear what they had to say.

During the course of the exhibition the old man kept on taking his lessons, seldom mentioning his entry in the exhibit. He was unusually cheerful.

Two days before the close of the exhibition a special messenger brought

a long official-looking envelope to Mister Ellsworth while Swain, Koppel and the doctor were in the room. "Read it to me," requested the old man. "My eyes are tired from painting."

"It gives the Lathrop Gallery pleasure to announce that the First Landscape Prize of $ 1,000 has been awarded to Collis P. Ellsworth for his painting, "Trees Dressed in White".

Swain and Koppel uttered a series of inarticulate gurgles. Doctor Caswell, exercising his professional selfcontrol with a supreme effort, said: "Congratulations, Mister Ellsworth. Fine, fine ... See, see ... Of course, I didn't expect such great news. But, but – well, now, you'll have to admit that art is much more satisfying than business."

"Art's nothing," snapped the old man. "I bought the Lathrop Gallery last month."

PHRASES

1. no ordinary case
2. to be in pretty good shape
3. to suffer one's last heart attack
4. at a great sacrifice to one's health
5. to have a proposition for sb.
6. to be fun
7. to pay tuition
8. to make a scrawl
9. to have a slight resemblance to sth.
10. to spare the time to do sth.
11. to become a laughing-stock
12. to blush to the top of one's ears
13. to fleed in terror
14. to exercise one's professional selfcontrol

VOCABULARY ITEMS

1. **do** v – 1) to perform. I'll do the job.
2) to finish. Dinner has been done for an hour.
3) to cause. The storm did a lot of damage.
4) to put forth. I'll do my best.
5) to take care of. Who will do the dishes.
6) to be right for the purpose. This colour will never do.
7) to get along. The patient is doing well.

do away with – to abolish, to get rid of (any institution, custom, practice, obstacle, illiteracy, irregularity, etc.). There are obstacles but they must be done away with.

do by – to act or behave towards. Do as you would be done by.

do down – to deceive, to speak ill. I've been done down by my friend.

do for – 1) to look after sb. A woman came in the afternoon to do for him.

2) to be useless (often Pass). These shoes are done for.

do in (Am. E.) – to exhaust, to ruin. I'm just all done in.

do up$_1$ – 1) to put into proper order (building, house, flat, seats, etc.). The house wanted doing up.

2) to wrap up, to make tidy (parcel, package, one's hair). He did the package up for me very neatly.

3) to fasten (dress, footwear, shoe-laces). Will you do up my dress at the back please!

4) to launder (Am. E.) (of clothes, linen). In that laundry they do up my shirts just the way I like them.

do up$_2$ – to be very tired (only Pass). I'm quite done up for this morning.

do with (usually negative) – 1) to endure. I cannot do with any noise.

2) (with can or could) to be satisfied. Can you do with cold meat for dinner?

3) Pass. be done with – to put an end to. Tell her a few plain truths and be done with her.

do without – to manage without. I could not do without this girl.

2. **crude** – 1) in its natural or raw condition, before it has been prepared for use: crude oil.

2) rough and clumsy: a crude drawing, crude manners.

crudely adv – in a crude manner. The picture was drawn crudely.

crudity n – the state and quality of being crude. Despite the crudity of the design, the picture held a strange appeal.

3. **art** n – 1) the making or doing of things that have form and beauty. Drawing, painting, sculpture, architecture, music, literature, drama, and the dance are arts.

2) any of certain fields of study, as literature, languages, history, philosophy, music, etc. (usually used in the plural). In this meaning

the arts are considered as separate from the sciences.

3) the ability to make or do things. The art of cooking is a difficult thing.

4) any craft or profession: the cobbler's art.

5) a sly or cunning trick, wile. She used all her arts to gain his love.

Phrase: *fine arts* – such arts as drawing, painting, sculpture, etc., and also, sometimes, music, literature, dancing, etc. He is very much interested in fine arts.

4. **grow** v – 1) to become larger. Our business has grown rapidly.

2) to become older, to develop. And so they grew from childhood to adulthood.

3) to raise. They grow wheat on their farm.

4) to become. He grew tired after the long drive.

grow on (upon) – to win sb's liking, favour or admiration. You may not like our flowers but they will grow on you in the end.

grow out of – to develop from. The town grew out of a little hamlet.

grow up – to grow, to become adult (of persons, animals, plants, country, town, etc.). Grow up and be a clever man! The neighbourhood was growing up fast.

growth n – 1) the act of growing. He observed the growth of trees.

2) increase. There was a growth of two inches over the summer.

3) sth. that grows. A tumour is an abnormal growth in the body.

5. **resemble** v – to be or look like. Rabbits resemble hares but are smaller.

resemblance n – the condition or fact of being or looking alike. He has a strong resemblance to his grandfather.

Synonyms: *likeness, similarity*

"Likeness" implies close correspondence in appearance, qualities, nature, etc. Everyone could see his remarkable likeness to his brother.

"Resemblance" usually implies correspondence in appearance or in superficial aspects. There are always general features of resemblance in the works of contemporary authors.

"Similarity" suggests only partial correspondence. Your problem bears only a certain similarity to mine.

The difference between "similarity", "resemblance" and "likeness" is that "likeness" excludes the idea of difference and implies close correspondence.

"Similarity" includes only the idea of casual likeness, "resemblance" only to external properties.

We speak of a likeness between two persons, of a resemblance of the cast of the eye; of a similarity in age and disposition.

6. **match** v – 1) to go well together. Do your socks and suit match?

2) to make or get sth. like or equal to. Can you match this cloth.

3) to be equal to. I could never match father in argument.

match n – 1) any person or thing equal to or like another in some way. Tom met his match in chess when he played with Bill.

2) two or more people or things that go well together. His suit and tie were a good match.

3) a game: a tennis (football, boxing, wrestling) match.

4) a marriage. A matchmaker arranges marriages for others.

5) a person thought of as a future husband or wife. Would Dan be a good match for their daughter?

7. **cheer** v – 1) to fill with gladness, hope, high spirits. Your visit has cheered the sick man.

2) to give shouts of joy or encouragement. The boys cheered their football team.

cheer on – to encourage with shouts (during a fight or game). The officer cheered his men on.

cheer up – to comfort, to take heart. Cheer up! This room is dark and gloomy, I think some flowers will cheer it up.

cheer n – 1) good or glad feelings, joy. That song brings cheer to my heart.

2) a glad, excited shout of welcome, especially in "to give three cheers for". The crowd gave their hero three cheers.

cheers! – word used when one drinks to sb's health.

cheerful adj – 1) full of cheer, glad. There was a cheerful smile on his face.

2) bright and gay. Really, it's a cheerful room.

3) willing, glad to help. No doubt, these cheerful workers will help us.

cheerless adj – not cheerful, sad. It was a wet and cheerless day.

cheery adj – lively, merry. They gave us a cheery welcome.

cheerio (colloq.) – good-bye or (in UK) – To your health!

8. **display** v – 1) to put or spread out so as to be seen. They hope to display this collection of stamps.

2) to do sth. that is a sign or example. That was a very good chance for him to display his courage.

Synonyms: *to show, to exhibit*

"Show" is the general term, because one can show anything that is possible to see or look at. He showed me his library.

"Display" implies showing sth. when one spreads it out or unfolds it, or stretches it out in a position where it can be seen with great clearness: to display goods in a shop-window, to display the national flag.

"Exhibit" implies showing publicly, putting forward prominently or openly: to exhibit paintings, collections, etc.

"Exhibit" and "display" are preferable terms when one speaks about showing something publicly: to exhibit (display) paintings in an art gallery, to exhibit (display) flowers at a flower show, to exhibit (display) goods for sale.

display n – 1) a displaying or showing. There is a good display of jewellry at the museum.

2) a mere show of sth. That was another display of bad temper.

9. **colour** v – 1) to give colour to or change the colour of. Billy coloured the drawings with crayons.

2) to take on colour, to blush. The leaves have begun to colour.

3) to change or affect in some way. His opinions colour his reports.

colour n – 1) the effect that light rays of different wave length have on the eye. Red, blue and yellow are colours.

2) look, appearance or sound. Her writings have the colour of truth.

colour-scheme n – a scheme for combinations of colours in a design. The colour-scheme of the flower garden was very beautiful.

Phrases: *to be (feel, look) off colour* (colloq.) – to be unwell. Today she is off colour.

to give (lend) colour to – to give an appearance of probability to. His torn clothes gave colour to his story that he had been attacked and robbed.

to give a false colour to – to give a wrong character or tone to. Newspapers often give a false colour to the news they report.

to sail under false colours – to be a hypocrite or imposter. Don't believe him, he is sailing under false colours.

to show one's true colours – to show what one really is. At least he showed his true colours.

to stick to one's colours – to refuse to change one's opinion or party. We are sure he will stick to his colours.

colour-blind adj – unable to see the difference between colours. You must be colour-blind if you don't see the difference.

colourful adj – full of colour, vivid. The circus is a colourful setting for a novel.

colourless adj – without colour, dull. It was a colourless piece of music.

10. involve v – 1) to have as a necessary consequence. Becoming a doctor involves years of study.

2) to absorb. He was involved in work.

3) to draw into trouble or difficulty. Repairs on his house involved him in debt.

involved pp – complicated. That is an involved sentence.

involvement n – the state of being involved. He denied his involvement in this affair.

11. to distinguish – 1) to set apart as different. What distinguishes man from the apes?

2) to see the difference in. You should distinguish right from wrong.

3) to see, to hear, to taste, etc. I could distinguish no odour of gas in the room.

4) to make famous or outstanding. Einstein distinguished himself as a scientist.

distinguished adj – 1) famous. He is a distinguished poet.

2) having the look of a distinguished person. He is an old gentleman with a distinguished air.

Synonyms: *famous, celebrated, eminent, notorious*

"Famous" is applied to persons or things that have received wide public attention and are generally known and talked about. This is a famous hot-spring resort.

"Celebrated" is applied to persons or things that have received much public honour or praise. Is the church a celebrated one?

"Eminent" means highly distinguished, of high position, prominent. It is generally applied to persons only. If compared to "distinguished",

"eminent" implies greater excellence: an eminent statesman, an eminent soldier, an eminent physician.

"Notorious" suggests as being widely but unfavourably known or talked about. I don't want to meet this notorious man.

12. award v – 1) to give by the decision of a judge. The court awarded her 2000 dollars in damages.

2) to give as the result of judging in a contest. The essay was awarded first prize.

award n – 1) a decision as by a judge. The award was 300 pounds.

2) a prize in a competition. His horse was given the highest award at the show.

3) money granted to a student at a university, etc. She is sure to get an award.

I VOCABULARY EXERCISES

1. Consult a dictionary and practise the pronunciation of the following words:

persuade, disastrous, purchase, Iowa, liquidate, stethoscope, abruptness, crayons, tuition, appraisingly, vase, scrawl, lopsided, palsied, frequent, andrions, variegated, solvency, insatiable, curiosity, exhibition, execute, exhibit, inconspicuous, raucous, anomaly, inarticulate, gurgle.

2. Explain the polysemy of the words and phrases in italics and then translate the sentences.

1. I have some work *to do*. 2. *Do* your teeth and then *do* your hair. 3. This medicine will *do* you good. 4. *Do* me a favour. 5. This little bed will *do* for the baby. 6. That will *do!* 7. They *did* well in the examination. 8. We haven't got meat, so we'll have to make *do* with bread. 9. This country exports *crude* oil. 10. *Crude* as the little figure was, he was impressed by it. 11. What can you know about it – you, a *crude* boy, who has been nowhere, seen nothing? 12. A human face was *crudely* drawn on the scrap of paper. 13. Despite the *crudity* of the design, the picture held a strange appeal. 14. Music and literature are *arts*. 15. The painting was a work of *art.* 16. The *art* of painting well is not easily learnt. 17. There are many trends in *art.* 18. An architect studies the *art* of building. 19. Should the government provide money to support *the arts.* 20. Even if you use all your *arts,* you won't get round him. 21. Grass *grows* after rain. 22. The population is *growing*. 23. Plants *grow* roots. 24. He's *grown* a beard. 25. She's *growing* fat. 26. A lamb *grows* into a sheep. 27. I think you'll *grow*

to like him when you know him better. 28. There was a sudden *growth* in the membership of the club. 29. The slow *growth* of world literacy causes much trouble. 30. Nails are *growths* at the ends of the fingers. 31. She *resembles* her sister in appearance but not in character. 32. There's a strong *resemblance* between the two sisters. 33. The wallpaper and paint don't *match*. 34. This hotel can't be *matched* for good service and food. 35. I'm trying to *match* this yellow wool. 36. They watched a football *match* on TV. 37. I'm no *match* for her when it comes to painting. 38. He was very good at tennis, but he met his *match* when he played with McEnroe. 39. The hat and shoes are a perfect *match.* 40. I don't think he is a good *match* for this girl. 41. The crowd *cheered* as the teams arrived. 42. The crowd *cheered* their favourite team. 43. I heard the *cheers* of the crowd, and I knew that our team was winning. 44. The story filled my heart with *cheer.* 45. She seems to be a *cheerful* person. 46. I hope you will like this *cheerful* room. 47. It was a *cheerless* rainy day. 48. Then he said, "*Cheerio*" and went away. 49. He raised the glass and said, "*Cheers!*" 50. I don't think it was a *cheery* greeting. 51. The goods were *displayed* in the shop window. 52. He *displayed* no feelings when they told him the news. 53. The goods were *on display* in the shop window. 54. That might be a good *display* of skill. 55. The child is *colouring* the picture. 56. The leaves start *to colour* in autumn. 57. Personal feelings *coloured* his judgement. 58. What *colour* is this paint? 59. As she became more annoyed Jane's *colour* changed. 60. She loved the life, noise, and *colour* of the market. 61. You look *off colour.* 62. Then she *lost colour.* 63. You can't trust him he often *sails under false colours*. 64. Do it, if you want *to show your true colours.* 65. You shouldn't hold it back, it will *lend colour* to your story. 66. The children saw a bird with *colourful* wings. 67. The book describes a *colourful* period of history. 68. Water is a *colourless* liquid. 69. Don't *involve* other people in your mistakes. 70. Taking this job *involves* living abroad. 71. His *involvement* in the affair could not be proved. 72. He is easily *distinguished* by his uniform. 73. Can you *distinguish* between those two objects? 74. Elephants are *distinguished* by their long noses. 75. He *distinguished* himself by his performance in the examination. 76. He is a *distinguished* politician. 77. Look at this old gentleman? He looks *distinguished.* 78. He was *awarded* the prize for being the fastest runner. 79. The judge *awarded* a large sum of money to those hurt by the explosion. 80. The *award* for the year's best actor went to Jack Nicholson. 81. The judge's decision was: *the award* shouldn't be less than 5000 lats.

3. Paraphrase the sentences using the vocabulary items under study.

1. There is nothing to busy oneself with here. 2. Patience will produce

remarkable results. 3. She is busy with her homework. 4. Are you studying science at school? 5. Please arrange the flowers in vases. 6. I can't solve this problem. 7. Go and make your hair tidy. 8. That cannot be accepted. 9. Can you make this sum cover your expenses? 10. They sell here unrefined sugar. 11. He read about the rough life of our savage ancestors in the remote past. 12. These methods are badly worked out. 13. The lack of refinement in his behaviour was shocking. 14. Landscape painting needs a fine skill. 15. That was a fine piece of sculpture. 16. This is a school at which painting is taught. 17. History and literature are not science subjects. 18. In spite of all her tricks, the young man was not attracted to her. 19. She studies the history of painting, sculpture, etc. 20. Rice is cultivated in warm climates. 21. How quickly you are increasing in height! 22. It was getting dark. 23. One usually begins to like what one gets accustomed to. 24. The development of our economy looks promising next year. 25. His cheeks are covered with beard. He hasn't shaved at least for a week. 26. She is like her mother. 27. There's very little similarity between them. 28. I'm ready to put my strength in competition with yours. 29. These boxers are about equal in skill. 30. The carpets should correspond in colour. 31. Can you find a material that goes well with this silk? 32. The wrestler found his equal in strength. 33. Will there be any games next week? 34. They decided to marry. 35. He is considered satisfactory as a possible husband. 36. These colours combine well with each other. 37. Your visit has filled the old man with gladness. 38. The crowd gave shouts of joy when the president rode past. 39. The boys encouraged their hockey team. 40. The football fans shouted, "Hurrah!" 41. That was a sunny happy day. 42. They lived in a damp and cold room without any comfort. 43. Department stores spread out their goods in the windows. 44. Saying this, he showed his ignorance. 45. We hope there will be another fashion show. 46. He showed what a lot he knew. 47. He is unable to distinguish between colours. 48. She has a pale face. 49. No doubt, this fact will give an appearance of probability to the story. 50. The leaves have begun to turn yellow. 51. The girl is so shy that she blushes whenever a man speaks to her. 52. News is often mispresented. 53. She has a vivid style of writing. 54. They are leading a dull existence. 55. They are mixed up in trouble. 56. Don't incur unnecessary expense. 57. To accept the position you offer would have as a necessary consequence my living in London. 58. This is a very complicated sentence. 59. His participation in this affair does not seem probable. 60. People who cannot see the difference between colours are said to be colour-blind. 61. A person with good eyesight can make out distant objects. 62. What is the mark of difference between the hare and the rabbit? 63. He brought credit to himself by his courage. 64. He is well-

known for his knowledge of economics. 65. She was given the first prize. 66. The judge granted her 200 dollars as damages. 67. His dog was given a prize at the show.

4. Choose the word that best completes each sentence.

1. The car can … 80 miles an hour. 2. It's a pleasure to … business with you. 3. What do you … for a living? 4. He's only … his duty. 5. The medicine will … you good. 6. The photograph doesn't … her justice. 7. The children are … well at their new school. 8. Don't be so … 9. The painting was a … forgery. 10. We can't accept the … of their building methods. 11. The museum contains some priceless works of … 12. Dance is an exciting … form. 13. Driving a car in Central London is quite an … 14. Television is ruining the … of conversation. 15. She doesn't like her hair short, so she's letting it … 16. … children need lots of food. 17. Oranges … in Spain. 18. Snakes can … a new skin. 19. Cattle often … horns. 20. Fears are … for the climber's safety. 21. The noise … louder. 22. Money doesn't … on trees, you know. 23. Trees take many years to reach their full … 24. There has been a sudden … in the market for home computers. 25. The surgeons removed a … from the patient's neck. 26. He didn't bear much … to the man whose photo I'd seen. 27. Does she … her father? 28. The curtains don't … the paint. 29. I'm sure I can … this blue silk. 30. His latest film doesn't … his previous ones. 31. They are a well … husband and wife. 32. I'm no … for her in arithmetic. 33. We can't find a … for this ornament. 34. My son would be a good … for your daughter. 35. Both her daughters made good … 36. The crowd … their favourite rider. 37. The expedition leader called on the members of the team to give three … for their helpers. 38. After the long hard winter, the feeling of spring in the air filled her with … 39. Street boutiques are selling cheap and … clothes. 40. The … news discouraged him. 41. Let's … fruit in the shop window. 42. She … great self-control when they told her the news. 43. Who could expect such a sudden … of temper? 44. The books were on … 45. She … her hair red. 46. He … with embarrassment. 47. She gave a highly … account of her difficulties. 48. The book has illustrations in … 49. What … did you paint the door? 50. He lost … during his illness. 51. The fever gave her a high … 52. The cold wind brought … to her cheeks. 53. Her wet hair lent … to her claim that she had fallen into the lake. 54. Don't … other people in your mad schemes. 55. The job … travelling abroad for three months each year. 56. The big police operation … over a hundred officers. 57. He gave a long and … explanation. 58. The police are investigating his possible … in the crime. 59. Can you … the different building at such a distance? 60. Small children

can't … right from wrong. 61. She … herself in the debate. 62. I can't but agree that it was a … performance. 63. The referee … a free kick. 64. The judge … substantial damages to the victims of the fire. 65. She's been … a scholarship to study at Oxford. 66. The … for this year's best actor went to Tom Hanks.

5. Explain the nuances between the synonyms in the given sentences and then translate them.

A. *resemblance, likeness, similarity*

1. I see no likeness whatever between him and his brother. 2. Twins often show great resemblance. 3. There is a strong similarity between the Italian and Spanish languages.

B. *to show, to display, to exhibit*

1. Can you show me any English woman who speaks English as it should be spoken? 2. They are both of them shy in displaying emotion. 3. He visited Poland and exhibited his drawings at the Gallery of the Artists' International Association.

C. *famous, distinguished, celebrated, eminent, notorious*

1. This is a distinguished author famous for his works. 2. She is celebrated for her beauty. 3. We know that she was eminent and successful as a practitioner in the art of giving pleasure. 4. This is an area notorious for crime.

6. Fill in the appropriate synonyms.

A. *resemblance, likeness, similarity*

1. Some time before his death, he had stamped his … upon a little boy. 2. Nothing has a greater tendency to unlock the heart than a … of misfortunes. 3. There was a faint … in manner.

B. *to show, to display, to exhibit*

1. I want to … you the leaflet. 2. Wait a little bit, soon you'll have a chance to … your bravery. 3. Every year they … articles made by children in school.

C. *famous, distinguished, celebrated, eminent, notorious*

1. France is … for its fine food and wine. 2. Among the guests there were some … persons. 3. Venice is … for its beautiful buildings. 4. Even the most … doctors could not cure him. 5. This airport is … for its bad security.

7. Translate the following sentences paying attention to the phrasal verbs "do", "grow", "cheer" + a particle.

A. 1. The old law was done away with. 2. He complains that he has been hard done by. 3. He has done us down, right enough. 4. Old Mrs. Green has been doing for me since my wife died. 5. He's done for. He'll never be able to recover. 6. That house had "done in" her father, and Jon's father, yes, and his grandfather, to say nothing of herself. 7. The room was done up for the visitors. 8. She has been doing up her last summer's hat. 9. This dress does up at the back. 10. Can you do up my best shirt for tomorrow. 11. So he ran and ran and ran. He was nearly done up. 12. I can't do with selfishness. 13. "How many pens do you want?" "I can do with two." 14. Why had not he realized long ago that youth was over, passion done with, autumn upon him? 15. Can you do without tobacco for a week?

B. 1. The habit of taking drugs has been growing upon her father. 2. The child has grown out of his clothes. 3. She will be a nice girl when she grows up.

C. 1. The boys cheered their football team on to victory. 2. Cheer up, my child, you'll be over all that in a fortnight.

8. Fill in the particles completing the verbs "do", "grow" and "cheer".

A. 1. That department was done … with two years ago. 2. He does well … his family. 3. The firm is always trying to do its competitors … 4. He won't employ a housekeeper; he prefers to do … himself. 5. This coat is done … 6. You'd better go ahead. I'm done … and must rest here. 7. Do … your hair. It is all loose. 8. Please do these things … for me. 9. Do … your coat. 10. Mary has done herself … for the party. 11. Old Clegg was very asthmatic now, done … and worried. 12. Don't you find him difficult to do …? 13. I haven't much food in the house. Could you do … cold beef? 14. I have done … betting on horses. 15. We must do … a holiday this year.

B. 1. It seems uninteresting at first, but it grows … you. 2. The boy is growing … of his clothes. 3. He yearned to win prizes, and grow … and be a clever man.

C. 1. Please come to the sports meeting to cheer our team ... 2. Cheer …! It's not so bad as all that!

9. Paraphrase the sentences using the phrasal verbs "do", "grow", "cheer" + a particle.

A. 1. The firm decided to get rid of the old machinery. 2. The firm that treats its workers badly will not succeed. 3. The student will be unpopular

if he goes on speaking ill of his fellow students. 4. This box will have to serve as a table until the furniture arrives. 5. The nation is ruined now that this party is in power. 6. I have been ruined by a clever trick. 7. You've fastened your buttons the wrong way. 8. The presents were all wrapped up in shiny paper and put under the Christmas tree. 9. We shall have to repair the house next spring. 10. I'm terribly exhausted. I can't do anything else. 11. A cup of tea would be enough for me. 12. I can't bear loud music. 13. Your operation will soon be over and finished. 14. It is unhealthy and dangerous not to sleep.

B. 1. I didn't like this painting at first, but gradually it is giving me more and more pleasure. 2. Most international firms have developed out of small family business. 3. Jane is getting taller so fast, I think she is going to be a tall woman.

C. 1. The crowd encouraged the runners as they started on the last lap of the race. 2. The news of your return to this country has raised my spirits no end.

10. Respond to the following using the phrasal verbs "do", "grow", "cheer" + a particle.

A. 1. How long can a man do without food? 2. Why don't children like doing up their coats? 3. What might make you feel done up? 4. Would you be able to do with bread and butter if you did hard physical work? 5. Suppose you are done up. What's the best way of recovering strength? 6. Would you like to have the walls of your rooms painted or papered when you do the rooms up next year? 7. Should we do away with prejudices? 8. When can you say, "My coat is done for?" 9. How do you understand the phrase "Do as you would be done by?" 10. Have you ever been done down by your friends? 11. What should you do if you are done in? 12. How do you do up packages? 13. Who can help you to do up your dress at the back? 14. How long can you do without water?

B. 1. Why can some pictures grow upon people? 2. What have many firms grown out of? 3. When do children grow up fast?

C. 1. What do football fans usually do? 2. Why is it important to cheer up old people?

11. Learn the phrases listed right after the text and interpret their meaning in the sentences from the text.

1. This was no ordinary case. 2. The old gentleman was in pretty good shape for a man of seventy six. 3. He had suffered his last heart attack after his disastrous purchase of that jerkwater railroad out in Iowa. 4. All

his purchases of recent years had to be liquidated at a great sacrifice both to his health and his pocketbook. 5. "I've got a proposition for you," he said quietly. 6. It'll be fun. 7. He needed the money. Ran an elevator at night to pay tuition. 8. The old man took a piece of crayon in a shaky hand and made a scrawl. 9. When the art student came the following week, there was a drawing on the table that had a slight resemblance to the vase. 10. I was thinking could you spare the time to come twice a week or perhaps three times? 11. If the papers get hold of this, Mister Ellsworth will become a laughing-stock. 12. Young Swain sneaked into the Gallery one afternoon and blushed to the top of his ears when he saw "Trees Dressed in White" … 13. As two giggling students stopped before the strong anomaly Swain fled in terror. 14. Doctor Caswell, exercising his professional self-control with a supreme effort, said, "Congratulations, Mister Ellsworth."

12. Make up sentences on each phrase.

13. Make up and act out situations in which these phrases would be appropriate.

14. Give the English equivalents for:

veikt savu pienākumu, dienēt armijā, atrisināt uzdevumu, nosēdēt cietumā, uzkopt istabu, iztīrīt zobus, gatavot ēdienu, rīkoties pareizi, kaitēt, slikti veikties eksāmenā, mācīties angļu valodu skolā, es tev parādīšu!;

jēls, jēla gaļa, čuguns, jēlcukurs, neaptēstu baļķu būda, rupjš, primitīvs, neizstrādāts; jēlums, negatavība, rupja uzvešanās;

māksla, tēlotājmāksla, lietišķā māksla, tautas daiļrade, veiklība, prasme, viltība, amati;

augt, iegūt pieredzi, novecot, pasliktināties, audzēt; augšana, Spānijā audzēti apelsīni; audzējs, ļaundabīgs audzējs;

atgādināt, līdzināties; līdzība, būt līdzīgam;

pieskaņot, kleita ar tai pieskaņotu cepuri, pieskaņot krāsas, saskanēt, saprecināt, mēroties, līdzināties; līdzenieks, saskanīgas krāsas, es nevaru ar jums mēroties, sastapt sevis cienīgu pretinieku; precības, izdevīga partija, izdevīgi apprecēties, sacīkstes, mačs, šaha turnīrs;

uzmundrināt, galvu augšā!, sveikt ar gavilēm, izrādīt piekrišanu; labs garastāvoklis, labā omā, urā saucieni, trīskārtīgs "lai dzīvo" uzvarētājam; bravo, uz veselību, paldies, uz redzēšanos; mundrs, priecīgs, gaišs, jauns, drūms, līksms, priecīgs, sveiki!, visu labu!;

izstādīt, demonstrēt, izrādīt drosmi; skate, izstāde, modes skate, izlikt vitrīnā, izliktās preces, uzkrītoši izrādīt;

krāsot, nokrāsot, izkrāsoties, nosarkt, fakti bieži ir sagrozīti; krāsa, pamatkrāsa, gleznot ar akvareļkrāsām, nosarkt, nobālēt, piesarkums, justies neveselam, nobālēt, krāsu kombinācija, vietējais kolorīts, radīt priekšstatu, pareizā gaismā;

iesaistīt, iepīt nepatikšanās, ietvert, būt saistītam, tas saistās ar lielām nepatikšanām; sarežģīts, sarežģīts stils; sarežģījums, līdzdalība, vecāku līdzdalība skolas darbā;

atšķirt, sadzirdēt, saskatīt, izcelties; izcils, ievērojams;

piešķirt godalgu vai nosaukumu, piespriest sodu; lēmums (tiesnešu, žūrijas), godalga; piespriestais sods

15. Speak on the following topics employing the acquired vocabulary items:

1) doing damage;
2) doing one's best;
3) doing well;
4) transporting crude oil;
5) crude manners;
6) fine arts;
7) growing wheat, oats, etc.;
8) the growth of economy;
9) resembling one's parents;
10) going well together (clothes, colours, etc.);
11) being equal to someone in argument;
12) a chess match;
13) being a good match for somebody in marriage;
14) cheering somebody up;
15) cheerful or cheerless rooms;
16) goods on display;
17) displaying one's collection of stamps;
18) looking off colour;
19) giving a false colour to something;
20) sailing under false colours;
21) sticking to one's colours;
22) getting involved in trouble or crime;
23) involving great expenses;
24) distinguishing right from wrong;
25) a distinguished scientist;
26) awarding a prize;
27) getting an award.

16. Translate into English.

1. Katram ir jāveic savi pienākumi, ja mēs vēlamies panākt augšupeju. 2. Vai viņš jau ir dienējis armijā? 3. Katru rītu un vakaru es iztīru zobus. 4. Vai tu esi pārliecināts, ka viņš tev mēģina kaitēt? 5. Šoreiz viņam slikti veicās eksāmenā. Nevar sacīt, ka viņš nebūtu gatavojies, laikam viņam vienkārši nelaimējās. 6. Viņi tirgojas ar jēlu gaļu. 7. Vasarā mēs dzīvojām neaptēstā baļķu būdā. 8. Šīs statujas ir tik primitīvas; es šaubos, vai kāds tās pirks. 9. Var jau nosodīt viņas rupjo uzvešanos, bet nevajadzētu aizmirst, ka viņa nāk no vienkāršas un neizglītotas ģimenes. 10. Daudzās pilsētās ir lietišķās mākslas muzeji. 11. Viņa pētniecības objekts ir tautas daiļrade. 12. Strādājot un pilnīgojoties, tu iegūsi pieredzi. 13. Iespējams, ka šajā valstī ir sagaidāma ekonomikas strauja attīstība. 14. Viņai izoperēja ļaundabīgu audzēju. 15. Viņa ir tik līdzīga savai māsai. 16. Ja tu pieskaņosi kurpes savai kleitai, viss būs kārtībā. 17. Es ar viņu nevaru mēroties datortehnikā. 18. Šis jaunais cilvēks būs ļoti labs vīrs jūsu meitai. 19. Šajās sacensībās viņš sastapa sevim cienīgu pretinieku. 20. Futbola fani uzmundrināja savu komandu. 21. Spēles beigās viss stadions sveica uzvarētājus ar trīskārtīgu "Lai dzīvo!" 22. Viņš pacēla glāzi un uzsauca tostu. 23. Šī patīkamā ziņa man uzlaboja garastāvokli. 24. Tā bija gaiša diena, nekur nevarēja ieraudzīt drūmu seju. 25. Skatlogā ir izstādītas jaunās grāmatas. 26. Aizstāvot savas valsts intereses, viņš patiešām izrādīja drosmi. 27. Avīzēm nevar ticēt, jo tur fakti ir bieži sagrozīti. 28. Lasot vēstuli, viņa nobālēja. Laikam tur bija sliktas ziņas. 29. Grāmatā ir labi attēlots vietējais kolorīts. 30. Notikumi ir izklāstīti pareizā gaismā. 31. Es negribu iesaistīties šajā lietā, jo nevēlos zaudēt savu labo vārdu. 32. Šis projekts ir saistīts ar lieliem izdevumiem. 33. Es šaubos, vai šis romāns tev patiks, jo tas ir uzrakstīts sarežģītā stilā. 34. Vecāku līdzdalība skolas darbā bez šaubām ir apsveicama. 35. Es nespēju atšķirt šīs divas skaņas. 36. Sanāksmē piedalījās daudzi izcili zinātnieki. 37. Mēs ļoti ceram, ka viņam šogad piešķirs godalgu. 38. Tiesneša lēmums piešķirt viņiem atlīdzību bija katrā ziņā apsveicams.

II TEXT EXERCISES

1. Answer the questions.

1. What did Koppel, the male nurse, persuade Collis P. Ellsworth to do? 2. What did Koppel tell Doctor Caswell? 3. How did Doctor Caswell receive the information? 4. What proposition did he make to Collis P. Ellsworth? 5. Who was going to teach the old man? 6. How did Frank Swain teach the old man to draw? 7. What did Frank Swain see when he came the following

week? 8. What did Mister Ellsworth ask Frank Swain to do? 9. What did Mr Ellsworth tell Doctor Caswell? 10. What museums did Mr Ellsworth visit? 11. What picture did Ellsworth paint when the late spring came? 12. Where did he want to exhibit it? 13. What did Young Swain see in the Lathrop Gallery? 14. What did a special messenger bring two days before the close of the exhibition? 15. Why was Mr Ellsworth awarded the First Landscape Prize?

2. Enlarge upon the following:

1. Koppel couldn't do a thing with Collis P. Ellsworth. 2. Doctor Caswell received the information with his usual professional calm. 3. The Doctor decided to keep Mr Ellsworth from buying things. 4. He had a proposition for Mr Ellsworth. 5. Frank Swain was a promising student who needed money. 6. Next afternoon Swain was shown into the big living room. 7. The old man took a piece of crayon and made a scrawl. 8. Mr Ellsworth's drawing was a bit lopsided. 9. Mr Ellsworth asked Frank Swain to come two or three times a week. 10. Ellsworth talked about painting, when Doctor Caswell called. 11. The doctor thought it safe to allow Ellsworth to visit museums. 12. In spring Ellsworth executed a god-awful smudge "Trees Dressed in White". 13. He was going to exhibit it at the Lathrop Gallery. 14. The painting was accepted and hung in an inconspicuous place. 15. A special messenger brought a letter from the Lathrop Gallery. 16. The old man said, "Art's nothing".

3. Retell the text and then give its summary.

4. Make up and act out the dialogues between:

1) Koppel and Doctor Caswell about Mr Ellsworth;
2) Mr Ellsworth and Doctor Caswell about buying things;
3) Mr Ellsworth and Doctor Caswell about art;
4) Doctor Caswell and his friend, Judson Livingston, about Mr Ellsworth and Frank Swain;
5) Judson Livingston and Frank Swain about Mr Ellsworth;
6) Mr Ellsworth and Frank Swain about painting;
7) Mr Ellsworth and Frank Swain about coming two or three times a week;
8) Mr Ellsworth and Doctor Caswell about painting;
9) Doctor Caswell and Koppel about Mr Ellsworth's recovery;
10) Mr Ellsworth and Frank Swain about museums;
11) Doctor Caswell and Frank Swain about Ellsworth's smudge "Trees Dressed in White";
12) Doctor Caswell and Mr Ellsworth about getting the First Landscape Prize.

5. **Pick out lexical items bearing on medicine and art. Make up your own stories using these lexical items.**

6. **Speak on the plot, setting, composition and theme of the text.**

7. **Speak on the method of character drawing employed in the text.**

8. **Analyse the general peculiarities of the text (narration, colloquialisms, humour, surprise ending, etc.).**

9. **Say what impression the text has produced on you. Try to motivate your answer.**

III DISCUSSION EXERCISES

1. Answer the following questions.

1. All great art is believed to be thought-provoking. How do you understand this statement. Name some pictures which you consider to be thought-provoking. 2. What genres do you know in painting? Give a brief definition of each genre. 3. What is the difference in the treatment of landscape by Constable and Turner, on the one hand, and the Impressionists, on the other? 4. What is the difference between a really well-painted portrait and a colour photograph? 5. What is genre painting? 6. Is it true to say "… out of pain and distress and unkindness, out of all the evil of the world, you can create beauty." (S. Maugham) 7. What is the difference between modern and classical art? 8. Do you like abstractionism (cubism, futurism, surrealism, expressionism, etc.)? Try to substantiate your views. 9. How often do you go to picture galleries? Do you prefer old masters or modern painters? 10. What famous picture galleries and museums do you know in the world? 11. Why should children be taught to appreciate painting? 12. How can this task be accomplished, even if children seem to be unresponsive and uninterested?

2. Comment on the following:

1. One is never tired of painting because you have to set down not what you know already but you have just discovered. There is a continual creation out of nothing going on. (W. Hazlitt) 2. With colour one obtains an energy that seems to stem from witchcraft. (H. Matisse) 3. I like to apply colours like words that shape poems, like notes that shape music. (J. Miro) 4. The painter who draws by practice and judgement of the eye without the use of reason is like the mirror which reproduces within itself all the objects which are set opposite to it without knowledge of the same. (L. Da Vinci) 5. A picture is a model of reality. (L. Wittgenstein) 6.

The object of art is to give life shape. (J. Anouilh) 7. Art is a jealous mistress. (R. W. Emerson) 8. Art without life is a poor affair. (H. James) 9. Great artists have no country. (A. de Musset) 10. Only through art can we emerge from ourselves and know what another person sees. (M. Proust) 11. The true artist will let his wife starve, his children go barefoot, his mother drudge for his living at seventy, sooner than work at anything but his art. (G. B. Shaw) 12. A man is a critic when he cannot be an artist, in the same way that a man becomes an informer when he cannot be a soldier. (G. Flaubert) 13. I would rather be attacked than unnoticed. For the worst thing you can do to an author is to be silent as to his works. (S. Johnson) 14. Interpretation is the revenge of the intellect upon art. (A. Pope)

3. Read the following stories and discuss a painter's art, the appreciation of art and modern art.

A. A MAN OF MANY TRADES

A stranger had put up at an inn, and his companions wanted by putting round-about questions to find out his profession. The stranger answered that he sometimes dressed gentlemen's and ladies' hair.

"You are a hair-dresser, then?" asked one of the companions.

"What!" said he, "do I look like a barber?"

"I beg your pardon, sir; but I guessed it from what you said. If I mistook you, may I take the liberty to ask what you are, then?"

"Why, I sometimes brush a gentlemen's coat, or hat, and sometimes adjust a neck-tie."

"Oh, you are a servant, then, to some nobleman?"

"A servant, indeed, sir! I am not a servant. To be sure, I make coats and waistcoats for gentlemen."

"Oh, you are a tailor!"

"A tailor! Do I look like a tailor! I assure you, I never handled a goose other than a roasted one."

By this time they were all in a roar.

"What are you, then?" said one.

"I'll tell you," said the stranger. "Be assured all I have said is literally true. I dress hair, brush hats and coats, adjust a neck-tie, and make coats, waistcoats, and trousers, and also boots and shoes at your service."

"Oh, a boot and shoemaker, after all!"

"Guess again, gentlemen. I never handled boot nor shoe, but for my own feet and legs; yet all I have told you is true."

"We can't guess. We may as well give up guessing."

"Well, then I will tell you my profession. I get my bread by making faces."

He then changed the expression of his face in a manner such as any actor might have envied. Each of his companions claimed to have been the first who had thought that the stranger belonged to the theatre, and they all knew he must be a comedian by profession; when, to their great astonishment, he assured them that he was never on the stage, and very seldom saw the inside of a play-house or any other place of amusement like it.

They now looked at each other in great surprise. Before leaving the stranger said to his companions, "Gentlemen, you will find that all I have said of my various occupations is true – I am a portrait painter. If you will call on me at my studio, I shall be ready and willing to brush you a coat, or hat, dress your hair, supply you with boots or shoes, adjust a neck-tie, and make faces for you."

B. PYGMALION

Pygmalion was a king of Cyprus and a famous sculptor.

Pygmalion had no respect for women. He saw that the only thing the women of Cyprus were interested in was pleasure. He believed that though their face and figure were beautiful, women were bad in heart. So he decided never to marry.

One day he took a piece of marble and began to make a statue of a young woman. When the statue was finished, it was more beautiful than any woman in the world. The marble girl seemed to be almost alive. Pygmalion looked at his beautiful statue day after day, and soon he fell in love with it. He brought flowers to the statue and often kissed it. Sometimes it seemed to him that the statue moved and became warm. But he understood that it was only a marble statue.

At that time of the year people usually came to Aphrodite, goddess of love, to pray. People loved Aphrodite because they thought that this goddess best understood the hearts of men and women.

Pygmalion prayed to the goddess. "Aphrodite, goddess of love," he cried, "listen to my prayer. I love my marble girl very much. Give me for wife one who is as perfect and as beautiful as she is." After that Pygmalion returned home. When he looked at his marble statue, she seemed to be a real sleeping girl. He went up to her and kissed her. She was warm! Her hands were warm! Pygmalion stood near her half afraid. Then the girl opened her eyes and smiled at him. Now he knew that she was alive. Pygmalion thanked Aphrodite for the answer to his prayer.

Aphrodite came to their wedding. And soon they became the parents of a daughter.

C. TRUE CRITICISM

There was a custom in old China, that an artist who claimed a reward for his skill had to place his work at the door of the palace of the governor and exhibit there for a year. If in that time no one points out any imperfection in it, the artist is rewarded. But if any real fault could be pointed out in the work, it was returned without any reward.

One day a young artist brought to the palace a picture, on which was represented an ear of corn with a bird sitting on it. The representation was very lifelike, the ear of corn and the bird looked like real ones, and everyone praised the picture.

At last an old man came by and began to criticize it, saying that the work was by no means faultless. He was immediately admitted into the governor's palace, and at the same time the artist was sent for. The faultfinder was then asked what his objection was.

"Everybody knows very well," he said, "that a bird cannot sit on an ear of corn without making it bend. Now, the artist has represented it quite straight, and yet he has drawn a bird sitting on it."

The remark was just, and the artist received no reward.

D. A COMPETENT CRITIC

The governor of Florence asked the great sculptor Michaelangelo to make a statue out of a large piece of marble. Michaelangelo worked for two years, and at last completed the beautiful statue which he called David. When the statue was ready, a large crowd of people gathered to look at it. The governor of Florence was present too. He was looking at the statue for a long time. Then he said he did not like it as David's nose was too long.

The great sculptor decided not to spoil the statue. He went up to the statue with a handful of marble dust, and pretented to be changing the form of the nose. At the same time he dropped some of the marble dust, making the governor believe it was from David's nose.

When Michaelangelo had finished, the governor said, "You've given more life to the face, and now it's excellent!"

E. TRIFLES MAKE PERFECTION

When Michaelangelo Buonaroti, the great Italian sculptor, painter, architect and poet (1475-1564), was employed on one of his noblest works of art, a friend called to see him, and during his visit expressed great surprise at finding his statue apparently advanced no further than when he had seen it a few weeks before.

"Stay, my friend," said the artist; "I can assure you that I have been hard at work on it since I saw you last. I have deepened the furrow on the brow, and slightly lowered the eyelid, while I have added another line to the mouth."

"Yes," said his friend; "I see all that; but these things are only trifles."

"That is true," replied the sculptor; "still, it is these trifles which make perfection; and do you call perfection a trifle?"

F. A MODERN PAINTING

An American millionaire bought a picture from a modern artist whose works were very much praised. The millionaire thought the painting to be a very good one, for he had paid a lot of money for it. But when he wanted to have the picture hung in his drawing-room, no one could make out which was the top and which the bottom of it.

In order to solve the problem, the millionaire had the picture hung up on the wall and invited the painter to dinner, but told him nothing about the trouble.

During the dinner the artist looked several times at the painting. Then he put on his spectacles and looked at it again. When the dinner was over, he went up to the picture to look at it more closely. And only then did he understand that it was upside down.

"Dear me!" he said. "You've hung the picture upside down."

"Really?" said the millionaire. "Why didn't you tell me so at once?"

"Well, you see," said the painter, "I wasn't sure myself at first."

G. ABSTRACT ART

Visitor: "What do you call this picture?"
Painter: "Cows grazing."
Visitor: "But there is no grass there."
Painter: "The cows have eaten it."
Visitor: "Well, and where are the cows?"
Painter: "You don't suppose the cows to stay there after they have eaten all the grass, do you?"

4. Read the poems and discuss the ideas expressed in them.

A. W. WORDSWORTH. THE INNER VISION

Most sweet it is with unuplifted eyes
To pace the ground, if path be there or none,
While a fair region round the traveller lies
Which he forbears again to look upon;

Pleased rather with some soft ideal scene,
The work of Fancy, or some happy tone
Of meditation, slipping in between
The beauty coming and the beauty gone.

– If Thought and Love desert us, from that day
Let us break off all commerce with the Muse:
With Thought and Love companions of our way –

Whate'er the senses take or may refuse, –
The Mind's internal heaven shall shed her dews
Of inspiration on the humblest lay.

B. H. VAUGHAN. A VISION

I saw Eternity the other night,
Like a great ring of pure and endless light,
All calm, as it was bright: –
And round beneath it, Time, in hours, days, years,
Driven by the spheres,
Like a vast shadow moved; in which the World
And all her train were hurl'd.

C. W. WORDSWORTH. WESTMINSTER BRIDGE

Earth has not anything to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty;
This City now doth, like a garment wear
The beauty of the morning silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields and to the sky;
All bright and glittering in the smokeless air.
Never did sun more beautifully steep
In his first splendour, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!

The river glideth at his own free will:
Dear God! The very houses seem asleep;
And all that mighty heart is lying still!

D. H. W. LONGFELLOW. SHAKESPEARE

A vision as of crowded city streets,
With human life in endless overflow;
Thunder of thoroughfares; trumpets that blow
To battle; clamor, in obscure retreats,
Of sailors landed from their anchored fleets;
Tolling of bells in turrets, and below
Voices of children, and bright flowers that throw
O'er garden-walls their intermingled sweets!
This vision comes to me when I unfold
The volume of the Poet paramount,
Whom all the Muses loved, not one alone; –
Into his hands they put the lyre of gold,
And, crowned with sacred laurel at their fount,
Placed him as Musagetes on their throne.

5. Interpret the English proverbs and find their equivalents in Latvian.

1. Art is long, life is short.
2. Beauty is but skin deep.
3. Beauty dies and fades away.
4. Beauty is the eye of the beholder.
5. None is so blind as those who won't see.
6. Tarred with the same brush.
7. You cannot serve God and mammon.
8. Tastes differ.
9. Everyone to his taste.
10. Each bird likes to hear himself sing.
11. Good fame sleeps, bad fame creeps.
12. A good name is better than riches.
13. A good name is sooner lost than won.
14. Great boast, small roast.
15. The Golden Age was never the present age.

6. Make up and act out situations using these proverbs.

7. Give your own examples illustrating artists' work, their fame or decline and the way people appreciate art. Your stories may be based on your own experience or on books and films.

UNIT FIVE

W. S. MAUGHAM (1874–1965)

OF HUMAN BONDAGE

William Somerset Maugham, a novelist, short-story writer and playwright, was born at the British Embassy in Paris, where his father was a solicitor. He was orphaned at the age of ten and brought up by his uncle and aunt in Kent. After an unhappy time at King's School, Canterbury, he studied philosophy at Heidelberg and then trained as a doctor at St. Thomas's Hospital, Lambeth, qualifying in 1897. A small private income allowed him to settle as a writer in Paris the following year. After World War I he travelled widely before making his permanent home at Cap Ferrat in the South of France in 1926.

His first novel "Liza of Lambeth" (1897) was an experiment in Naturalism based on his observation of the slums and cockney life.

He first achieved success as a playwright with "Lady Frederick" (1907), "Jack Straw" (1908) and many others.

His first really successful novel was "Of Human Bondage" (1915). It draws heavily upon the author's own youth, with circumstances and names scarcely altered. Its hero is Philip Carey who is orphaned at nine and put in the care of his Uncle William, Vicar of Blackstable, and his Aunt Louisa, much as Maugham had been sent after his mother's death to live with his Uncle Henry, the Vicar of Whitstable.

"The Moon and Sixpence" (1919) is about a Gauguinesque artist, Charles Strickland. Other novels were: "The Painted Veil" (1925), "Cakes and Ale" (1930), "The Razor's Edge" (1945).

His short stories, some of which are considered among the best in the English language, appeared in several collections.

In his own judgement he was one of the leading "second-raters". Critics have praised his narrative skill and his merciless, antiromantic powers of observation.

Philip parted from Emma with tears, but the journey to Blackstable amused him, and, when they arrived, he was resigned and cheerful. Blackstable was sixty miles from London. Giving their luggage to a porter, Mr Carey set out to walk with Philip to the vicarage; it took them little more than five minutes, and, when they reached it, Philip suddenly

remembered the gate. It was red and five-barred; it swung both ways on easy hinges; and it was possible, though forbidden, to swing backwards and forwards on it. They walked through the garden to the front door. This was only used by visitors and on Sundays, and on special occasions, as when the Vicar went up to London or came back. The traffic of the house took place through a side door, and there was a back door as well for the gardener and for beggars and tramps. It was a fairly large house of yellow brick, with a red roof, built about five-and-twenty years before in an ecclesiastical style. The front door was like a church porch, and the drawing-room windows were Gothic.

Mrs Carey, knowing by what train they were coming, waited in the drawing-room and listened for the click of the gate. When she heard it she went to the door.

"There's Aunt Louisa," said Mr Carey, when he saw her. "Run and give her a kiss."

Philip started to run, awkwardly, trailing his club-foot, and then stopped. Mrs Carey was a little, shrivelled woman of the same age as her husband, with a face extraordinarily filled with deep wrinkles, and pale blue eyes. Her grey hair was arranged in ringlets according to the fashion of her youth. She wore a black dress, and her only ornament was a gold chain, from which hung a cross. She had a shy manner and a gentle voice.

"Did you walk, William?" she said, almost reproachfully, as she kissed her husband.

"I didn't think of it," he answered, with a glance at his nephew.

"It didn't hurt you to walk, Philip, did it?" she asked the child.

"No. I always walk."

He was a little surprised at their conversation. Aunt Louisa told him to come in, and they entered the hall. It was paved with red and yellow tiles, on which alternately were a Greek Cross and the Lamb of God. An imposing staircase led out of the hall. It was of polished pine, with a peculiar smell, and had been put in because fortunately, when the church was reseated, enough wood remained over. The balusters were decorated with emblems of the Four Evangelists.

"I've had the stove lighted as I thought you'd be cold after your journey," said Mrs Carey.

It was a large black stove that stood in the hall and was only lighted if the weather was very bad and the Vicar had a cold. It was not lighted if Mrs Carey had a cold. Coal was expensive. Besides, Mary Ann, the maid, didn't like fires all over the place. If they wanted all them fires they must keep a second girl. In the winter Mr and Mrs Carey lived in the dining-

room so that one fire should do, and in the summer they could not get out of the habit, so the drawing-room was used only by Mr Carey on Sunday afternoons for his nap. But every Saturday he had a fire in the study so that he could write his sermon.

Aunt Louisa took Philip upstairs and showed him into a tiny bedroom that looked out on the drive. Immediately in front of the window was a large tree, which Philip remembered now because the branches were so low that it was possible to climb quite high up it.

"A small room for a small boy," said Mrs Carey. "You won't be frightened at sleeping alone?"

"Oh, no."

On his first visit to the vicarage he had come with his nurse, and Mrs Carey had had little to do with him. She looked at him now with some uncertainty.

"Can you wash your own hands, or shall I wash them for you?"

"I can wash myself," he answered firmly.

"Well, I shall look at them when you come down to tea," said Mrs Carey.

She knew nothing about children. After it was settled that Philip should come down to Blackstable, Mrs Carey had thought much how she should treat him; she was anxious to do her duty; but now he was there she found herself just as shy of him as he was of her. She hoped he would not be noisy and rough, because her husband did not like rough and noisy boys. Mrs Carey made an excuse to leave Philip alone, but in a moment came back and knocked at the door; she asked him, without coming in, if he could pour out the water himself. Then she went downstairs and rang the bell for tea.

The dining-room, large and well proportioned, had windows on two sides of it, with heavy curtains of red rep; there was a big table in the middle; and at one end an imposing mahogany sideboard with a looking-glass in it. In one corner stood a harmonium. On each side of the fireplace were chairs covered in stamped leather, each with an antimacassar; one had arms and was called the husband, and the other had none and was called the wife. Mrs Carey never sat in the armchair; she said she preferred a chair that was not too comfortable; there was always a lot to do, and if her chair had had arms she might not be so ready to leave it.

Mr Carey was making up the fire when Philip came in, and he pointed out to his nephew that there were two pokers. One was large and bright and polished and unused, and was called the Vicar; and the other, which was much smaller and had evidently passed through many fires, was called the Curate.

"What are we waiting for?" said Mr Carey.

"I told Mary Ann to make you an egg. I thought you'd be hungry after your journey."

Mrs Carey thought the journey from London to Blackstable very tiring. She seldom travelled herself, for the living was only three hundred a year, and, when her husband wanted a holiday, since there was not money for two, he went by himself. He was very fond of Church Congresses and usually managed to go up to London once a year; and once he had been to Paris for the exhibition, and two or three times to Switzerland. Mary Ann brought in the egg, and they sat down. The chair was much too low for Philip, and for a moment neither Mr Carey nor his wife knew what to do.

"I'll put some books under him," said Mary Ann.

She took from the top of the harmonium the large Bible and the prayer-book from which the Vicar was accustomed to read prayers, and put them on Philip's chair.

"Oh, William, he can't sit on the Bible," said Mrs Carey, in a shocked tone. "Couldn't you get him some books out of the study?"

Mr Carey considered the question for an instant.

"I don't think it matters this once if you put the prayer-book on the top, Mary Ann," he said. "The book of Common Prayer is the composition of men like ourselves. It has no claim to divine authorship."

"I hadn't thought of that, William," said Aunt Louisa.

Philip perched himself on the books, and the Vicar, having said grace, cut the top off his egg.

"There," he said, handing it to Philip, "you can eat my top if you like."

Philip would have liked an egg to himself, but he was not offered one, so took what he could.

PHRASES

1. to set out to walk with sb.
2. to swing both ways
3. on special occasions
4. to give sb. a kiss
5. to be of the same age
6. to have the stove lighted
7. to get out of the habit
8. to have little to do with sth. or sb.
9. to do one's duty

10. to make an excuse
11. to say sth. in a shocked tone
12. to have no claim to sth.

VOCABULARY ITEMS

1. **back** v – 1) to move backward or to the rear. The truck backed up to the platform.

2) to help or support. The plan can't fail if we all back it.

back down (on) – to stop making opposition or giving support. The easy thing to do now was to back down gracefully, to give in.

back out (of) – to withdraw from (sth. that has been arranged, agreed upon: engagement, promise, contract, plan, agreement, etc.). Please don't try to back out now that everything's been arranged.

back up – to support (one's friends, petition, statement, etc.). They back up every struggle for freedom.

back n – 1) the part of the body that is opposite to the chest and belly. He was injured in the back.

2) the backbone. He broke his back falling down the stairs.

3) the part of a chair or a seat that supports one's back: the back of the chair.

4) the part of sth. opposite the front: the back of the cupboard, the back of his leg.

back adj – 1) at the rear or back: the back wheel of a bicycle.

2) in the opposite direction: the back stroke of a piston.

back adv – 1) at or to the back. Please move back in the bus.

2) in return. Give back the money you borrowed.

Phrases: *back and forth* – backward and forward. He walked back and forth.

behind one's back – without one's knowing or allowing it. Don't do it behind my back.

background n – 1) the part of a scene or picture that is or seems to be toward the back. She was outlined against the background of the hilltop.

2) a person's training and experience. She has a good background for office work.

3) the events that came before. This book tells about the background of the Civil War.

2. **firm** adj – 1) that does not easily give way when pressed, solid. He had firm muscles.

2) that cannot be moved easily. He stood as firm as a rock.

3) not changing. Ours was a firm friendship.

4) strong and steady. She is firm with children.

Synonyms: *hard, solid*

"Firm" suggests compactness of structure having the power of taking its original shape when pressed: firm flesh, a firm chin, a firm bed.

"Hard" means having no elasticity: hard steel (wood, bread, ground), a hard stone (bed).

"Solid" is opposed to fluid or gaseous: solid fuel, a solid substance. It also means "massive", "large", "very strong": a solid house (wall, chair), solid furniture.

"Firm", "hard" and "solid" are often used figuratively.

"Firm" implies steadiness, strength of character: a firm voice (look, manner, face), firm steps.

"Hard" means "difficult", "severe": a hard fight (blow, task), a hard master, hard words, a hard voice, a hard language.

"Solid" means "strong", "sound", "flourishing": a solid meal, solid facts, solid business.

3. **fire** v – 1) to keep burning, to tend the fire. You'll have to fire the furnace.

2) to shoot. And then the soldiers began to fire.

fire n – 1) the heat and light of sth. burning. There is no smoke without fire.

2) a burning that destroys things. Every summer there are forest fires.

3) great warmth of feeling, fervour. His speech was full of fire.

4) a great number of questions, complaints. He resigned under the fire of criticism.

Phrases: *between two fires* – criticized from both sides. Now he was between two fires.

to catch fire – to begin to burn. The dry grass caught fire.

to play with fire – to take foolish risks. You are playing with fire.

to set sth. on fire, to set fire to sth. – to cause it to begin burning. He sat the haystack on fire.

not to set the Thames on fire – never to do anything remarkable. Tom's not the sort of boy who will ever set the Thames on fire.

4. **sit** v – 1) to rest the weight of the body upon the buttocks or haunches. The dog sat still.

2) to keep one's seat on. He sits his horse well.

3) to rest, to perch. A bird sat on the fence.

4) to be a member. He sits in the Senate.

5) to fit. The coat sits loosely.

sit down – to take a seat. Let's sit down.

sit for – 1) to have one's portrait painted. Lionel was a painter and he asked her to sit for him.

2) to take an examination. That summer she sat for the secondary school examination.

sit in – (of workers, students) to demonstrate by occupying a building. There are reports of students sitting in at several universities.

sit out – to stay to the end (play, concert, lecture, performance). He alone could sit out this play.

sit up – 1) not to go to bed at the usual time. We don't allow children to sit up late.

2) ~ with – to nurse. She would sit up the night.

5. **habit** n – 1) a thing that a person has done so often that he finds it hard to stop. The habit of biting one's nails is something that children like to do.

2) a usual or typical way of doing. It is the habit of bears to sleep through the winter.

Synonyms: *custom, practice, usage*

"Custom" denotes a common way of acting. The distinction to be drawn between "custom" and "habit" is that "custom" is a frequent repetition of the same act, whereas "habit" is the effect of such repetition.

"Custom" is applicable to a group, but "habit" is usually confined to the individual. We commonly speak of "habits" as good or bad, of "customs" as lately or long established. It is a good custom to rise early, as this will produce a habit of doing so.

"Practice" also implies the regular repetition of an act. The difference between "practice" and "habit" is that "practice" must be based upon reason, whereas "habit" may be the result of instinct. He makes a practice of daily exercise.

"Usage" refers to custom or practice that has become sanctioned

through being long established. Usage is the only authority in language.

6. **treat** v – 1) to deal with or act toward in a certain way. He treats all people with respect.

2) to try to cure or heal. The doctor treated my cuts.

3) to act upon, as by adding sth. The water is treated with chlorine.

4) to supply (food, drink, entertainment) at one's own expense (to). He treated his friends to oysters and champagne.

5) to discuss, to deal with. The lecturer treated his subject thoroughly.

treat n – 1) the act of treating another, as to food or entertainment. This is to be my treat.

2) anything that gives great pleasure. It was a treat to hear children sing.

treatment n – 1) act or way of dealing with a person or thing. That dog has suffered from cruel treatment.

2) the use of medicine, surgery, etc. He soon recovered under the doctor's treatment.

7. **walk** v – 1) to move along on foot at a normal speed. Walk, do not run to the nearest exit.

2) to go along with on foot. I'll walk you home.

walk into (colloq.) – to eat heartily. You should have seen him walk into the veal and ham pie.

walk off with – to steal, to take sth. without asking for it (watch, pen, etc.). It looks as though someone has walked off with my new watch.

walk out – to go on strike (of employees, workers). 350 workers walked out on strike.

walk out with (colloq.) – to court. It became known that she and I were walking out.

walk out on (colloq.) – to abandon. Don't trust them. They'll walk out on you whenever it suits them.

walk over – to have an easy victory over (in contest, race, football, boxing, etc.). They are only a junior team and naturally they got walked over.

walk n – 1) the act of walking, often for pleasure or exercise. I like afternoon walks.

2) a sidewalk. The park has gravel walks.

3) a distance walked. It's not very far, perhaps an hour's walk.

8. **expect** v – 1) to think that sth. will happen or come. I expect to hear from Mary soon.

2) to look for as proper or due. Some parents expect too much of their children.

3) (colloq.) to guess or suppose. I expect he will come.

Synonyms: *to anticipate, to hope, to await*

"Expect" means to think that a thing is probable whether it is desired or not. I was expecting him at nine, but he didn't turn up.

"Anticipate" implies a looking forward to sth. with a foretaste of the pleasure or distress it promises, or a realizing of something in advance and a taking of steps to meet it. We anticipate trouble.

"Hope" means to have a belief that some thing will happen, suggesting in addition the idea of a desire.

"Hope" refers only to pleasurable wishes. I was hoping he'd go into the business.

"Await" implies patient or anxious waiting for sth. or sb. A hearty welcome awaits you.

When the subject is expressed by an abstract noun or a noun denoting a thing, the predicate is expressed by the verb "await" and not "expect": A letter (a telegram, a piece of news, a misfortune, death) awaited them.

expectancy n – 1) the act of expecting. The children awaited the party in happy expectancy.

2) that which is expected. Babies today have an expectancy of longer life than those born a hundred years ago.

expectation n – 1) a looking forward to sth. He sat on the edge of his seat in expectation.

2) often pl., sth. expected or looked forward to, especially with good reason. He has expectations of inheriting his father's wealth.

9. **arm** n – 1) an upper limb, the part of the body between the shoulder and the hand. She was carrying a child in her arms.

2) sleeve. The arms of this coat are too long.

3) sth. shaped or suggesting an arm: an arm of the sea, an arm of a chair.

Phrases: *arm in arm* – with arms joined. The stood arm in arm.

at arm's length – with the arm fully extended. It's only at arm's length now.

with open arms – in a warm and friendly way. They met us with open arms.

armful n – as much as one arm or both arms can hold. He came into the library carrying books by the armful (with an armful of books).

10. lead v – 1) to show the way for. He led us along the path.

2) to cause to do sth. as by teaching or setting an example. His advice led me to change jobs.

3) to go or make go in some direction. This path leads to the lake.

4) to be at the head of. He led in the game.

5) to live or spend time. They lead a hard life.

6) to bring one as a result. A bad cold may lead to pneumonia.

lead off – to begin, to make a start (ball, coversation, dance, discussion, debate, etc.). Who is to lead off in the debate?

lead on (to) – to guide, to conduct. Gambling leads on to other vices.

lead out – to guide or bring out of a place. The groom is leading out the horse.

lead up (to) – to be a preparation for, to act as an introduction (a story, subject of discussion, point, conclusion, etc.). That's the point I was leading up to.

11. deep adj – 1) reaching far down, far in or far back: a deep lake, a deep wound.

2) having a low tone: a deep groan, a deep bass voice.

3) hard to understand: a deep subject.

4) great, heavy: a deep sleep, deep disgrace.

5) strongly felt: deep love.

6) greatly involved: deep in thought, deep in debt.

Synonym: *profound*

"Deep" is the general term and can be applied to any thing which has three dimensions: a deep pond, a deep ravine, a deep well, a deep river.

"Profound" implies exceedingly great depth; the profound depth of the Pacific. It may imply thoroughness: a profound thinker, a profound poem, a profound treatise. As expressing intensity, "profound" is stronger than "deep".

deepen v – to make or become deeper. They deepened the well.

depth n – 1) deepness. The depth of the ocean was measured.

2) depth (often depths) – the inner or middle part: in the depth of night, from the depths of one's heart, out of one's depth (beyond one's depth) – beyond what one can do or understand. I don't understand it, it is beyond my depth.

12. **swing** v – 1) to move, to sway back and forth. His arms swung as he moved.

2) to walk or trot with loose, swaying movements. They swung down the road.

3) to turn, to cause to turn. He swung round and faced his accusers. The door swung open.

4) to move with a sweeping motion. I swung the bag onto my back.

swing n – 1) a swinging movement: the swing of the pendulum.

2) a strong, steady rhythm: swing music.

3) a seat hanging from ropes or chains, on which one can sit and swing. Children like swings.

Phrases: *in full swing* – active, in full operation. The campaign was in full swing.

to go with a swing – to proceed smoothly (of an entertainment, event), without any delay. The meeting went with a swing.

I VOCABULARY EXERCISES

1. Consult a dictionary and practise the pronunciation of the following words:

resigned, vicarage, hinges, ecclesiastical, Louisa, awkwardly, extraordinarily, reproachfully, nephew, alternately, balusters, Evangelist, mahogany, harmonium, antimacassar, Curate, prayer, divine.

2. Explain the polysemy of the words and phrases in italics and then translate the sentences.

1. She *backed* the car through the gate. 2. The bank refused to *back* our plan. 3. The woman was carrying the baby on her *back.* 4. You can't hear the speaker from the *back* of the hall. 5. The decision was taken behind my *back.* 6. They live on a farm somewhere in the *back* of beyond. 7. The *back* of the chair was broken. 8. The *back* door is not locked. 9. Put the book *back* on the shelf when you've finished it. 10. Stand *back!* My dog

is dangerous. 11. Sit well *back* or you won't be able to fasten your seat belt. 12. The small local groups are the *backbone* of the party. 13. There are some mountains *in the background* of the picture. 14. She has a lot of power but likes to remain *in the background.* 15. Do you think this jelly's *firm* enough to eat yet? 16. I don't think that chair's *firm* enough to stand on. 17. You will have to be *firm* with class three as they are rather disobedient. 18. He's *firing* at us. 19. His speech *fired* the crowd. 20. Horses are afraid of *fire.* 21. Someone must have *set fire* to it (*set* it *on fire*). 22. The hunters lit a *fire* to keep warm at night. 23. Thousands of trees were lost in the forest *fire.* 24. The house is *on fire.* 25. We were *under fire.* 26. He *sat* at his desk working. 27. She *sat* the baby on the grass. 28. He *sits* on several committees. 29. The court *sat* until the arguments had been heard. 30. If your car breaks down, *sit* tight and wait for the police. 31. It was her *habit* to go for a walk before lunch. 32. I smoke *out of habit,* not for pleasure. 33. She *treated* us like children. 34. This glass must be *treated* with care. 35. The doctor will try to *treat* your disease. 36. He *treated* himself to a holiday in Spain. 37. The car has been specially *treated* against rust. 38. It's a great *treat* for her to go to London. 39. This is my *treat.* 40. He's gone to hospital for special *treatment.* 41. Do you *walk* to work, or do you come by bus? 42. He was tired out after *walking* the streets of London all day. 43. He's *walking* the dog. 44. Let's take a short *walk.* 45. There is a beautiful *walk* along the river. 46. I *expect* he'll pass the examination. 47. She is *expecting* a baby. 48. "Who broke that cup?" "I *expect* it was the cat." 49. I'm *expecting* you all to be at the station on time. 50. There was some kind of feeling of *expectancy.* 51. We thought Mary would pass and John would fail, but *contrary to expectation(s)* it was the other way round. 52. I usually enjoy films, but the latest one didn't *come up to my expectations.* 53. She carried the box under her *arm*. 54. They walked down the road *arm in arm.* 55. One of *the arms* of the chair was broken off. 56. No, no, you should *keep him at arm's length.* 57. He was *armed* with many facts and figures to prove his case. 58. She was carrying an *armful* of fresh flowers. 59. She *led* the blind man down the stairs. 60. The road will *lead* you to the town centre. 61. What *led* you to believe I was ill? 62. The young man *led* a hard life. 63. England were *leading* France 15-0 at half time. 64. The river is very *deep* here. 65. The shelf is 30 cm *deep* and 120 cm long. 66. The house is *deep* in the forest. 67. The sky was *deep* blue. 68. He seems to have a *deep* mind. 69. He was *deep* in debt. 70. What is the *depth* of this lake? 71. I'm *out of my depth* in this argument. 72. An *in-depth* study of this problem is badly needed. 73. The sign was *swinging* in the wind. 74. He *swung round* and said, "Why are you following me?" 75.

That music really *swings.* 76. The children are playing on the *swings* in the park. 77. There was a big *swing* in public opinion. 78. The party was *in full swing.* 79. After the animated discussion everything *went with a swing*.

3. Paraphrase the sentences using the vocabulary items under study.

1. The horse went back suddenly. 2. He supported his friend in the argument. 3. It was done without his knowledge. 4. You're giving him too much to do. 5. I'd be glad if you stopped being a burden to me. 6. I know you'll be pleased to see me go away. 7. Fasten the saddle on the horse's body. 8. You can't see the opposite side of your head. 9. Go away from the front! 10. Put the spoons where they were. 11. If I hit you, would you hit me in return? 12. He is British in every way. 13. What are his past experiences and education? 14. The sportsman has hard muscles. 15. He is sure of his facts. 16. She won't change her faith. 17. We'll have to take strict measures. 18. The baby does not walk confidently. 19. He spoke in a steady voice. 20. The officer ordered his men to shoot. 21. There is always some reason for a rumour. 22. The old castle was burning. 23. You're taking foolish risks. 24. He never does anything remarkable. 25. The dry grass began to burn. 26. He lifted the child and seated her at a little table. 27. The House of Commons was still holding a meeting at 3 am. 28. She can't keep her seat on horseback. 29. That dress hangs loosely on her. 30. He has acquired bad practices. 31. You should abandon this bad practice. 32. We do it because we are accustomed to it. 33. He behaved towards his wife badly. 34. We had better consider it a joke. 35. The lecturer discussed his subject thoroughly. 36. Which doctor is giving medical care to her? 37. They gave them oysters and champagne. 38. He soon recovered under the doctor's care. 39. What a pleasure to get into the peace and quiet of the country. 40. You can reach the station in 10 minutes, if you go on foot. 41. I recognized him at once by his way of walking. 42. We thought that you would come yesterday. 43. You want too much of her. 44. I require you to be punctual. 45. How long do people usually live here? 46. He ate a light lunch awaiting a good dinner. 47. It was much more than we hoped to get. 48. His answer was less good than what we hoped to hear. 49. The child is too young to walk. 50. She was only a few steps away. 51. They greeted him with enthusiasm. 52. Our guide went in front of us through the caves. 53. He acts as chief in this movement. 54. What brought you to this conclusion? 55. Your work will produce no result. 56. Well, it is not a shallow river. 57. He walked with his hands far down into his pockets. 58. She spoke in a low voice. 59. This is a mystery which is difficult to understand. 60. She was absorbed in the

book. 61. The layer of snow is 3 feet. 62. It happened in the very middle of winter. 63. His arms moved forwards and backwards as he walked. 64. The door suddenly was shut. 65. He turned round and faced his accusers. 66. The campaign is under way. 67. The event proceeded smoothly.

4. Choose the word that best completes each sentence.

1. She … the car into the parking space. 2. The union leaders decided to … the Government in its action. 3. You'll make your … ache if you carry those heavy buckets. 4. The … of the house looks out onto the river. 5. She sat at the … of the aircraft. 6. She scribbled some notes on the … of an envelope. 7. Stand … to … and we'll see which of you is taller. 8. She knew New York like the … of his hand. 9. I can't just turn my … on him now that he needs my help. 10. I bought the book on the way … from school. 11. We met him three years … 12. They are sitting in the … garden now. 13. The mountains form a … to this photograph of the family. 14. The riots took place against a … of widespread unemployment. 15. I'm a … believer in always telling the truth. 16. The pound stood … against the dollar in London but fell a little in New York. 17. He has a good … handshake. 18. Our army stood … in the face of a terrible onslaught. 19. Have you got … insurance? 20. The pile of papers couldn't catch … by itself; someone must have set … to it. 21. It's nice to have a real coal … in the winter. 22. We were under … from all sides. 23. The captain ordered his guns to open … 24. Don't just … there watching – come and help me! 25. He has trained his dog to … at the word of command. 26. He used to represent the Democrats but he now … as an Independent. 27. I wish I could break the … 28. I'm not in the … of lending money. 29. You borrow some money this time, but don't make a … of it. 30. Try to … all your students the same. 31. The newspaper … the story in a sensational way. 32. Our employer … our suggestions as a joke. 33. My sister is being … for a heart condition. 34. No, no, put your money away; let me … you. 35. I took my son to the Zoo as a birthday … 36. These minority groups were given preferential … 37. He's undergoing … for cancer. 38. …, don't run! 39. He does a circus act … the tight rope. 40. I'll … you to the bus stop. 41. He set off at a brisk … 42. He slowed the horse into a … 43. There are some beautiful … in Sussex. 44. We didn't … so many people to come to the party. 45. I'm … John at any minute now. 46. The general … complete obedience from his men. 47. We waited for the announcement in a state of happy … 48. They closed the windows in … of rain. 49. We thought Mary would pass, but against to all … she didn't. 50. The soldier was wounded in the right … 51. He took her in his … and kissed her. 52. The crowd … themselves with broken bottles. 53.

The horses were … into the yard. 54. A single vital clue … the police to the murderer. 55. This road … to the village. 56. She … me to believe that she had a lot of influence. 57. He's been chosen to … the cricket team. 58. There was a … hole in the ground. 59. She thanked them with a … sense of gratitude. 60. They underestimated the … of public feeling on this issue. 61. We studied the situation in … 62. The children were … on a rope. 63. A large black car … into the drive. 64. This will … public opinion against the government. 65. The party was really going with a … 66. The party was in full … when the police burst in.

5. Explain the nuances between the synonyms in the given sentences and then translate them.

A. *firm, hard, solid*

1. He tested the bed and found it firm. 2. I thought with nostalgia of my couch on the hard dry ground. 3. The milk in his pail was frozen solid.

B. *habit, custom, practice, usage*

1. He has got into bad habits, gets up late and works little. 2. Custom makes all things easy. 3. So many countries, so many customs. 4. It is the practice of this surgeon to give local anesthetics whenever possible. 5. Strangers living in a country should learn many of its usages.

C. *to expect, to anticipate, to hope, to await*

1. Harward says he's expecting a very hard winter. 2. We anticipate that we will meet a certain amount of resistance to our plan. 3. I hope you don't think it very strange, my sending in a note like that. 4. But in my hotel a surprise awaited me.

D. *deep, profound*

1. He had difficulty in getting out of his deep chair. 2. All this called up what seemed to me to be a new love, a hundred times more profound than the old one.

6. Fill in the appropriate synonyms.

A. *firm, hard, solid*

1. He lay full length on the … ground. 2. She felt the … muscles of his back. 3. She had fitful instances of terror, when … ground seemed to sink away. 4. Currant shoots grew half-heartedly in the … soil around the garden wall. 5. I am just a human being – …, needing food and drink. 6. He held her to him, and pressed eager … lips to her soft mouth.

B. *habit, custom, practice, usage*

1. Man is a bundle of … 2. It was her … to relax towards evening. 3. By

years of … he had trained himself to sit for hours through the long nights neither asleep nor awake. 4. The greater parts of rules have grown into … 5. … is a personal … 6. A bad … is like a good cake, better broken than kept.

C. *to expect, to anticipate, to hope, to await*

1. She paused, … to smile. 2. I tried to … the kind of questions they were likely to ask me at the interview. 3. He waited in the front room, …, I think, for some sympathetic conversation with Clara. 4. "Has he gone to my room to … me?" thought his father's heart.

D. *deep, profound*

1. How shall we cross this … ravine? 2. I like to read his books. He is a … thinker. 3. These … poems appeal to me.

7. Translate the following sentences paying attention to the phrasal verbs "back", "sit", "walk", "lead" + a particle.

A. 1. We could see that he would back down if we stood firm. 2. You have made a promise, and you cannot back out now. 3. They back up your professors of English and your professors of English back them up.

B. 1. Sit down and listen to me! 2. I offered to sketch their portraits and each in turn sat for a pencil outline. 3. It was Robert's doing, this education, this wanting the boy to go to college, to sit for the scholarship next year. 4. The students entered the president's office and sat in all night. 5. I decided to sit out the rest of the film although I was not especially enjoying it, but my friends were. 6. May we sit up and see the play on TV, mummy? 7. Mother, please don't sit up for me, I don't like to think that you're worrying about me.

C. 1. That boy walked into the meal as if he hadn't seen food for a week. 2. Someone got in and walked off with the jewels while we were out. 3. If he walks off, I'm walking off with him, do you hear? 4. The electricians have walked out, and will stay out until their demands are met. 5. When people are walking out they must be fond of one another. 6. Both her husband and her cook walked out on her. 7. The horse walked over in the third race.

D. 1. I'll lead off by singing "Auld Lang Syne". 2. He will lead on the opposition in the House of Commons. 3. Road signs lead the traffic out of the city. 4. That's just what I was leading up to.

8. Paraphrase the sentences using the phrasal verbs "back", "sit", "walk", "lead" + particle.

A. 1. I see he has given up the position he took last week. 2. He promised to help and then withdrew from it. 3. We need further facts to support our statements.

B. 1. Please take your seat. 2. In her youth, she earned a reasonable living by letting art students make her portraits. 3. More students than ever before have taken their law examinations this year. 4. The students may remain at the university to show their opposition. 5. No matter how boring it was, she stayed to the end of the play. 6. I shall be late getting back, so please go to bed. 7. The nurse remained with her patient all night.

C. 1. It was great fun to see him eat a meat-pie heartily. 2. Somebody has taken my umbrella without asking me. 3. The men in this factory went on strike yesterday. 4. The cook is courting one of the waitresses. 5. You can't desert your family at time like this. 6. Jones won the race easily.

D. 1. Who is going to start? 2. The boy claimed that he had been influenced by his criminal companions. 3. The brave girl ran into the burning building and brought out the horses to safety. 4. The newspapers faithfully reported the events that caused the Minister's dismissal.

9. Fill in the particles completing the verbs "back", "sit", "walk", "lead" + a particle.

A. 1. After being confronted with our evidence, the other side had to back … 2. Once you have given your word, don't try to back … 3. The lectures and seminars of the course are to be backed … by a heavy programme of field work.

B. 1. When I came in, the others were already sitting … 2. A number of six-formers came up that week to sit … university entrance. 3. A company admitted this week that it had passed information on to the Special Branch on certain workers sitting … at its factory. 4. I found the show tedious – I don't know how I managed to sit it … 5. They sat … till the small hours. 6. He had insisted on nurse Ellen sitting … with her, although the need for a night nurse was past.

C. 1. He walked right … our trap. 2. Don't leave your suitcases unguarded. Somebody may walk … with them. 3. Building workers walked … during the morning in protest at the sacking of a bricklayer. 4. "So things didn't work out then?" "No, I've just walked … on him, for better or for worse." 5. It won't be a walk – … this time; the champion has a tough fight on his hands.

D. 1. The town band led … by playing the National Anthem. 2. Haven't you noticed the predatory gleam in his eyes? He's probably leading you … 3. Lead the man … of the hall. 4. The report describes the negotiations which led … to the settlement.

10. Respond to the following using the phrasal verbs "back", "sit", "walk", "lead" + a particle.

A. 1. When do you have to back down? 2. Is it good to promise something and then back out of it? 3. What and whom do you back up?

B. 1. Who usually sits for painters? 2. Why do students sometimes have to sit in at the universities? 3. What do you do if a play or a film is too tedious for you? 4. Do you have to sit up late before your examinations?

C. 1. Why do little boys walk into pies? 2. Why shouldn't you leave your suitcases unguarded? 3. What do workers do if they have a conflict with their management? 4. What can unreliable people do if they want to abandon you? 5. What do you say if a sportsman has an easy victory?

D. 1. What leads off festive occasions? 2. What can drug addiction lead on to? 3. What do you have to do if a cattle-shed is on fire? 4. What can lead up to a settlement in negotiations?

11. Learn the phrases listed right after the text and interpret their meaning in the sentences from the text.

1. … Mr Carey set out to walk with Philip to the vicarage. 2. … It swung both ways on easy hinges. 3. This was only used by visitors and on Sundays, and on special occasions … 4. Run and give her a kiss. 5. Mrs Carey was a little, shrivelled woman of the same age as her husband … 6. I've had the stove lighted … 7. In the winter Mr and Mrs Carey lived in the dining-room, so that one fire should do, and in the summer, they could not get out of the habit … 8. On his first visit to the vicarage he had come with his nurse, and Mrs Carey had had little to do with him. 9. … She was anxious to do her duty … 10. Mrs Carey made an excuse to leave Philip alone … 11. "Oh, William, he can't sit on the Bible," said Mrs Carey in a shocked tone. 12. It has no claim to divine authorship.

12. Make up sentences on each phrase.

13. Make up and act out situations in which these phrases would be appropriate.

14. Give the English equivalents for:

atbalstīt, kāpties vai braukt atpakaļ, dot mašīnai atpakaļgaitu, uzlēkt zirgā ar vienu lēcienu; mugura, gulēt slimam gultā, nokrist augšpēdus, uzsist

kādam uz pleca, novērsties no kāda, delnas virspuse, pakausis, auduma kreisā puse, sirds dziļumos, kādam aiz muguras, pazudināt kādu, aizkaitināt kādu, izzināt lietas būtību, zināt kā savus piecus pirkstus, kādam uz kakla, roka roku mazgā, kas aiz tā slēpjas?, piespiests pie sienas; atpakaļ, šurp un turp, nomaļus no ceļa, nenāc klāt!, pirms daudziem gadiem, apmēram pirms stundas, runāt pretī, neturēt vārdu;

ciets, stingrs, cietzeme, just stingru pamatu zem kājām, stingrs pamats, cietas cenas, nelokāma pārliecība, veikt stingrus pasākumus;

aizdedzināt, kurināt, šaut, iekvēlināt; uguns, degt, aizdegties, aizdedzināt, uzšķilt uguni, ugunskurs, elektriskā krāsns (kamīns), iekurināt krāsni, uzturēt uguni, sabikstīt pagales, ugunsgrēks, dedzība, apšaude, tikt apšaudītam, atklāt uguni, izturēt pretinieka uguni (kritiku), starp divām ugunīm, šķilt zibeņus ar acīm, iziet caur uguni un ūdeni, rotaļāties ar uguni, paveikt kaut ko neparastu;

sēdēt, sēdēt zirgā, apsēdināt bērnu pie galda, zālē ir vietas 200 cilvēkiem, būt komitejas loceklim, noturēt sēdi (parlamentā, tiesā), perēt;

ieradums, aiz ieraduma, iegūt paradumu, atmest paradumu, viņš pieradis agri celties;

izturēties, labi izturēties pret kādu, izturēties pret kādu kā pret pēdējo suni, pamatīgi aplūkot problēmu, ārstēt, ārstēt kādam gripu, apstrādāt vielu ar skābi, uzcienāt, izmaksāt, sagādāt sev jaunas brīvdienas, aprakstīt; bauda, cienasts, izmaksāt (uzcienāt), šodien es maksāju; izturēšanās, traktēšana, vispusīgi iztirzāt kādu problēmu, ārstēšana, ārstēties, apstrāde;

iet, pastaigāties, vest, vadāt, izvest pastaigā, iešana, desmit minūšu gājienā, pastaiga, iet pastaigāties, izvest pastaigāties, iet soļiem, gaita, pazīt kādu pēc viņa gaitas, gūt vieglu uzvaru, sabiedriskais stāvoklis;

gaidīt, cerēt par daudz no kāda, gaidas, cerības, gaidīšana, pretēji gaidītajam, pilnīgi negaidot;

roka, zem rokas, mesties kāda apkampienos, turēt pieklājīgā attālumā, zīdainis, zem rokas, tuvumā, atplestām rokām, piedurkne, atteka, šaurs jūras līcis, klēpis, klēpjiem;

vest, vest pie rokas, komandēt armiju, diktēt modi, uzsākt un vadīt deju, būt sacīkšu vadībā, novest līdz galējībai, dzīvot divejādu dzīvi, dzīvot nožēlojamu dzīvi;

dziļš, dziļa brūce, dziļa nopūta, dziļas bēdas, dziļas zināšanas, līdz ausīm parādos, tumši sarkans, zema balss, domās nogrimis, iegrimis lasīšanā, dziļā naktī, ķezā, uzsprāgt gaisā; dziļums, vienu pēdu dziļš, galējā nabadzībā, sirds dziļumos, nakts vidū, zemes vidienē, krāsas sulīgums, nebūt pa spēkam;

šūpot, žestikulēt, dejot (spēlēt) svinga ritmā, apgriezt automašīnu, automašīna nogriežas ap stūri, cena kritās, gatavs darboties, atsprāgt vaļā, aizcirsties; šūpošanās, pilnā sparā, dot vaļu dusmām, dot pilnīgu rīcības brīvību, vingrs solis, ritms, šūpoles, pārmaiņas sabiedriskajā domā, noritēt veiksmīgi.

15. Speak on the following topics employing the acquired vocabulary items:

1) helping or supporting somebody;
2) walking back and forth;
3) standing as firm as a rock;
4) being firm with children;
5) something catching fire or being on fire;
6) resigning under the fire of criticism;
7) playing with fire;
8) sitting in parliament;
9) falling into the habit of doing something or getting out of a habit;
10) treating people with respect;
11) treating one's friends to something;
12) being under a doctor's treatment;
13) walking somebody home;
14) walking one's dog or horse;
15) expecting too much of one's children;
16) guessing or supposing something;
17) life expectancy in different countries;
18) exceeding one's expectations;
19) walking arm in arm;
20) meeting somebody with open arms;
21) leading somebody;
22) leading a happy or a hard life;
23) being deep in thought or debt;
24) being deep in love;
25) profound knowledge;
26) walking alone in the depth of night;
27) something being beyond one's depth;
28) a door swinging open or to;
29) something being in full swing;
30) an entertainment going with a swing

16. Translate into English.

1. Es ļoti vēlētos, ka viņi atbalstītu šo projektu. 2. Jau vairākus mēnešus viņa guļ slima gultā. 3. Viņš man uzsita uz pleca un smaidot sacīja: "Neuztraucies, viss būs labākajā kārtībā." 4. Sirds dziļumos mēs viņu atbalstām, bet šajā situācijā neko nevaram darīt viņa labā. 5. Es šos likumus zinu kā savus piecus pirkstus, tāpēc es nebaidos, ka varētu izkrist eksāmenā. 6. "Vai tu zini, ka viņi ir noslēguši jaunu līgumu?" "Jā, roka roku mazgā." 7. Māja atrodas nomaļus no ceļa. 8. Šie bērni ir slikti audzināti, jo vienmēr runā pretī. 9. Ja arī šoreiz tu neturēsi vārdu, tad es ar tevi vairāk nesadarbošos. 10. Pēc ilgiem gadiem viņi atkal juta stingru pamatu zem kājām. 11. Šajā jautājumā man ir nelokāma pārliecība, un nekas mani nepiespiedīs to mainīt. 12. Būs jāveic stingri pasākumi, nekas cits vairāk neatliek. 13. Mežā sāka šaut, laikam kauja bija sākusies. 14. Zāle aizdegās, un uguns ātri izplatījās pa visu pļavu. 15. Sabiksti pagales, liesmas sāk noplakt. 16. Pretinieks atklāja uguni; šķiet, tas dosies uzbrukumā. 17. Viņš ir izgājis caur uguni un ūdeni, viņu nav tik viegli iebaidīt. 18. Es gan tev neieteiktu rotaļāties ar uguni. 19. Zāle nav liela, tur ir vietas tikai 100 cilvēkiem. 20. Iegūt paradumu nav nemaz tik grūti, bet to atmest gan nav viegli. 21. Viņš ir pieradis agri celties, tāpēc arī viņš var tik daudz izdarīt. 22. Tu pret mani izturies kā pret pēdējo suni. Es tavā priekšā nejūtos vainīgs. 23. Šī viela būs jāapstrādā ar skābi. 24. Šogad es sev sagādāšu jaunas brīvdienas. 25. Šodien es maksāju, varat pilnīgi paļauties uz mani. 26. Mēs ceram, ka šo problēmu vispusīgi iztirzās konferencē. 27. Nē, tas nav tālu, tikai kādu desmit minūšu gājienā. 28. Šoreiz ir tava kārta izvest suni pastaigā. 29. Pretēji gaidītajam, viņas koncerts guva labus panākumus. 30. Vai tad tāpēc būtu jāmetas viņa apkampienos? 31. Viņi mūs sagaidīja atplestām rokām. 32. Jauneklis veda veco vīru pie rokas. 33. Arī mūsdienās Parīze vēl diktē modi, bet tās ietekme ir manāmi samazinājusies. 34. Nevajadzētu šo lietu novest līdz galējībai. 35. Daudzi veci cilvēki dzīvo nožēlojamu dzīvi. 36. Visi apbrīnoja šī cilvēka dziļās zināšanas. 37. Viņi tagad ir līdz ausīm parādos. Firmas bankrots nav nieka lieta. 38. Meitene sēdēja pie galda, nogrimusi domās. 39. Daži vientuļie pensionāri dzīvo galējā nabadzībā. 40. Teorētiskā matemātika man nav pa spēkam. 41. Viņš apgrieza automašīnu un izbaruca pa vārtiem. 42. Durvis atsprāga vaļā, un zēns iedrāzās istabā. 43. Gatavošanās vēlēšanām notiek pilnā sparā. 44. Es jums dodu pilnīgu rīcības brīvību. 45. Nevar būt, ka būtu notikušas kādas pārmaiņas sabiedriskajā domā. 46. Kampaņa noritēja veiksmīgi.

II TEXT EXERCISES

1. Answer the questions.

1. What amused Philip? 2. What did Philip remember? 3. What was the vicarage like? 4. Who was waiting for Philip? 5. What did Mrs Carey look like? 6. What did Mrs Carey ask Philip? 7. What was the interior of the house like? 8. How often was the stove lighted? 9. Where was Philip taken to? 10. What did Mrs Carey know about children? 11. What was there in the dining-room? 12. What did Mr Carey point out to his nephew? 13. How often did Mr and Mrs Carey travel? 14. What did Philip perch himself upon?

2. Enlarge upon the following:

1. Mr Carey set out to walk with Philip to the vicarage. 2. Philip suddenly remembered the gate. 3. It was a fairly large house of yellow brick. 4. Mrs Carey waited in the drawing-room. 5. Mrs Carey was a little, shrivelled woman. 6. Philip was a little surprised at their conversation. 7. They entered the hall. 8. It was a large black stove and was seldom lighted. 9. Aunt Louisa took Philip upstairs and showed him into a tiny bedroom. 10. She knew nothing about children. 11. The dining-room was large and well proportioned. 12. Mr Carey was making up the fire when Philip came in. 13. Mrs Carey seldom travelled herself. 14. Philip perched himself on the books.

3. Retell the text and then give its summary.

4. Make up and act out the dialogues between:

1) Philip and his nurse about going to the vicarage;
2) Philip and Mr Carey about Philip's life;
3) Philip and Mr Carey about what they saw on their way to the vicarage;
4) Philip and Mr Carey about the vicarage;
5) Mr and Mrs Carey about Philip;
6) Two neighbours about Mr and Mrs Carey;
7) Two neighbours about Philip;
8) Philip and Mrs Carey about washing and his bedroom;
9) Mr Carey and Philip about pokers;
10) Mr Carey and Mrs Carey about their journeys to London;
11) Mrs Carey and Philip about his journey from London;
12) Mrs Carey and Mr Carey about the books to sit on.

5. Pick out lexical items bearing on the interior and exterior of a house, on the appearance of young and elderly people and on the relationship

of grown-up people and children. Make up your own stories using these lexical items.

6. **Speak on the plot, setting, composition and theme of the text.**
7. **Speak on the method of character drawing employed in the text.**
8. **Analyse the general peculiarities of the text (descriptions, short dialogues, language, etc.).**
9. **Say what impression the text has produced on you. Try to motivate your answer.**

III DISCUSSION EXERCISES

1. Answer the following questions.

1. Some people say that many children, most children, suffer from overattention on the part of their parents. What is your opinion? 2. They go on to say that the best thing for a child is to have healthy neglect on the part of both his (her) parents? How do you understand it? 3. In what families (large or small) is "healthy neglect" usually observed? Why? 4. Which of the parents (mother or father) pays more attention to their children? 5. When are children orphaned? 6. Who can they be adopted by? 7. Why is it often difficult to love one's step-father (step-mother) or one's foster-parents? 8. Why is it so difficult to adopt a child and bring it up as one's own? 9. Have you ever been to an ophanage? What is your impression? 10. Would you like to do something to help orphans? If yes, then why and how? 11. Have you read any classical stories or novels about orphans?

2. Comment on the following:

1. Honour thy father and mother. (Bible) 2. The joys of parents are secret, and so are their griefs and fears: they cannot the one, nor will they utter the other. (F. Bacon) 3. Train up a child in the way he should go: and when he is old, he will not depart from it. (Bible) 4. Happy the man whose children make his happiness in life and not his grief. (Euripides) 5. You are the bows from which your children are as living arrows sent forth. (K. Gibran) 6. He that will his son have respect for him and his orders, must himself have a great reverence. (J. Locke). 7. How sharper than a serpent's tooth it is to have a thankless child. (W. Shakespeare) 8. It is a wise father that knows his own child. (W. Shakespeare) 9. I have found the best way to give advice to your children is to find out what they want and then advise them to do it. (H. S. Truman) 10. Happy families are all alike; every unhappy family is unhappy in its own way. (L. Tolstoy) 11. He that

hath a wife and children hath given hostages to fortune: for they are an impediment to great enterprises. (F. Bacon)

3. Read the following texts and discuss the problems of mother's love for her children, the size of modern families and children's upbringing.

A.

Once upon a time there lived two sisters. The elder sister had a son. The boy was one year old. The two women loved the baby dearly.

One day the sisters quarrelled and at night the younger sister tried to leave the house with the boy. The elder sister saw it and stopped her.

"You cannot take the boy. He's my son!" said the elder sister.

But the younger sister wanted to have the boy very much and she said: "I'll tell the judge the boy is mine. I love the baby so much that the judge will believe me."

So in the morning they went before the judge. Each woman told him that the baby was hers.

The judge thought a little and then called his servants. "Cut the child into two halves and give each woman a half of the boy," he said.

The younger sister didn't say a word, but the elder told the judge: "I'm not the child's mother. Give him to my sister and let him live."

The judge then said to the servants: "Give the boy to the elder sister. She is the real mother."

B.

Years ago it was important to have large families. The best Victorian mother was the mother who had the most children. The best Victorian father was the father who had the most sons. It was important to have many children. If you were rich, you needed sons to inherit your land, houses and money. If you were poor, you needed sons to help you with your work. Rich or poor, you needed daughters to help you with a large household.

Not only children were important. Everybody in the family was important. The large family gave people a sense of stability.

Now things are different. Young people leave the place where they lived with their parents and take their own families (wife and children) with them. Their own family becomes more and more important as they forget their other relatives.

In Britain, families are getting smaller and smaller. People have fewer children because children are expensive. Who can afford more than three

children? Who can afford a large house for them? Many people believe that two children will be ideal for an English family.

There is another problem now. Britain is a small country where 56 million people live. Seven million of those live in London. People can't have big families when they live in a small country.

Now people get more and more isolated. Sometimes they live very close to other people but don't know them. They have only each other to talk to.

What is the future of the family?

C.

What is an "only child"? Are children that have no brothers or sisters different from those who have them? Are they the same as children from large families?

There are many articles about only children. Some articles speak of the "problem" of only children. But what are the facts?

A lot of only children are people who are very successful in life. For example, many famous American scientists were only children. But many first-born children as a rule are also successful.

What do the scientists say?

Fifty years ago they said: "Being an only child is an illness." Of course, it is difficult to agree with this. But only children are very different from the children in large families. They are often the centre of attention.

One modern scientist believes that it is more difficult for them to get used to school. But the phrase "an only child" does not mean "a lonely child". Another scientist said: "There is one great advantage for an only child. He or she gets all the love of his parents. A loved child usually becomes a loving parent."

But there are a lot of people who think differently.

D.

May 26, Sunday.

We went to Sutton after dinner to have meat-tea with Mr and Mrs James. I had no appetite, having dined well at two, and the entire evening was spoiled by little Percy – their only son – who seems to me to be an utterly spoiled child.

Two or three times he came up to me and deliberately kicked my shins. He hurt me once so much that the tears came into my eyes. I gently remonstrated with him, and Mrs James said: "Please don't scold him; I do not believe in being too severe with young children. You spoil their

character."

Little Percy set up a deafening yell here, and when Carrie tried to pacify him, he slapped her face.

I was so annoyed, I said: "That is not my idea of bringing up children, Mrs James."

Mrs James said: "People have different ideas of bringing up children – even your son Lupin is not the standard of perfection."

A Mr Mezzini (an Italian, I fancy) here took Percy in his lap. The child wriggled and kicked and broke away from Mr Mezzini, saying: "I don't like you – you've got a dirty face."

A very nice gentleman, Mr Birks Spooner, took the child by the wrist and said: "Come here, dear, and listen to this."

He detached his chronometer from the chain and made his watch strike six.

To our horror, the child snatched it from his hand and bounced it down upon the ground like one would a ball.

G. Grossmith "The Diary of a Nobody"

4. Read the poems, serious and humorous, and discuss the ideas expressed in them.

A. H. W. LONGFELLOW. CHILDREN

Come to me, O ye children!
For I hear you at your play,
And the questions that perplexed me
Have vanished quite away.

Ye open the eastern windows,
That look towards the sun,
Where thoughts are singing swallows,
And the brooks of morning run.

In your hearts are the birds and the sunshine,
In your thoughts the brooklet's flow;
But in mine is the wind of Autumn
And the first fall of the snow.

Ah! what would the world be to us
If the children were no more?
We should dread the desert behind us
Worse than the dark before.

What the leaves are to the forest,
With light and air for food,
Ere their sweet and tender juices
Have been hardened into wood,–

That to the world are children;
Through them it feels the glow
Of a brighter and sunnier climate
Than reaches the trunks below.

Come to me, O ye children!
And whisper in my ear
What the birds and the winds are singing
In your sunny atmosphere.

For what are all our contrivings,
And the wisdom of our books,
When compared with your caresses,
And the gladness of your looks?

Ye are better than all the ballads
That ever were sung or said;
For ye are living poems,
And all the rest are dead.

B. F. WILMOT. NURSERY RHYME

One year, two year, three year, four,
Comes a khaki gentleman knocking at the door;
Any little boys at home? Send them out to me,
To train them and brain them in battles yet to be.
Five year, six year, seven year, eight,
Hurry up, you little chaps, the captain's at the gate.

When a little boy is born, feed him, train him, so;
Put him in a cattle pen and wait for him to grow;
When he's nice and plump and dear, sensible and sweet,
Toss him in the trenches for the grey rats to eat;
Toss him in the cannon's mouth, cannons fancy best
Tender little boy flesh, that's easy to digest.

One year, two year, three year, four,
Listen to the generals singing out for more!
Soon he'll be a soldier-boy, won't he be a toff,
Pretty little soldier, with his head blown off!

Mother rears her family on two pounds a week,
Teaches them to wash themselves, teaches them to speak,
Rears them with a heart's love – rears them to be men,
Grinds her fingers to the bone – then, what then?

One year, two year, three year, four,
Comes a khaki gentleman knocking at the door;
Little boys are wanted now very much indeed,
Hear the bugles blowing when the cannons want a feed!
Fowl-food, horse-food, man-food are dear,
Cannon's fodder's always cheap, conscript or volunteer.

Parents who must rear the boys the cannons love to slay
Also pay for cannons that blow other boys away!
Parsons tell them that their sons have just been blown to bits,
Patriotic parents must all laugh like fits!

One year, two year, three year, four,
Comes a khaki gentleman knocking at the door;
Any little boys at home? Send them out to me
To train them and brain them in battles yet to be!
Five year, six year, seven year, eight,
Hurry up, you little chaps, the captain cannot wait!

C. O. NASH

In Baltimore there lived a boy.
He wasn't anybody's joy.
Although his name was Jabez Dawes,
His character was full of flaws.
In school he never led his classes,
He hid old ladies' reading glasses,
His mouth was open when he chewed,
And elbows on the table glued.
He stole the milk of hungry kittens,
And walked through doors marked
No Admittance.
He said he acted thus because
There wasn't any Santa Claus.
Another trick that tickled Jabez
Was crying "Boo!" at little babies.
He brushed his teeth they said in town,
Sideways instead of up and down.

D.

Cocks crow in the morn
To tell us to rise,
And he who lies late
Will never be wise;
For early to bed
And early to rise
Is the way to be healthy,
And wealthy, and wise.

E. O. NASH. THE PARENT

Children aren't happy with nothing to ignore,
And that's what parents were created for.

F.

My father died a month ago
And left me all his riches,
A feather bed, a wooden leg,
And a pair of leather breeches,
A coffee pot without a spout,
A cup without a handle,
A tobacco pipe without a lid,
And half a farthing candle.

G.

Doctor Foster is a good man,
He teaches children all he can:
Reading, writing, arithmetic,
And doesn't forget to use his stick.
When he does he makes them dance
Out of England into France,
Out of France into Spain,
Round the world and back again.

5. Interpret the paradoxes in the following quotations.

1. There is no slave out of heaven like a loving mother; and, of all loving women, there is no such slave as a mother. (A. W. Beecher)
2. There are some extraodinary fathers who seek, during the whole course of their lives, to be giving their children reasons for being consoled at their death. (La Bruyere)

3. Few misfortunes can befall a boy which bring worse consequence than to have a really affectionate mother. (W. S. Maugham)
4. People are always rather bored with their parents. That's human nature (W. S. Maugham)
5. If only parents would realize how they bore their own children. (G. B. Shaw)
6. Most American children suffer too much mother and too little father. (G. Steinem)
7. Children begin by loving their parents. After a time they judge them. Rarely, if ever, do they forgive them. (O. Wilde)
8. All women become like their mothers. That is their tragedy. No man does. That's his. (O. Wilde)
9. There are no illegitimate children – only illegitimate parents. (J. L. R. Yankowich)
10. Good families are generally worse than any others. (A. Hope)

6. Make up and act out situations based on the ideas that are expressed in the paradoxes above.

7. Give your own examples illustrating relationships between parents and children. They may reflect your own experiences or life stories found in books or films.

UNIT SIX

J. FOWLES (1926)

THE FRENCH LIEUTENANT'S WOMAN

John Robert Fowles, a contemporary English novelist and essayist, was born in 1926. After reading French at New College, Oxford, and serving in the Royal Marines, he became a teacher and spent some time working on the Greek island of Spetsae before the success of his first novel "The Collector" (1963) enabled him to write full-time.

Fowles's fiction is characterized fundamentally by its preoccupation with the possibility of genuinely free action. "The Collector" is a psychological thriller in which a girl, Miranda, is kidnapped by a possessive pools winner. "The Magus" (1966) is a long masquerade of sexual enticement and historical manipulation set on a Greek island. "The French Lieutenant's Woman" (1969) is a careful pastiche of a Victorian novel undercut by 20th-century literary and social insight. "Daniel Martin" (1977) is a realistic Bildungsroman rooted in postwar Britain. "Mantissa" (1983) is a sexual jeu d'esprit, while "A Maggot" (1985) is a murder history set in the 18th century.

His other works are: "The Ebony Tower" (1974), "The Aristos" (1964), "The Tree" (1979) and "The Novel Today" (1977).

Once again they walked on. It was only then that he noticed, or at least realized the sex of, the figure at the end.

"Good heavens, I took that to be a fisherman. But isn't it a woman?"

Ernestina peered – her grey, her very pretty eyes, were short-sighted, and all she could see was a dark shape.

"Is she young?"

"It's too far to tell."

"But I can guess who it is. It must be poor Tragedy."

"Tragedy?"

"A nickname. One of her nicknames."

"And what are the others?"

"The fishermen have a gross name for her."

"My dear Tina, you can surely —"

"They call her the French Lieutenant's ... Woman."

"Indeed. And is she so ostracized that she has to spend her days out

here?"

"She is ... a little mad. Let us turn. I don't like to go near her."

They stopped. He stared at the black figure.

"But I'm intrigued. Who is this French lieutenant?"

"A man she is said to have ..."

"Fallen in love with?"

"Worse than that."

"And he abandoned her? There is a child?"

"No. I think no child. It is all gossip."

"But what is she doing there?"

"They say she waits for him to return."

"But ... does no one care for her?"

"She is a servant of some kind to old Mrs Poulteney. She is never to be seen when we visit. But she lives there. Please let us turn back. I did not see her."

But he smiled.

"If she springs on you I shall defend you and prove my poor gallantry. Come."

So they went closer to the figure by the cannon-bollard. She had taken off her bonnet and held it in her hand; her hair was pulled tight back inside the collar of the black coat – which was bizarre, more like a man's riding-coat than any woman's coat that had been in fashion those past forty years. She too was a stranger to the crinoline; but it was equally plain that that was out of oblivion, not knowledge of the latest London taste. Charles made some trite and loud remark, to warn her that she was no longer alone, but she did not turn. The couple moved to where they could see her face in profile; and how her stare was aimed like a rifle at the farthest horizon. There came a stronger gust of wind, one that obliged Charles to put his arm round Ernestina's waist to support her, and obliged the woman to cling more firmly to the bollard. Without quite knowing why, perhaps to show Ernestina how to say boo to a goose, he stepped forward as soon as the wind allowed.

"My good woman, we can't see you here without being alarmed for your safety. A stronger squall —"

She turned to look at him – or as it seemed to Charles, through him. It was not so much what was positively in that face which remained with him after that first meeting, but all that was not as he had expected; for theirs was an age when the favoured feminine look was the demure, the obedient, the shy. Charles felt immediately as if he had trespassed; as if the Cobb belonged to that face, and not to the Ancient Borough of Lyme. It was not a pretty face, like Ernestina's. It was certainly not a beautiful

face, by any period's standard or taste. But it was an unforgettable face, and a tragic face. Its sorrow welled out of it as purely, naturally and unstoppably as water out of a woodland spring. There was no artifice there, no hypocrisy, no hysteria, no mask; and above all, no sign of madness. The madness was in the empty sea, the empty horizon, the lack of reason for such sorrow; as if the spring was natural in itself, but unnatural in welling from a desert.

Again and again, afterwards, Charles thought of that look as a lance; and to think so is of course not merely to describe an object but the effect it has. He felt himself in that brief instant an unjust enemy; both pierced and deservedly diminished.

The woman said nothing. Her look back lasted two or three seconds at most; then she resumed her stare to the south. Ernestina plucked Charles's sleeve, and he turned away, with a shrug and a smile at her. When they were nearer land he said, "I wish you hadn't told me the sordid facts. That's the trouble with provincial life. Everyone knows everyone and there is no mystery. No romance."

She teased him then: the scientist, the despiser of novels.

PHRASES

1. to be too far to tell
2. to prove one's gallantry
3. to be in fashion
4. to be equally plain
5. to see sb.'s face in profile
6. to put one's arm round sb.'s waist
7. to say boo to a goose
8. to be alarmed for sb.'s safety
9. by any period's standard or taste
10. above all

VOCABULARY ITEMS

1. **abandon** v – 1) to give up completely. Don't abandon hope of being saved.

2) to leave, to desert. The crew abandoned the burning ship.

3) ~ oneself to – to give oneself up completely. He abandoned himself to despair.

abandon n – uncontrolled freedom of actions or emotions. She danced with wild abandon.

2. **think** v –1) to reason. Think before you act.

2) to have in the mind. He was thinking happy thoughts.

3) to consider or judge. I think her charming.

4) to believe, to expect. They think they can come.

think out – to consider carefully (plan, problem, question, scheme, situation, etc.). I may be able to help you in thinking out your plan.

think over – to reflect upon, to consider. Think it over before you give an answer.

think up – to think of, to devise (ideas, excuses, things). I'd think up ideas, write them down.

3. **defend** v – 1) to keep safe from harm or danger. Soldiers swear to defend their country.

2) to uphold sth. that is under attack. He made a long speech defending his ideas.

3) to justify. Can you defend your rudeness.

Synonyms: *to protect, to guard*

"Defend" implies making safe, using the means to keep away sth. that actually threatens or attacks: to defend the country from aggression, to defend one's home, to defend sb. from harm, to defend a theory.

"Protect" implies the use of a covering not to admit what may injure, or destroy, or harmfully affect: to protect one's eyes from the sun, to protect from danger, to protect from enemies.

One defends what is attacked, but protects what is weak.

"Guard" implies standing watch at or over for the sake of defence. It usually connotes vigilance, force and strength: to guard a camp, to guard one's life, to guard one's reputation.

defence n – 1) a defending against attack. They fought in defence of liberty.

2) sth. that defends. The army built defences along the coast.

defenceless adj – having no defence. He was defenceless.

defensible adj – that can be defended or shown to be right. This theory is defensible.

defensive adj – defending. There are defensive weapons.

4. **alarm** v – to give a warning or feeling of danger to, to cause anxiety to. He was alarmed to find the house empty.

alarm n – 1) a signal that is a warning of danger: a fire alarm, to sound an alarm, to give (raise) the alarm. He blew his bugle to sound the alarm.

2) a sudden fear caused by possible danger. The village was filled with alarm when the river started to flood.

alarmist n – a person who raises alarms with little cause. Don't worry, he's an alarmist.

alarming adj – frightening. There has been an alarming increase in traffic deaths.

5. **face** v – 1) to have the face turned toward. Please face the class.

2) to meet or oppose with boldness or courage. We are ready to face danger.

3) to put another material on the surface. The court house is faced with marble.

face out – to confront and cope with a difficult situation. In such a matter as this, no one can help you. You will have to face it out alone.

face up to – to recognize and deal with, honestly and bravely. You have to face up to the fact that you are no longer young.

face n – 1) the front part of the head. Her face is beautiful.

2) surface or side: the face of the earth, the face of a playing card.

3) dignity or reputation. If you go there, you might lose face.

Phrases: *to bring two persons face to face* – to bring them together so that they confront one another. The two politicians were brought face to face.

to look sb. in the face – to look at sb. steadily. I was unable to look him in the face.

to make a face – to make a grimace. Don't make a face.

in (the) face of – before. What could he do in the face of all these difficulties?

on the face of it – as far as can be seen. On the face of it everything seemed to be all right.

to have the face to do sth. – to be bold or impudent. He had the face to say such a thing.

6. **shy** adj – 1) easily frightened: a shy animal.

2) not easy with other people: a shy girl.

Synonyms: *bashful, diffident, modest*

"Shy" implies a shrinking from the notice of others. He was shy and awkward with women.

"Bashful" implies shyness as is displayed in awkward behaviour. The little girl was too bashful to greet them.

"Diffident" implies a self-distrust and lack of self-confidence. I'm a much more diffident person than you are.

"Modest" implies an unassuming manner in one who, because of ability or achievement, might be expected to assert himself or herself strongly. The hero was very modest about his great deeds.

7. **oblige** v – 1) to force to do sth. because the law, one's conscience, etc. demands it. His religion obliges him to fast on these days.

2) to make feel as if one owes sth. because of a favour or kindness received. I am much obliged for your help.

3) to do a favour for. Please oblige me by coming along.

obliging adj – ready to do favours. She is an obliging woman.

8. **sign** v – 1) to write one's name on. Please sign the contract to make it legal.

2) to hire by getting to sign a contract. The baseball club signed five new players.

sign away – to pass to another (one's property, right, interests, one's freedom, liberty). Be careful, you might sign away your rights.

sign off – to sign fit for work (after an illness), to cease employment, to end a letter. I had to go to work but the doctor wouldn't sign me off.

sign on – to undertake work by signing contract (for a job, for a voyage). Blank has signed on to play for the Rovers this season.

sign up – to hire or be hired, to enlist. The sailor signed up for a voyage to India.

sign n – 1) a symbol. Black is worn as a sign of grief.

2) a board, a card, etc. put up in a public place. The sign said "No smoking".

3) anything that tells of the existence or coming of sth. Red spots on the face may be a sign of measles.

signature n – a person's name written by himself. I am sorry, I don't see his signature here.

9. **empty** v – 1) to make or become empty. The auditorium was emptied in ten minutes.

2) to take out or pour out. Empty the dirty water into the sink.

3) to flow out, to discharge. The Nile empties into the Mediterranean.

empty adj – 1) having nothing or no one in it, vacant: an empty jar, an empty house.

2) without real meaning, vain: empty pleasures, empty promises.

Synonyms: *vacant, blank*

"Empty" means having nothing in it. How vast the great hall looked now that it was empty.

"Vacant" means lacking that which appropriately or customarily occupies or fills it: a vacant apartment, a vacant position. They have made a clever move in offering the vacant post.

"Blank" means having nothing printed (written) on paper: blank paper, a blank sheet of paper, a blank page. It also means having a space not filled: a blank spot (space), a blank wall.

"Empty", "vacant", "blank" in the figurative use have different shades of meaning.

"Empty" means lacking worthwhile thoughts, ideas or knowledge: the empty head (mind), an empty word (promise).

"Vacant" means unthinking: a vacant mind.

"Blank" means having no ideas or notions: a blank memory, a blank mind.

10. **object** v – 1) to dislike or disapprove. Mother objects to my reading in bed.

2) to protest. Jane objected that the prices were too high.

object n – 1) a thing. The black object is her purse.

2) a person or thing toward which one turns his thoughts, feelings or actions. She is the object of his affection.

3) a goal, purpose. Music is his object in life.

objection n – 1) a feeling of dislike or disapproval. I have no objection to that plan.

2) a reason for disliking or disapproval. My main objection to this climate is its dampness.

objectionable adj – likely to be objected. There is an objectionable smell in the room, don't you feel it?

objective adj – 1) not having or showing a strong opinion for or against sth. A judge must remain objective.

2) actually existing. Is pain an objective experience?

objective n – sth. that one tries to reach, goal, purpose. Good knowledge was his first objective.

11. aim v – 1) to point a gun or to direct a blow or remark. He aimed the dart at the target's centre. She aimed the insult at her brother.

2) to have as one's goal or purpose. We aimed at complete victory.

aim n – 1) the aiming of a weapon at a target. My aim is blocked by the tree.

2) intention, object or purpose. His chief aim in life is to help others.

Synonyms: *purpose, goal, target, design*

"Aim" implies a clear definition of that which one hopes to do; it implies a clearly defined intention and actions by which it may be reached. His aims are honourable.

"Purpose" implies a more settled determination: to answer one's purpose, to serve one's purpose, to achieve (gain) one's purpose. For what purpose do you want it.

"Goal" implies struggle or sufferings without complaining of hardships at attainment of it: a goal to strove for, the goal of one's desires.

"Target" has the meaning "an object to be aimed at in shooting" or "an object of ridicule or criticism". The book will be the target of bitter criticism.

"Design" may suggest careful ordering, calculating or scheming and stresses intended effect: to carry out one's design, with a design, by design. My design was to go to London.

Phrase: *to take aim* – to point at a target. And then he took aim.

aimless adj – without aim or purpose. He led a vagabond's aimless life.

I VOCABULARY EXERCISES

1. Consult a dictionary and practise the pronunciation of the following words:

Tragedy, gross, lieutenant, ostracize, intrigued, gallantry, cannon, bollard, bizarre, crinoline, oblivion, trite, profile, horizon, squall, demure, trespass, borough, hypocrisy, hysteria, lance, mystery, sordid.

2. Explain the polysemy of the words and phrases in italics and then translate the sentences.

1. He *abandoned* his wife and went away with all their money. 2. The search was *abandoned* when night came. 3. They were waving their arms with *abandon.* 4. Can animals *think?* 5. Who do you *think* murdered the old lady? 6. I can't *think* what his name is. 7. I *thought* as much. 8. What do you *think* of this plan? I was going to go, but I *thought better* of it. 9. The fort can't be *defended* against an air attack. 10. I have always *defended* my beliefs. 11. He spoke in *defence* of justice. 12. The government has increased its spending *on defence.* 13. Trees are a *defence* against the wind. 14. They have only *defensive* weapons. 15. Children are very often *defenceless.* 16. Are these views *defensible?* 17. The whole world is *alarmed* by these events. 18. When the people in the street noticed the clouds of smoke coming out of the window, they gave the *alarm.* 19. The mother rushed out of the house *in alarm* when she heard her son crying loudly in the yard. 20. I didn't hear the *alarm clock.* 21. There is nothing to panicky about, it was a false *alarm.* 22. The news was *alarming.* 23. He's often subject to panic, an *alarmist* that's what he is. 24. The house *faces* the park. 25. I couldn't *face* another day at work so I pretended to be ill. 26. The brick house was *faced* with stone. 27. She *pulled a long face.* 28. We climbed the north *face* of the mountain. 29. They seem to have disappeared *off the face of the earth.* 30. He was afraid of risking failure because he didn't want to *lose face.* 31. *In face of* the opposition we couldn't adopt this decision. 32. I have never seen him *face to face.* 33. He wouldn't say rude things about her *to her face.* 34. *On the face of* it I didn't seem so awful. 35. When the children met the Queen, they were too *shy* to speak. 36. He's not ill; he's just *work-shy.* 37. He felt *obliged* to leave after such an unpleasant quarrel. 38. Could you *oblige* me by opening the window. 39. He said it with an *obliging* smile. 40. She *signed* her name on the cheque. 41. The football team has *signed* two new players. 42. Written music uses lots of *signs.* 43. Pay attention to the road *signs.* 44. Swollen ankles can be a *sign* of heart disease. 45. She put her finger to her lips as a *sign* to be quiet. 46. I don't see your *signature.* 47. There are three

empty houses in our street. 48. I don't believe you, these are only *empty* promises. 49. The room *emptied* very quickly. 50. He *emptied* out all his pockets onto the table. 51. Do you *object* to smoking? 52. I wanted to climb the hill, but Bill *objected* that he was too tired. 53. This statue is an *object* of admiration. 54. The *object* of his visit was to open the new hospital. 55. Money is *no object* with me. 56. No one voiced an *objection.* 57. What are your *objections?* 58. There are *objectionable* people and their behaviour is *objectionable* too. 59. You can't disregard *objective* facts. 60. A teacher must be *objective.* 61. What is the *objective* of your plan. 62. He *aimed* the gun carefully. 63. I *aim* to be a writer. 64. The factory must *aim* at increased production. 65. The hunter took *aim* at the lion. 66. What is the *aim* of your life? 67. I fear it is an *aimless* project.

3. Paraphrase the sentences using the vocabulary items under study.

1. The order was given to leave the sinking ship. 2. They no longer had any hope. 3. He has given himself up completely to passion. 4. You should not be hasty before doing that. 5. The child believed there was no harm in plucking flowers in your garden. 6. I can't imagine what you mean. 7. I never expected to see you here. 8. She is considering the possibility of emigrating to Canada. 9. We have a hundred and one things to take into account before we can decide. 10. He has a high opinion of the scientist. 11. What a foolish idea! I hope you'll recondsider it. 12. You should guard the child from harm. 13. He made a long speech in support of his ideas. 14. There are not only the weapons of offence but also the other way round. 15. People used to build strong walls round their towns as a means of protecting them. 16. The prisoner used no arguments to contest the accusation. 17. His arguments were not convincing. He was in a state of defence. 18. This event aroused people to a sense of danger. 19. A warning signal was sent out that the house was on fire. 20. He jumped up in fear. 21. Everybody had a feeling of danger that war might break out. 22. You know he is a man who raises alarms with little cause. 23. This seems to be a dangerous piece of news. 24. Turn round and look in my direction. 25. Turn right round / to the left / right (US military commands). 26. He showed no fear at the time of danger. 27. They will cover the wall with concrete. 28. The two politicians were brought to confront each other in a TV interview. 29. How can you let yourself be seen in public after the way you behaved last time? 30. The boy openly defied public disapproval. 31. I shall tell him openly what I think of him. 32. He's not self-conscious at all with women. 33. Animals and birds are easily frightened. 34. The law requires that the parents should send their children to school. 35. They were compelled to sell their house in order to pay their debts. 36. Can you

give me your pen? 37. We have neighbours willing to help us. 38. Please write your name on the dotted line. 39. The policeman let them know that they should stop. 40. We know a lot of mathematical symbols. 41. There are special traffic symbols for a speed limit, a bend in the road, etc. 42. There is a special language which uses the movement of the hand, head, etc. instead of words. 43. There was nothing in the box. 44. The story is full of meaningless words. 45. Remove what is inside the pail. 46. The Rhone flows into the Mediterranean. 47. The water flows out slowly. 48. He is opposed to our going on foot. 49. He stood up and made a protest in strong language. 50. I'm against being treated like a child. 51. Tell me the names of the things in this room. 52. She moved on with no aim in life. 53. He aims at earning fame. 54. I hope we'll succeed in what we want to achieve. 55. Opposition to the plan will be listened to sympathetically. 56. There was an unpleasant smell in the basement. 57. They operate only with real facts. 58. These conclusions are not influenced by personal feelings or opinions. 59. All our purposes were accomplished. 60. He pointed his gun at the bear, fired and missed. 61. Harry has an intention to become a doctor. 62. He did not hit the target. 63. What do you want to do or be in life?

4. Choose the word that best completes each sentence.

1. When the fire got out of control, the captain told the sailors to … the ship. 2. They … all hope of finding the child. 3. He … himself to grief. 4. People were shouting and cheering in gay … 5. She … long and hard before coming to a decision. 6. I don't … she'll come. 7. I can't … why she married him. 8. … how big and varied the world is. 9. We didn't … we'd be this late. 10. What do you … of the government's latest offer to the teachers? 11. The country cannot be … against a nuclear attack. 12. They … their goal with great skill. 13. How can you … the killing of animals for scientific research? 14. He possesses the art of self … 15. He spoke in … of justice. 16. The … of the city are strong. 17. She said in her …, that she had not seen the "No Parking" sign. 18. The … have/has asked for an adjournment. 19. His behaviour was perfectly … 20. They use … tactics. 21. The government is … by the dramatic increase in violent crime. 22. There is no cause for … 23. I raised the … as soon as I saw the smoke. 24. What time shall I set the … (clock) for? 25. Don't be so …, everything's under control. 26. She turned to … the newcomer and introduced herself. 27. We'll have to … the facts – we simply can't afford a holiday this year. 28. The main difficulty that … us today is of supplying food to those in need. 29. He knew he'd never get away with it so he decided to … the music and give himself up to the police. 30. She wore

a surprised expression on her … 31. When he was told he couldn't go to the Zoo, he pulled a long … 32. England saved … by getting a goal in the last minute to draw the match. 33. I don't know how you can have the … to see her after all the lies you've told. 34. In the … of great hardship, she managed to keep her sense of humour. 35. He wouldn't be so rude to her … 36. What I saw was only her … smile. 37. Falling profits … them to close the factory. 38. Could you … me with a match? 39. I'd be … if you stopped interfering. 40. … here, please! 41. The documents are ready to be … 42. The local football team has … a new goalkeeper. 43. Crowns, stars, and stripes are … of military rank. 44. Don't ring the bell yet; wait until I give the … 45. There are … that the economy is improving. 46. I could see no … of life in the deserted town. 47. They returned her cheque because she hadn't put her … on it. 48. I see your glass is …; can I fill it up? 49. I won't have my children going to school on an … stomach. 50. Her protest was an … gesture, she knew it would have no effect. 51. The police made him … out his pockets. 52. He … the rubbish into plastic bags. 53. I'd like to open the window, if no one … 54. They … on religious grounds. 55. What's that little black …? 56. She has become an … of pity. 57. The … of his visit was to open the new hospital. 58. If no one has any …, I'll declare the meeting closed. 59. The only … is that she can't drive. 60. Everybody was shocked at his … behaviour. 61. The paper gives an … analysis of the political situation. 62. Try to be more … about it. 63. We have succeeded in our main … 64. I … at the door but hit the window. 65. The factory must … for an increase in production. 66. His … was very good. 67. The project was set up with the … of helping young unemployed people.

5. Explain the nuances between the synonyms in the given sentences.

A. *to defend, to protect, to guard*

1. You will never have to defend the country from aggression. 2. I think the danger is very small. And there's always my age to protect me. 3. These soldiers are guarding the camp.

B. *shy, bashful, diffident, modest*

1. He was shy and disliked parties. 2. The boy was too bashful to ask her to dance. 3. He was a serious young man, diffident and withdrawn. 4. In spite of the honours the scientist received, he remained a modest man.

C. *empty, vacant, blank*

1. The birds had gone and their nest was empty. 2. There was only one vacant bed in the hospital ward. 3. These blank spaces are to be filled in.

D. *aim, purpose, goal, target, design*

1. But also we can read such books with another aim. 2. The purpose of this index is to group together words that are more or less synonymous. 3. She had fixed an unmoving eye on her ultimate goal and had proceeded towards it until her purpose was accomplished. 4. The boy was made the target of his stepfather's anger and scorn. 5. Believe me or not, but he carried out his design.

6. Fill in the appropriate synonyms.

A. *to defend, to protect, to guard*

1. I … myself with a stick. 2. His invention was … by a patent. 3. You must … your reputation yourself, no one else will do it.

B. *shy, bashful, diffident, modest*

1. None the less she was … and hence recessive. 2. The little girl was too … to greet them. 3. She was … at mentioning his name. 4. He was … about looking at her. 5. Young girls must be … in speech, dress and behaviour.

C. *empty, vacant, blank*

1. After his departure the house seemed to her … 2. Take a … sheet of paper and write everything down. 3. There were a few … seats in the carriage.

D. *aim, purpose, goal, target, design*

1. The … of Elizabethans was to attain complete realism. 2. Some philosophers make this last state of complete self-satisfaction their … 3. You roll over, turn back, then over again, curl your legs up, stretch them out, push your hands under the pillow, then take them out, all to no …: sleep will not come. 4. Mutual friends and acquaintances used her as a … for the remarks. 5. I don't know how it came about: by accident or by …

7. Translate the following sentences paying attention to the phrasal verbs "think", "face", "sign" + a particle.

A. 1. He said to himself … I must consider the whole question calmly; I must think it out. 2. She was left alone to think over the sudden and wonderful events of the day. 3. He must have thought that up as an excuse for speaking to her.

B. 1. He faced the matter out in spite of severe questioning. 2. Every young father has to face up to his responsibilities.

C. 1. Do you understand that you have just signed away your freedom for the next twenty years. 2. I'd better sign off now or I shall miss the collection

of the post. 3. Rabboe had been with the firm since he was fourteen, having signed on as an apprentice. 4. Many men sign up for the army because they can't get ordinary jobs.

8. Fill in the particles completing the verbs "think", "face" and "sign".

A. 1. Have you thought … the best method? 2. Think it … and let me have your decision tomorrow. 3. How did you think … such a clever way out of difficulty?

B. 1. You will have to face the committee … and explain your actions. 2. She is too young to face … to the truth about her father.

C. 1. The British government is not about to sign … its control of the island without proper arrangements for its political future. 2. After ten years, at last I decided to sign … and go into business by myself. 3. If you join the army you have to sign … for at least three years. 4. How many students have you signed … for this course?

9. Paraphrase the sentences using the phrasal verbs "think", "face", "sign" + a particle.

A. 1. That needs careful consideration. 2. Please reflect upon what I've said. 3. There's no knowing what he'll devise next.

B. 1. He refused to give away and carried it through with courage. 2. He had to accept the depressing possibility of the creature's death.

C. 1. He had to give up his rights and property. 2. "Have you written the letter?" "I am ending it." 3. The firm concluded an agreement to employ fifty more workers last week. 4. The seaman agreed to be employed for a voyage to New York.

10. Respond to the following using the phrasal verbs "think", "face", "sign" + a particle.

A. 1. Why is it difficult to think out a good plan? 2. How much time do you need to think over before you give an answer. 3. What do you first have to do, if you want to write down your ideas?

B. 1. What do you say if you are going to cope with a difficulty all by yourself? 2. What do young mothers have to do?

C. 1. Why are people sometimes compelled to sign away their property? 2. What do you say when you end a letter? 3. What must one do if he or she wants to sign a contract? 4. What do some young people do if they can't find a permanent job?

11. Learn the phrases listed right after the text and interpret their meaning in the sentences from the text.

1. It's too far to tell. 2. If she springs on you I shall defend you and prove my poor gallantry. 3. … Her hair was pulled tight back inside the collar of the black coat – which was bizarre, more like a man's riding-coat than any woman's coat that had been in fashion those past forty years. 4. … But it was equally plain that that was out of oblivion, not knowledge of the latest London taste. 5. The couple moved to where they could see her face in profile … 6. There came a strong gust of wind, one that obliged Charles to put his arm round Ernestina's waist to support her … 7. Without quite knowing why, perhaps to show Ernestina how to say boo to a goose, he stepped forward as soon as the wind allowed. 8. My good woman, we can't see you here without being alarmed for your safety. 9. It was certainly not a beautiful face, by any period's standard or taste. 10. There was no artifice there, no hypocrisy, no hysteria, no mask; and above all, no sign of madness.

12. Make up sentences on each phrase.

13. Make up and act out situations in which these phrases would be appropriate.

14. Give the English equivalents for:

pamest, atstāt, nodoties, ļauties izmisumam; nepiespiestība, jūtu uzplūds, aizrautīgi dziedot, aizmiršanās;

domāt, pārdomāt, būt augstās domās, uzskatīt par nesvarīgu, labi apdomāt, man šķiet, es tur nesaskatu nekā ļauna, tā arī es domāju; pārdomājiet, pirms jūs piekrītat; domāt tikai par darīšanām;

aizstāvēt, aizsargāt, atbalstīt uzskatu, aizstāvēt (jur.); aizsardzība, pretgaisa aizsardzība, nocietinājumi, aizstāvība (jur.); neaizsargāts, aizstāvams, aizstāvāmā pilsēta, attaisnojams; apsūdzētais, aizstāvis; aizsardzība, aizsargāties, aizstāvēšanās karš, veikt aizsardzības pasākumus;

sacelt trauksmi, izziņot trauksmi, satraukt; trauksme, trauksmes signāls, ugunsgrēka trauksme, satraukums; modinātājpulkstenis, satraucošs, panikas cēlējs;

atrasties pretī, būt pavērstam pret, spītēt briesmām, nevairīties no faktiem; apšūt, pārsegt; seja, vaibstīties, saglabāt vienaldzīgu sejas izteiksmi, savilkt skābu seju, spriežot pēc ārējā izskata; auduma labā puse, zemes virsa, ciparnīca, uzdrošināties pateikt, mest kādam kaut ko acīs, vaigu vaigā, izturēties izaicinoši, par spīti, par spīti briesmām, zaudēt savu labo slavu, rādīt apmierinātu seju, glabāt savu labo slavu, stingri pretoties;

bikls, kautrīgs, izvairīties, bailīgs, tramīgs;

piespiest, būt spiestam kaut ko darīt, pakalpot, iepriecināt ar dziesmu, esmu jums ļoti pateicīgs; pakalpīgs, laipns;

parakstīt, parakstīties, dot zīmi; zīme, dot zīmi, pazīme, slimības simptoms, laikmeta iezīmes, neizrādīt ne mazākās dzīvības pazīmes, izkārtne, ceļazīmes;

tukšs, tukšas ielas, tukši solījumi, just izsalkumu, tukšā dūšā, bezsaturīgs; iztukšot, ietecēt;

iebilst, protestēt; objekts, priekšmets, mērķis, nesasniegt savu mērķi, attālumam nav nozīmes; iebildums, necelt iebildumus, celt iebildumus, just nepatiku; nepatīkams, apstrīdams, nepieņemams; mērķis, objektīvs, reāls, objektivitāte;

censties sasniegt, augstu mērķēt; mērķēt, tēmēt; censties sasniegt; mērķis, sasniegt savu mērķi, netrāpīt mērķī, nesasniegt savu mērķi; bezmērķīgs.

15. Speak on the following topics employing the acquired vocabulary items:

1) abandoning hope;
2) abandoning oneself to despair;
3) thinking before one acts;
4) defending one's country;
5) upholding something that is under attack;
6) fighting in defence of liberty;
7) giving (raising, sounding) an alarm;
8) being filled with alarm;
9) facing danger;
10) bringing two persons face to face;
11) making a face;
12) having the face to do something;
13) being shy with other people;
14) obliging somebody to do something;
15) being obliged to do something;
16) signing documents;
17) emptying something into something;
18) objecting to something;
19) one's goal or purpose (object);
20) having no objection to something;
21) being objective;
22) aiming at something;
23) one's chief aim in life.

16. Translate into English.

1. Protams, tas nav viegli, bet vai tāpēc vajadzētu ļauties izmisumam. 2. Visi ir augstās domās par šo jauno politiķi. 3. Kāpēc gan nē, es tur nesaskatu nekā ļauna. 4. Atkal tu neesi nopircis avīzes. Tā arī es domāju, ka tevi tās nemaz neinteresē. 5. Labi visu pārdomājiet, pirms jūs piekrītat. 6. Es domāju, ka jums nenāksies viegli atbalstīt viņa uzskatus. 7. Šeit vēl ir saglabājušies iepriekšējā kara nocietinājumi. 8. Apsūdzētais varēja vienīgi paļauties uz tiesnešu objektivitāti. 9. Tiklīdz izcēlās ugunsgrēks, ugunsdzēsības dienests izziņoja trauksmi. 10. Lielā satraukumā viņš atvēra noliktavas durvis. 11. Spītējot briesmām, viņš pārpeldēja plato un auksto upi. 12. Zēns visādi vaibstījās, taču meitenēm smiekli nenāca. 13. Kaut gan viņa bija uztraukta, tomēr saglabāja vienaldzīgu sejas izteiksmi. 14. Uzzinājis, ka viņam būs jāiet uz veikalu, Jānis savilka skābu seju. 15. Spriežot pēc ārējā izskata, viņa pasākumi noris diezgan labi. 16. Es šaubos, vai viņa uzdrošināsies to pateikt savam priekšniekam. 17. Un tad viņi sastapās vaigu vaigā. 18. Jaunais cilvēks izturējās izaicinoši, laikam viņš neapzinājās stāvokļa nopietnību. 19. Es negribu zaudēt savu labo slavu. 20. Jūs esat tik laipns, es esmu jums ļoti pateicīga. 21. Viņa deva zīmi, ka laiks bija doties ceļā. 22. Mašīnas notriektais cilvēks neizrādīja ne mazākās dzīvības pazīmes. 23. Ir pilnīgi skaidrs, ka tie ir tikai tukši solījumi. 24. Zāles jādzer pirms ēšanas (tukšā dūšā). 25. Daugava ietek Rīgas jūras līcī. 26. Tā viņš arī nesasniedza savu mērķi. 27. Tā kā neviens necēla iebildumus, rezolūcija tika pieņemta. 28. Šis likumprojekts šķiet ļoti nepatīkams. 29. Ja kādam jābūt objektīvam, tad pirmām kārtām tam jābūt tiesnesim. 30. Viņš augstu mērķē, bet galu galā tas nav nemaz slikti. 31. Ko viņa cenšas sasniegt? 32. Mednieks izšāva, bet netrāpīja mērķī.

II TEXT EXERCISES

1. Answer the questions.

1. Whom did Charles and Ernestina notice? 2. What did they say about the woman they saw? 3. What did the woman wear? 4. What did Charles do to attract the woman's attention? 5. What did the woman do after that? 6. What did she look like? 7. What did Charles think of her look? 8. What did Ernestina do? 9. What did Charles say to Ernestina?

2. Enlarge upon the following:

1. Once again they walked on. 2. Ernestina peered and all she could see was a dark shape. 3. It must be poor Tragedy. 4. They went closer to the

figure. 5. Charles made some trite and loud remark. 6. There came a stronger gust of wind. 7. She turned to look at him. 8. It was not a pretty face. 9. Again and again afterwards, Charles thought of that look as a lance. 10. The woman said nothing. 11. Ernestina plucked Charles's sleeve.

3. Retell the text and then give its summary.

4. Make up and act out the dialogues between:

1) Two women about Tragedy;
2) Charles and Ernestina about Tragedy;
3) Charles and Ernestina about life in a small village;
4) Charles and Ernestina about weather;
5) Charles and Ernestina about Tragedy's clothes and appearance;
6) Two fishermen about Charles and Ernestina;
7) Tragedy and her friend about their life;
8) Tragedy and her friend about Charles and Ernestina;
9) Charles and his friend about Tragedy;
10) Ernestina and her friend about Charles and Tragedy.

5. Pick out lexical items bearing on weather, clothes and appearance. Make up your own stories using these lexical items.

6. Speak on the plot, setting, composition and theme of the text.

7. Speak on the method of character drawing employed in the text.

8. Analyse the general peculiarities of the text (dialogue, descriptions, romantic atmosphere, etc.).

9. Say what impression the text has produced on you. Try to motivate your answer.

III DISCUSSION EXERCISES

1. Answer the following questions.

1. What is the difference between love and friendship? 2. Why are men and women sometimes abandoned by their friends? 3. Why do girls sometimes jilt their boy-friends? 4. How do you understand the phrase "a devoted friend"? Give some examples. 5. How do you understand the phrase "out of sight, out of mind"? 6. Do former friends forget each other very soon? Why or why not? 7. Do you agree that marriage is less respected nowadays than it used to be? 8. Why are marriages continuing to get younger? Give pros and cons. 9. Why do some people remain single? 10. What can you say about the relationships in the young married families?

11. What are the problems of the young married couples? 12. Tolerance is a very important quality in marriage? What other qualities are as important? 13. Why are there so many divorces? 14. What is your idea of married life?

2. Comment on the following:

1. One friend in life is much, two are many, three are hardly possible. (H. B. Adams) 2. Greater love has no man than this, that a man lay down his life for his friends. (Bible) 3. Forsake not an old friend; for the new is not comparable to him; a new friend is a new wine. (Bible) 4. Have no friends not equal to yourself. (Confucius) 5. If I had to choose between betraying my country and betraying my friend, I hope I should have the guts to betray my country (E. M. Forster) 6. If a man does not make new acquaintances as he advances through life, he will soon find himself alone. (S. Johnson) 7. A true friend is the most precious of all possessions and the one we take the least thought about acquiring. (La Rochefoucauld) 8. To me, fair friend, you never can be old. (W. Shakespeare) 9. My God defend me from my friends; I can defend myself from enemies. (Duc de Villars) 10. The holy passion of friendship is so sweet and steady and loyal and enduring in nature that it will last through a whole lifetime, if not asked to lend money. (M. Twain) 11. Love teaches even asses to dance. (Anonymous) 12. It is impossible to love and be wise. (F. Bacon) 13. But love is blind, and lovers cannot see the pretty follies that themselves commit. (W. Shakespeare) 14. Who can give law to lovers? Love is a greater law to itself. (Boethias) 15. It's love that makes the world go round. (W. S. Gilbert) 16. Men have died from time to time, worms have eaten them, but not for love. (W. Shakespeare) 17. The course of true love never did run smooth. (W. Shakespeare) 18. Love knows nothing of order. (St. Jerome) 19. Absence makes the heart grow fonder. (T. H. Bayly) 20. One word frees us of all the weight and pain in life: that word is love. (Sophocles)

3. Read the following stories (texts) and discuss the problems of love, devotion and the act of making friends.

A. G. MIKES. ON MARRIAGE

Marriage is different from love. It is a good institution but I must add that a lot depends on the person you are married to.

There is no such thing as a good wife or a good husband – there is only a good wife to Mr. A or a good husband to Mrs. B. If a credulous and gullible woman marries a pathological liar, they may live together happily to the end of their days – one telling lies, the other believing them. A man

who cannot live without constant admiration should marry a "God, you are wonderful!" type of woman. If he is unable to make up his mind, he is right in wedding a dictator. One dictator may prosper in marriage: two are too many.

The way to matrimonial happiness is barred to no one. It is all a matter of choice. One should not look for perfection, one should look for the complementary half of a very imperfect other half.

If someone buys a refrigerator, it never occurs to him that it is a bad refrigerator because he cannot play grammophone records on it; nor does he blame his hat for not being suitable for use as a flower-vase. But many people who are very fond of their stomach marry their cook or a cook – and then blame her for being less radiantly intelligent and witty than George Sand. Or a man may be anxious to show off his wife's beauty and elegance, marry a mannequin and be surprised to discover in six months that she has no balanced views on the international situation. Another marries a girl only and exclusively because she is seventeen and is much surprised fifteen years later to find that she is not seventeen any more. Or again if you marry a female book-worm who knows all about the gold standard, Praxiteles and Kepler's laws of planetary motions, you must not blame her for being somewhat less beautiful and temperamental than Marilyn Monroe. And if ladies marry a title or a bank account, they must not blame their husbands for not being romantic heroes of the Errol Flynn type.

You should know what you are buying. And as long as you do not play records on your refrigerator and not put bunches of chrysanthemums into your hat, you have a reasonable chance of so-called happiness.

(Abridged)

B. A BRIDE BY INVOICE

A Jamaican merchant, having made a fortune, decided he needed a wife, and wrote out an order for one from London.

"Seeing that I have taken a resolution to marry, and that I do not find a suitable match for me here, do not fail to send, by next ship, a young woman of a middle stature, and well proportioned; her face agreeable, her temper mild, her character blameless, and her constitution strong enough to bear the climate. If she arrives, as above-said, I agree to marry her within fifteen days."

The London agent, after many inquiries, found a lady fit for the purpose in a young person of a reputable family, of good humour, and of a polite education, well-shaped, and more than tolerably handsome.

This gentleman went on board a ship bound for Jamaica, well provided with a certificate endorsed by the correspondent. She was also included in the invoice, which ran thus: "A maid twenty-one years of age, of the quality, shape, and condition as per order."

The writings which were thought necessary for so exact a man as the future husband were an extract from the parish register; a certificate of her character, signed by the curate; an attestation of her neighbours, setting forth that she had, for the space of three years, lived with an old aunt, who was intolerably peevish, and that she had not, during all that time, given her said aunt the least occasion of complaint; and, lastly, the goodness of her constitution, by four eminent physicians.

The merchant, one of the foremost on the pier at the lady's landing, was charmed to see a handsome person, who having heard him called by this name said: "Sir, I have a bill of exchange upon you. I beg the favour you will be pleased to pay it."

At the same time she gave him his correspondent's letter, on the back of which was written: "The bearer of this is the spouse you ordered me to find you."

"Ha, Madam," said the merchant, "I always meet my bills. I shall reckon myself the most fortunate of men if you allow me to discharge this one."

"Yes, Sir," she replied with a modest blush, "and willingly. We had several persons of honour on board who know you. They spoke so well of you that I regard you in the highest esteem."

This interview was in a few days followed by the nuptials, which were very magnificent. The new-married couple were satisfied with their happy union, made by a bill of exchange, which turned out one of the most fortunate that had happened in the island for many years.

C. A MARRIAGE OFFER OF 200 YEARS AGO

When I see you, on your gravity and looks I conclude you to be a suitable wife for me. My first, when I saw her, told me that she intended to marry; being weary of boarding, she would have a house and table of her own. If you should be sick, no one would be so tender to you as a husband.

My last wife had seven hundred pounds ready cash. She brought me a silver tankard cost three pounds more, and twelve silver spoons, and as many suits of grave silks which cost above forty pounds, and were laced with gold and silver up to the pocket-holes; the best of these I save for you.

My father gave me about twelve hundred pounds besides my education. I have been a good husband, and settled my family. My eldest son has a living of about 120 pounds per ann. a minister. My second son has two places, and teaches school. They have been over two years on their own. My third son is married, he is a confectioner and grocer, selling tea, chocolate and coffee, which he roasts. He had 800 pounds with his wife; and now eighty pounds a year has come to her by her brother's death.

D.

This is a very sentimental story about a dog. It is the sort of stories British people love.

Bobby was a small farm dog who lived many years ago. For years he worked in the country and took care of the sheep with his master Jack. Bobby was very devoted to his master.

When Jack was too old to work, he went away and lived his last years in the city. Bobby didn't want to live on the farm without his master. He ran away and went to the city to find his old friend. He looked for him in many places and at last found Jack. After that Bobby didn't leave him.

Jack was very poor and ill. But sometimes he went to the pub and took Bobby with him. The landlord of the pub liked the friendly little dog and often gave him some food.

One day old Jack died and nobody saw Bobby for some time. Then the landlord of the pub saw him near his house and as usual gave him some food. Bobby took the food and ran away.

After that the landlord gave Bobby food many times and every time Bobby took the food and ran away.

One day the landlord went after him. Bobby took him to the town cemetery. There the landlord found that the dog lived on the grave of his old master. He was there every day in good weather and bad.

Soon everybody in the city knew about Bobby. Many people visited him in the cemetery and many children made friends with him. He lived for a long time – until he was 22 years old. When he died, they buried him in that cemetery and put up a statue on his grave with the name and dates of the small dog's life.

E. THE FIRST FOUR MINUTES

When do people decide whether or not they want to become friends? During their first four minutes together, according to a book by Dr Leonard Zunin. In his book "Contact. The First Four Minutes" he offers this advice

to anyone interested in starting new friendship: "Every time you meet someone in a social situation, give him your undivided attention for four minutes. A lot of people's whole lives would change if they did just that."

You may have noticed that the average person does not give his undivided attention to someone he has just met. He keeps looking over the other person's shoulder, as if hoping to find someone more interesting in another part of the room. If anyone has ever done this to you, you probably did not like him very much.

When we are introduced to new people, the author suggests, we should try to appear friendly and self-confident. In general, he says: "People like people who like themselves."

On the other hand, we should not make the other person think we are too sure of ourselves. It is important to seem interested and sympathetic, realizing that the other person has his own needs, fears, and hopes.

Hearing such advice, one might say: "But I am not a friendly, self-confident person. That's not my nature. It would be dishonest for me to act that way."

In reply, Dr. Zunin would claim that a little practice can help us feel comfortable about changing our social habits. We can become accustomed to any changes in our personality. "It's like getting used to a new car. It may be unfamiliar at first, but it goes much better than the old one."

But isn't it dishonest to give the appearance of friendly self-confidence when we don't actually feel that way? Perhaps, but according to Dr. Zunin, "total honesty" is not always good for social relationships, especially during the first few minutes of contact. There is a time for everything, a certain amount of play-acting may be best for the first minutes of contact with strangers. That is not the time to complain about one's health or mention faults one finds in other people. It is not the time to tell the whole truth about one's opinions and impressions.

Much of what has been said about strangers also applies to relationships with family members and friends. For a husband and wife or a parent and a child problems often arise during their first four minutes together after they have been apart. Dr. Zunin suggests that these first few minutes together should be treated with care. If there are unpleasant matters to be discussed, they should be dealt with later.

The author declares that interpersonal relations should be taught in every school, along with reading, writing and mathematics. In his opinion, success in life depends mainly on how we get along with other people. That is at least as important as how much we know.

Mozaika Angielska 1977. N 6. P. 4-5.

4. Read the poems, serious and humorous, and discuss the ideas expressed in them.

A. H. W. LONGFELLOW. THE ARROW AND THE SONG

I shot an arrow into the air –
It fell to earth, I knew not where;
For so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air –
It fell to earth, I knew not where;
For who has sight so keen and strong
That it can follow the flight of a song?

Long, long, afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

B. THOMAS HOOD. TO A FALSE FRIEND

Our hands have met, but not our hearts;
Our hands will never meet again.
Friends, if we have ever been,
Friends we cannot now remain:
I only know I loved you once,
I only know I loved in vain.
Our hands have met, but not our hearts;
Our hands will never meet again.

C. J. THOMSON. GIFTS

Give a man a horse he can ride,
Give a man a boat he can sail;
And his rank and wealth, his strength and health,
On sea nor shore shall fail.

Give a man a pipe he can smoke,
Give a man a book he can read:
And his home is bright with a calm delight,
Though the room be poor indeed.

Give a man a girl he can love,
As I, O my love, love thee;

And his heart is great with the pulse of Fate
At home, on land, on sea.

D. W. BLAKE. LOVE'S SECRET

Never seek to tell thy love,
Love that never told can be;
For the gentle wind does move
Silently, invisibly.

I told my love, I told my love,
I told her all my heart;
Trembling, cold, in ghastly fears,
Ah! she did depart!

Soon as she was gone from me,
A traveller came by,
Silently, invisibly:
He took her with a sigh.

E. O. NASH. A WORD TO HUSBANDS

To keep your marriage brimming,
With love in the loving cup,
Whenever you're wrong, admit it;
Whenever you're right, shut up.

F. W. SHAKESPEARE. ALL THE WORLD'S A STAGE

All the world's a stage,
And all the men and women merely players:
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse's arms;
And then the whining school-boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths, and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,

In fair round belly with good capon lin'd,
With eyes severe, and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slipper'd pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well sav'd, a world too wide
For his shrunk shank; and his big manly voice
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange history,
Is second childishness, a mere oblivion, –
Sans teeth, sans eyes, sans taste, sans everything.

5. Interpret the English proverbs and find their equivalents in Latvian.

1. Before you make a friend eat a bushel of salt with him.
2. The best of friends must part.
3. Better an open enemy than a false friend.
4. Better lose a jest than a friend.
5. He that has a full purse never wanted a friend.
6. A hedge between keeps the friendship green.
7. Out of sight, out of mind.
8. Among friends all things are common.
9. Lend your money and lose your friend.
10. Know your own faults before blaming others for theirs.
11. We soon believe what we desire.
12. What must be must be.
13. Take the rough with the smooth.
14. Love cannot be forced.
15. Love conquers all.

6. Make up and act out situations using the proverbs.

7. Give your own examples illustrating stories of love and friendship. They may be based on your own experience or taken from books or films.

UNIT SEVEN

G. B. SHAW (1856–1950)

THE SERENADE

George Bernard Shaw, a playwright, critic and novelist, was born in Dublin. After leaving school he went with his mother, a singer, to London in 1876. An active interest in socialism was added to his love of literature and music. In 1884 he joined the Fabian Society.

With the generous aid of W. Archer B. Shaw obtained work as a journalist and became an outstanding music critic and then drama critic. His first publications were novels "Cashel Byron's Profession" (1886) and "An Unsocial Socialist" (1887). However, B. Shaw leapt into fame when he began writing plays. They include: "Widower's Houses" (1892), "Mrs. Warren's Profession" (1893), "The Philanderer" (1893), "Arms and the Man" (1894), "Candida" (1897), "The Devil's Disciple" (1897), "The Man of Destiny" (1897), "Man and Superman" (1905), "Major Barbara" (1905), "Pygmalion" (1913), "Heartbreak House" (1920), "Saint Joan" (1923), "The Apple Cart" (1929) and several others.

His social, political and ethical opinions are on display in the wonderfully lively prefaces to his published plays as well as in such works as "Common Sense about the War" (1914), "How to Settle the Irish Question" (1917), "The Intelligent Woman's Guide to Socialism and Capitalism" (1928).

I celebrated my fortieth birthday by one of the amateur theatrical performances for which my house at Beckenham is famous. The piece, written, as usual, by myself, was a fairy play in three acts; and the plot turned upon the possession of a magic horn by the hero, a young Persian prince. My works are so well known that it is unnecessary to describe the action minutely. I need only remind the reader that an important feature in the second act is the interruption of a festival by the sound of the horn, blown by the Prince in the heart of a loadstone mountain in which he has been entombed by a malignant fairy. I had engaged a cornist from the band of my regiment to blow the horn: and it was arranged that he should place himself, not upon the stage, but downstairs in the hall, so that the required effect of extreme distance should be produced.

The entertainment began pleasantly. Some natural disappointment

was felt when it became known that I was not to act; but my guests excused me with perfect good humour when I pleaded my double duty as host and stage manager. The best seat in the auditorium was occupied by the beautiful Linda Fitznightingale. The next chair, which I had intended for myself, had been taken (rather coolly) by Porcharlester of the 12th, a young man of amiable disposition, and of some musical talent, which enables him to make the most of a somewhat efeminate baritone voice which he is weak enough to put forward as a tenor.

As Linda's taste for music approaches fanaticism, Porcharlester's single accomplishment gave him, in her eyes, an advantage over men of more solid parts and mature age. I resolved to interrupt their conversation as soon as I was at leisure. It was some time before this occurred; for I make it a rule to see for myself that everything needed at the performances in my house is at hand in its proper place. At last Miss Waterloo, who enacted the heroine, complained that my anxiety made her nervous, and begged me to go to the front and rest myself. I complied willingly, and hastened to the side of Linda. As I approached, Porcharlester rose, saying, "I am going to take a peep behind: that is, if non-performers may be admitted."

"Oh, certainly," I said, glad to be rid of him. "But pray do not meddle with anything. The slightest hitch –"

"All right," he said, interrupting me. "I know how fidgety you are. I will keep my hands in my pockets all the time."

"You should not allow him to be disrespectful to you, Colonel Green," said Linda, when he was gone. "And I feel sure he will do no end of mischief behind the scenes."

"Boys will be boys," I replied. "Porcharlester's manner is just the same to General Johnston, who is quite an old man. How are your musical studies progressing?"

"I am full of Schubert just now. Oh, Colonel Green, *do* you know Schubert's serenade?"

"Ah! a charming thing. It is something like this, I think. Diddledi-dum, deediddledi-dum, deedum, deediddledy-day."

"Yes, it is a little like that. Does Mr. Porcharlester sing it?"

"He tries to sing it. But he only appears to advantage when he sings trivial music. In nothing that demands serious sentiment, depth of feeling, matured sympathy, as it were –"

"Yes, yes. I know you think Mr. Porcharlester flippant. Do you like the serenade?"

"Hm! well, the fact is – Do you like it?"

"I love it. I dream of it. I have lived on it for the last three days."

"I must confess that it has always struck me as being a singularly

beautiful piece of music. I hope to have the pleasure of hearing justice done to it by your voice when our little play is over."

"*I* sing it! Oh, I dare not. Ah! here is Mr. Porcharlester. I will make him promise to sing it for us."

"Green," said Porcharlester with ill-bred jocosity: "I don't wish to disturb you groundlessly; but the fellow who is to play the magic horn hasn't turned up."

"Good Heavens!" I exclaimed. "I ordered him for half-past seven sharp. If he fails, the play will be spoilt."

I excused myself briefly to Linda, and hurried to the hall. The horn was there, on the table. Porcharlester had resorted to an infamous trick to get rid of me. I was about to return and demand an explanation, when it occurred to me that, after all, the bandsman might have left his instrument there at the morning rehearsal, and had perhaps not come. But a servant whom I called told me that the man had arrived with military punctuality at half-past seven, and had, according to my orders, been shown into the supper room joining the hall, and left there with a glass of wine and a sandwich. Porcharlester, then, had deceived me. As the servant returned to his duties, leaving me alone and angry in the hall, my attention was curiously arrested by the gleaming brass curves of the instrument on the table. Amid the inanimate objects around me the horn seemed silent and motionless in a way apart, as though, pregnant with dreadful sound, it were consciously biding its time for utterance. I stole to the table, and cautiously touched one of the valves with my forefinger. After a moment I ventured to press it down. It clicked. At a sound in the supper room I started back guiltily. Then the prompter's bell tinkled. It was the signal for the cornist to prepare for his cue. I awaited the appearance of the bandsman with some shame, hoping that he would not discover that I had been childishly meddling with his instrument. But he did not come. My anxiety increased: I hurried into the supper room. There, at the head of the table, sat the soldier, fast asleep. Before him were five decanters empty. I seized his shoulder and shook him violently. He grunted; made a drunken blow at me; and relapsed into insensibility. Swearing, in my anger, to have him shot for this mutiny, I rushed back to the hall. The bell rang again. This second bell was for the horn sound. The stage was waiting. In that extremity I saw but one way to save the piece from failure. I snatched up the instrument; put the smaller end into my mouth; and puffed vigorously through it. Waste of breath! not a sound responded. I became faint with my exertions; and the polished brass slipped through my clammy hands. The bell again urgently broke the ruinous silence. Then I grasped the horn like a vice; inflated my lungs; jammed the mouth-piece against my lips

and set my teeth until it nearly cut me; and spat fiercely into it. The result was a titanic blast. My ears received a deafening shock; the lamp glasses whirred; the hats of my visitors rained from their pegs; and I pressed my bursting temples between my palms as the soldier reeled out, pale as though the last trumpet had roused him, and confronted the throng of amazed guests who appeared on the stairs.

PHRASES

1. to produce the required effect
2. to excuse sb. with perfect good humour
3. a young man of amiable disposition
4. to make the most of sth.
5. to approach fanaticism
6. to give an advantage over sb.
7. to make it a rule to do sth.
8. to be at hand in its proper place
9. to get rid of sb.
10. to do no end of mischief
11. as it were
12. to relapse into insensibility.

VOCABULARY ITEMS

1. **act** v – 1) to perform on the stage, to play the part of. She acted Juliet.

2) to behave like. He always acts the fool.

3) to behave. Please act like a gentleman.

4) to do sth. Because of the emergency, we must act immediately.

Synonyms: *to do, to perform*

"Do" is the most general word. It implies any activity. I did all I could to help.

"Act" implies performing actions or functioning, doing sth.: to act immediately, to act on advice (on suggestion), to act as guides (interpreters).

"Perform" implies an act or process which calls for skill or responsibility. It implies processes that are lengthy, or making great demands, or ceremonial in character: to perform a dance, to perform an experiment, to perform an operation.

"Perform" and "do" are interchangeable, but "perform" is used in more formal situations.

act n – 1) a thing done. It was an act of bravery.

2) an action. She was caught in the act of telling a lie.

3) a law. It is an act of Congress.

4) one of the main divisions of a play, opera, etc. The first act of "Hamlet" has five scenes.

action n – 1) the doing of sth. An emergency calls for quick action.

2) behaviour (pl.): the actions of a coward.

3) the effect produced by sth.: the action of a drug.

4) a combat, battle. He was wounded in action.

5) a law suit. They will have to bring an action against him.

acting adj – taking over another's duties for a while. While the mayor was ill, the law director was acting mayor.

2. **go** v – 1) to move along. Go ten miles down the road.

2) to fail. His hearing is going.

3) to turn out. Our plans went wrong.

4) to become. He went mad.

5) to be worded. How does the poem go?

6) to begin, to take part. Will you go to college?

go about (with) – 1) to keep company with. You oughtn't to go about like this with this man.

2) to pass from person to person (of rumours, stories, news, etc.). The story is going about the town.

go along – (imper.) be off!; to move forward, to accompany. Go along with you! I meditated as I went along.

go at – to attack. They went at each other with their fists.

go back on – to fail to keep (one's word, promise, confession, etc.). Go back on what I've said? Not if I lose my life.

go by – to be guided by (appearance, directions, people's faces). Don't go by people's faces.

go down – 1) to go to the country, to a place regarded as less important. I shall go down to the country for the week-end.

2) to set (of sun, moon). The sun had gone down.

3) to go lower (of prices), to deteriorate (of things). Prices are not expected to go down.

4) to be remembered or recorded (in history). I can't see why he shouldn't go down in legend and song.

go in for – 1) to enter for, to take part (competition, examination). She was always going in for competitions.

2) to take an interest in. Everybody goes in for sports nowadays.

go into – 1) to be busy with. I'll go into the matter.

2) to examine carefully. Your proposal will be carefully gone into.

go off – 1) to cease. The pain went off after three treatments.

2) to be fired (of fire-arms or explosives). The explosive went off.

3) to become worse, to fade (of goods, food, colour, beauty, looks, etc.). She faded, lost her looks and went off.

4) to take place, to succeed. The performance went off well.

go on$_1$ – to go further, to pass. How time goes on!

go on$_2$ – to behave in a strange and shameful way. He got up and went on awful.

go out – 1) to leave home for employment. Did she go out to service?

2) to retire, to leave office. The government will go out in six months.

3) to cease to be fashionable. Long shirts are gradually going out.

4) to step burning. Suddenly the lamp went out.

go over – 1) to change one's party or religion. She has gone over to the Conservative Party.

2) to study or repeat carefully. Go over the lesson again.

3) to examine carefully. They went over the accounts.

go round – 1) to pay a visit. I went round to see him last night.

2) to spread (of news, rumours, whispers, etc.). The shocking news went round quickly.

3) be enough (of food, drinks or money). There aren't enough apples to go round.

go through – 1) to discuss or examine carefully (work, look, passage, papers, etc.). It took him very little time to go through all my precious work.

2) to endure. And that is the sort of ordeal she had to go through for months.

go under – to be ruined. The man went under and sank to the last stage of degradation.

go up – 1) to go to town from the country. I am going up to town this afternoon.

2) to rise, to increase (prices, rents, death – or birth rates, temperature,

etc.). The prices were going up.

go with – to take the same view. I can't go with you in everything you say.

go without – to endure the lack of sth. There is no butter in the house, so we must go without.

3. **resolve** v – 1) to decide. I resolved to tell him.

2) to make clear, to solve. The problem was resolved.

3) to decide by vote. It was resolved at the meeting to raise our club dues.

4) to change, to turn into. The conversation resolved itself into an argument.

resolve n – fixed purpose, intention. His resolve to be a teacher was backed by his parents.

4. **strike** v – 1) to hit by giving a blow. John struck him in anger.

2) to make a sound by hitting some part. The clock struck one.

3) to set on fire by rubbing: to strike a match.

4) to attack. A rattlesnake makes a noise before it strikes.

5) to hit one's mind or feeling. The idea just struck me.

strike in – to interrupt (remark, question, suggestion, etc.). "Forgive me," struck in Mr. Jones.

strike off – to cross out (a name off a list, register). You will be struck off the register.

strike out$_1$ – 1) to aim a blow at. Instinctively he struck out hard at the figure in front of him.

2) to cross out (name, word, passage, etc.). Arthur insisted on weighing and considering each individual case before striking out the name.

strike out$_2$ – to originate (plan, idea, path, line of one's own). She struck out a new path.

strike up – 1) to start playing (of musicians, land, orchestra, etc.). The land struck up the Regimental March.

2) to start rapidly or casually. She struck up an interesting friendship with the young man.

strike n – 1) act of striking (oil, etc.) in the earth. It was a lucky strike.

2) the act of stopping work. There were numerous strikes in coalmines.

Phrases: *to be (out) on strike* – striking. The workers are on strike.

to come (go) on strike – to start striking. The farmers went out on strike.

a general strike – a strike by workers in all or most trades. A general strike is most unlikely in the near future.

strike-breaker n – a worker coming in to take the place of a striker. He didn't want to become a strike-breaker.

5. **excuse** v – 1) to be a proper reason or explanation for. That was a selfish act that nothing will excuse.

2) to forgive. Please excuse my interrupting you.

3) to set free from some duty or promise. The busy teacher was excused from serving on the jury.

4) to allow to go or leave. You may be excused from the table.

Synonyms: *to forgive, to pardon*

"Excuse" means to be free from blame or from penalty without denying the imputed action. Love can excuse anything except meanness.

"Forgive" means to cease to bear anger or resentment towards.

The difference between "excuse" and "forgive" is that "to excuse" is to overlook some usually slight offence, but "to forgive" is applied to excusing more serious offences. An injury forgiven is better than injury revenged.

"Pardon" is to free from the penalty for an offence. Opposite of "pardon" is "to punish".

The difference between "excuse" and "pardon" is that we excuse commonly what relates to ourselves, we pardon offences against a rule, law, morals. Pardon me for interrupting you. Pardon my intrusion.

excusable adj – that can or should be excused: an excusable error.

6. **seize** v – 1) to take hold of in a sudden, strong or eager way. They seized the weapons and began to fight.

2) to capture, to arrest. The criminal was seized.

3) to take over by force. The troops seized the port.

4) to attack, to strike. He was suddenly seized with a fit of sneezing.

seizure n – 1) an act of seizing by force or the authority of the law: Seizure of contraband by customs officers.

2) sudden attack of apoplexy, heart attack. The effect of the seizure was fatal.

7. **send** v – 1) to cause to go or be carried. Send him home for the book.

2) to put into some condition. The noise sent him out of his mind.

send away – to dismiss (servant, cook). The servant was sent away.

send down – 1) to cause to fall, to lower (prices, temperature). The storm sent the temperature down.

2) to expel a student from a university (for misconduct, etc.). The Dean sent down the two young men after their misbehaviour on Guy Fawkes' Night.

send in – 1) to enter for an exhibition (drawing, painting). That's a good drawing – why don't you send it in?

2) to hand in a document. Applications should be sent in before September.

send off – 1) to dispatch (goods, parcels, letters, luggage, etc.). Stephen sent off a telegram.

2) to see off. Many of his friends went to the airport to send him off.

send on – to forward, to send in advance. I'm not going until tomorrow, but I've already sent on my luggage.

send out – 1) to distribute (letters, notices, invitations, etc.). He sent out a number of letters to his friends.

2) to give off (heat, light). The sun sends out light and heat.

3) to put forth (shoots, buds). The trees send out new shoots in spring.

send up – to cause to rise. The unusually severe winter in the South is sure to send up the prices of oranges.

8. **beg** v – 1) to ask for charity or as a gift. The tramp begged for food at the farmhouse door.

2) to ask as a favour. He begged me not to tell the secret.

3) to ask for in a polite way. I beg your pardon.

Synonyms: *to request, to entreat, to beseech, to implore*

"Beg" implies humbleness or earnestness in asking for sth. and is often used in polite formulas. I beg to differ.

"Request" is to ask politely or formally. You are requested not to smoke here.

"Entreat" implies the use of all the persuasive power at one's command. A father may entreat a son to be more diligent for his own sake.

"Beseech" suggests fervour or passion in the asking and connotes anxiety over the outcome.

"To beseech" is a word which belongs rather to the language of poetry. She was baseeching the doctor to save her husband.

"Implore" is stronger still, suggesting desperation or great distress. The prisoner implored pardon.

beggar n – a person who begs or is very poor. We usually give some money to beggars.

9. **press** v – 1) to squeeze, to push against: to press a doorbell.

2) to push closely together, to crowd. Thousands pressed into the arena.

3) to iron. I pressed my trousers.

4) to squeeze out: to press oil from olives.

5) to hug, to embrace. He pressed the child in his arms.

6) to force. She pressed the gift on her friend.

7) to trouble or worry by a lack of sth. She is pressed for money.

press n – 1) a pressing or being pressed. The press of business kept him away for a time.

2) a machine by which sth. is pressed: a cider press.

3) short for "printing press".

4) newspapers, magazines, etc. The President meets the press on Tuesday.

pressure n – 1) a pressing or being pressed: the pressure of the foot on the brake.

2) a condition of trouble: to be overcome by the pressure of his grief.

3) influence or force to make someone do something. Bill's parents brought pressure to bear on him to return to college.

4) urgency: a news story written under pressure of time.

5) the force pressing against a surface: air pressure.

10. **rush** v – 1) to move, send, take, etc. with great speed. They rushed him to a hospital.

2) to act in haste. She rushed into marriage.

3) to force into hasty action. Don't rush me!

rush n – 1) a rapid movement, haste, bustle. I don't like the rush of city life.

2) an eager movement of many people to get to a place: the rush to California for gold.

3) a sudden demand: a rush for raincoat, the Christmas rush.

the rush-hour n – when crowds of people are travelling to or from work in a large town. We are caught in the rush-hour traffic.

11. require v – 1) to be in need of. Most plants require sunlight.
2) to order, to command, to insist upon. He required us to leave.

Synonyms: *to demand, to claim*

"Demand" is to ask with authority. They demanded obedience.

"Require" suggests a pressing need inherent in the nature of a thing or the binding power of rules and laws. Aliens are required to register.

"Claim" implies a demanding of something as allegedly belonging to one: to claim a throne.

requirement n – sth. required or needed. Does he meet the requirements for the job.

12. meddle v – 1) to busy oneself in sth. without being asked to do so. Don't meddle in my affairs.
2) ~ with – to interfere. Who has been meddling with my papers?

meddler n – a person who meddles. He is such a meddler.

meddlesome adj – fond of interfering. She is a meddlesome person. Be careful!

I VOCABULARY EXERCISES

1. Consult a dictionary and practise the pronunciation of the following words:

serenade, amateur, minutely, loadstone, entomb, malignant, auditorium, efeminate, baritone, tenor, fanaticism, heroine, fidgety, trivial, flippant, jocosity, infamous, rehearsal, punctuality, pregnant, cautiously, valve, cue, decanter, relapse, mutiny, extremity, vigorously, exertion, titanic, palm, throng.

2. Explain the polysemy of the words and phrases in italics and then translate them.

1. Oliver is *acting* tonight. 2. The council must *act* before more people are killed on that dangerous road. 3. She *acted* on suggestion. 4. A trained dog can *act* as a guide to a blind person. 5. The report said that the doctor had *acted* correctly. 6. Does the drug take long to *act* on the pain? 7. That would be a foolish *act.* 8. Parliament has passed an *act* banning the drug. 9. Hamlet kills the king in *Act 5* Scene 2. 10. The next *act* will be a snake

charmer. 11. We must take *action* before it is too late. 12. *Actions* are more important than words. 13. Today we'll study the *action* of the heart. 14. The *action* took place in a mountain village. 15. Many were killed *in action.* 16. If he doesn't pay us soon, we will have to bring an *action* against him. 17. Can I borrow your car – mine's *out of action.* 18. Our director is in hospital, but the *acting* director can see you. 19. It's late. I must be *going.* 20. Which road *goes* to the station? 21. The roots of the plant *go* deep. 22. She *went* red in the face and rushed out angrily. 23. When the crops fail, the people *go* hungry. 24. My voice is *going* because of my cold. 25. There weren't enough beds, but the matter was *resolved* by making George sleep on the floor. 26. He *resolved* to work hard. 27. Parliament has *resolved* that taxes should be increased. 28. You should show more *resolve* to stop smoking. 29. She *struck* him in the face. 30. We must *strike* a blow for freedom. 31. He *struck* a light. 32. The clock *struck* 12. 33. How does the room *strike* you? 34. That *strikes* me as a good idea. 35. They were *struck dumb* with fear. 36. The union *struck* for better working conditions. 37. They *struck* oil under the sea. 38. We should be able *to strike a bargain.* 39. Please *excuse* my bad handwriting. 40. Nothing can *excuse* his violent behaviour. 41. Can I be *excused* from football practice today? 42. He said, "*Excuse* me", when he stepped on my foot. 43. I think you understand that it is *inexcusable.* 44. He *seized* my hand. 45. She *seized* the chance of a trip abroad. 46. At last they succeeded in *seizing* the town. 47. The weapons were *seized* by the police. 48. She was *seized* by a desire to be a singer. 49. If you need money, I'll *send* it to you. 50. *Send* for a doctor! 51. The news *sent* the family into great excitement. 52. The explosion *sent* glass flying everywhere. 53. He lives by *begging.* 54. Can I *beg* a favour of you? 55. She *begged* me to stay. 56. I *beg* to point out that your facts are incorrect. 57. A *beggar* stopped me and asked for some money. 58. *Press* this button to start the engine. 59. To make wine, first you *press* the grapes. 60. He *pressed* my hand warmly when we met. 61. She *pressed* her guest to stay a little longer. 62. The power of the *press* is very great. 63. They have bought a new *cider press.* 64. The *pressure* of the water turns this wheel and this is used to make electric power. 65. Low *pressure* often brings rain. 66. We put *pressure* on the government to change this law. 67. He only agreed to leave the country *under pressure.* 68. The *pressure* of work was too great for him. 69. There's plenty of time, we needn't *rush*. 70. Let me think about it and don't *rush* me. 71. I've been *rushed* off my feet all day at the office and I'm tired. 72. We needn't leave yet; what's all the *rush?* 73. I hate shopping during the Christmas *rush* when everyone's buying presents. 74. This suggestion *requires* careful thought. 75. All passengers are *required*

to show their ticket. 76. This shop can supply all your *requirements.* 77. Please stop *meddling* in my business. 78. He was a *meddlesome* old man.

3. Paraphrase the sentences using the vocabulary items under study.

1. The time for talking is past: we must do something at once. 2. The brakes wouldn't function, so there was an accident. 3. The police refused to interfere. 4. She performs very well. 5. Don't be a fool! 6. She's not really crying; she's only pretending. 7. It's a sign of kindness to help a blind man across the street. 8. He was caught while performing the action. 9. What do you call laws made by legislative bodies? 10. The play is divided into several parts. 11. The time has come for doing something. 12. They began to take steps after that. 13. We shall judge you by what you do, not by your promises. 14. She sought judgement against him in a law court. 15. We shall travel there by train. 16. Where do you want to have your piano placed? 17. My clothes can't be fitted into this small suitcase. 18. This road leads to London. 19. He decided that nothing should hold him back. 20. The committee passed by formal vote the decision that the song festival should be held in July. 21. A powerful telescope can convert a nebula into stars. 22. He hit me on the chin. 23. He seized a stick and aimed a blow at me. 24. You should act promptly while action is likely to get results. 25. You have matches. Please give me a light. 26. They discovered oil by drilling. 27. How does the idea impress you? 28. The impression I had was that he was not telling the truth. 29. An idea came to me. 30. Such rudeness can't be overlooked. 31. He was freed from attendance at the lecture. 32. I apologize but I don't think that statement is quite true. 33. They had to take possession of his property for payment of debt. 34. He took hold of the thief by the collar. 35. He saw clearly and used the opportunity. 36. The confiscation of contraband by customs officers was reported in the newspapers. 37. The children were made to go to bed. 38. Mind how you go – you nearly knocked me over. 39. She was so poor that she had to ask for her bread. 40. He asked us not to punish them. 41. The soldier pushed the trigger of his gun. 42. Try to get the juice out of this lemon. 43. The enemy bore heavily on our troops. 44. They demand urgently for an inquiry into the question. 45. I have barely enough money. 46. There are different machines producing wine and cider. 47. The book was favourably reviewed by the newspapers and magazines. 48. The aumount of force exerted continuously is 6 lb to the square inch. 49. The tension of the blood-vessels can be too high or too low. 50. The children ran out of the school gates. 51. They promptly sent troops to the front. 52. The new Bill was quickly pushed through Parliament. 53. I must think things over, so don't force me into hasty action. 54. I don't like the

bustle of city life. 55. He was swept away by the rapid movement of the current and drowned. 56. There is a sudden increase in demand for raincoats. 57. There are hours when crowds of people travel to and from work in large towns. 58. We need extra help. 59. Students are to take three papers in English literature. 60. We must do what they want. 61. Don't busy yourself in politics without being asked to do so. 62. He is fond of interfering in other people's affairs.

4. Choose the word that best completes each sentence.

1. A trained dog can … as a guide to a blind person. 2. He … as if he'd never seen me before. 3. I can't take her seriously because she always seems to be … 4. This despicable … will not go unpunished. 5. This right wing group is responsible for several … of terrorism. 6. The drug was banned by … of parliament. 7. I caught him in the … of reading my private letters. 8. The police had to take firm … to deal with the riots. 9. His suicide attempt was the … of a desperate man. 10. … speak louder than words. 11. Many were killed in … 12. If he doesn't pay us soon we'll have to bring an … against him. 13. I left my pen on the desk and now it's … 14. She's … grey. 15. The company has … bankrupt. 16. Should a murder … unpunished? 17. Ready, steady, …! 18. The roots of the plant … deep. 19. The tune … something like this. 20. There weren't enough beds; but the matter was … by George sleeping on the sofa. 21. Once she has … on doing it, you won't get her to change her mind. 22. The committee … on appointing a new secretary. 23. Her encouragement and support strengthened our … 24. The mountaineer was … on the head by a falling stone. 25. Lightning … in several places but no one was hurt. 26. They were … dum with amazement. 27. The clock has just … 28. After months of successful work we … some difficulties. 29. He was … by her air of confidence. 30. A terrible thought … me – had I locked the door? 31. The whole workforce has gone on … 32. Undoubtedly there will be retaliatory … against enemy bases. 33. There were … similiarities between the two books. 34. Please … me for opening your letter by mistake. 35. Nothing can … lying to your parents. 36. May I be …, miss? 37. … me, but you are completely wrong. 38. The army … power in a coup. 39. He … my hand, shook it, and said how glad he was to see me. 40. He was … with a desire for revenge. 41. The courts ordered the … of all her property. 42. He died of a heart … 43. It will get there quicker if you … it by airmail. 44. The general … his men into battle. 45. The explosion … glass flying everywhere. 46. This noise is … me mad. 47. They … him packing. 48. I don't think it's good living by … 49. She … and … until I said yes. 50. She … me not to tell her parents. 51. I … to differ. 52. I … a coin into the little

girl's hand. 53. The little boy … his nose against the shop window. 54. Before cooking, the pastry must be … flat and thin. 55. Crowds … round her trying to get her autograph. 56. In view of their limited financial resources, we shall not … our claim for compensation. 57. He didn't seem very keen, so I didn't … the point. 58. Time … 59. It's vital to protect the freedom of the … 60. The play had a good … but very few people went to see it. 61. Could you give my trousers a quick …? 62. These gas containers will burst at high … 63. Low atmospheric … often brings rain. 64. We are trying to put ... to bear on the government to change the law. 65. He works best under … 66. The fire engine … past us as we waited at the traffic lights. 67. Don't … your breakfast; you'll get indigestion. 68. I was … into buying these shirts. 69. There was a … for the exits when the film ended. 70. There's been a … to get tickets for the big football game. 71. What's all the …? There's no … 72. Is there anything further you …, sir? 73. The regulations … that all students shall attend at least 90 per cent of the lectures. 74. The refugees' main ... are food and shelter. 75. Candidates who fail to meet these … will not be admitted to the University. 76. You're always … 77. I can't stand … people.

5. Explain the nuances between the synonyms in the given sentences and then translate them.

A. *to do, to act, to perform*

1. I had a lot to do in the office and didn't get off till eight. 2. Slim youths performed the actual work under Henry's directions. 3. It's my duty to act like a reasonable human being.

B. *to excuse, to forgive, to pardon*

1. He was late but the teacher excused him. 2. He had never forgiven Manson for that final remark after the Vidler operation. 3. Pardon me, and kill me not, and so may God pardon thee.

C. *to beg, to entreat, to beseech, to implore*

1. I beg you not to get into danger. 2. Now, what I wish to entreat of you is this – answer questions in the affirmative or negative. 3. I besought him with tears to put an end to the quarrel. 4. She seized her husband's arm imploring, distraugnt with terror.

D. *to require, to demand, to claim*

1. He demanded compensation for the damage done. 2. Did you claim on the insurance after your car accident? 3. His health requires that he should go to bed early.

6. Fill in the appropriate synonyms.

A. *to do, to act, to perform*

1. Who … the cooking in this house? 2. These young girls will … as interpreters today. 3. She stood aside in triumph to let Poirot enter, then … a rapid introduction.

B. *to excuse, to forgive, to pardon*

1. I'd leave a letter for my father, telling him all about it – telling him how ashamed I was and begging him to … me. 2. He was driven to … a step, which is not possible to justify. 3. Falsehood is not … even in a child.

C. *to beg, to entreat, to beseech, to implore*

1. And then the man began to … for mercy. 2. Soon I heard him earnestly … me to be composed. 3. Did you not beg and … me to bring you in here? 4. Margaret with clasped hands had … them to argue the subject out in her presence.

D. *to require, to demand, to claim*

1. The policeman … his name and address. 2. Every citizen in a democratic country may … the protection of the law. 3. The situation … that I should be present. 4. Does this machine … much attention?

7. Translate the following sentences paying attention to the phrasal verbs "go", "strike", "send" + a particle.

A. 1. There is a tiger going about the country. 2. The story is going about that she might marry soon. 3. You may have some difficulty at first, but you'll find it easier as you go along. 4. They went at each other furiously. 5. He made a promise and he went back on it. 6. You can't always go by appearance; you must have facts to go by. 7. The Miller said he would go down and see little Hans. 8. The sun comes up from the east and goes down to the west. 9. The price of eggs has gone down. 10. He will go down in history as a great statesman. 11. I'm going to go in for an examination. 12. He is going in for collecting stamps. 13. He has gone into business as a merchant. 14. The professor said he would go into the problem in his next lecture. 15. How did the sports meeting go off? 16. The gun went off by accident. 17. The goods went off rapidly. 18. The train went off the rails. 19. Go on until you get to the post-office and then turn left. 20. If you go on like this, you'll be expelled. 21. Many wives are planning to go out to work to keep up living standards. 22. The minister who has just gone out had become unpopular. 23. The fashion of short skirts is going out. 24. The fire has gone out. 25. He has gone over to the

Democrats. 26. Let's go over that lesson again. 27. The engineers went over the machine. 28. I went round to see him last week. 29. There's not enough wine to go round. 30. And soon the whisper went round that the teacher was in a happier mood than they had ever seen him before. 31. Let's go through the argument again. 32. After all he has gone through, he is quite worn out. 33. The firm will go under unless business improves. 34. Let's go up to London. 35. Everything went up except pensions. 36. I can't go with you in everything you say. 37. The poor boy often had to go without supper.

B. 1. He struck in while we were talking. 2. His name has been struck off the list. 3. He lost temper and struck out wildly. 4. He took a pen and struck out two paragraphs from his essay. 5. He struck out as a book seller. 6. The band struck up as the chairman entered. 7. The two boys struck up a friendship.

C. 1. Entries have been sent in from all over the country. 2. All reports must be sent in by the end of the week. 3. He is sending off the manuscript tomorrow. 4. Let's go to the station to send John off. 5. If any letters come, will you have them sent on to me. 6. We can send out invitations and think up a lot of nice games and competitions. 7. Look, the plant is sending out new leaves! 8. The fire sent out a lot of smoke but little damage was caused.

8. Fill in the particles completing the verbs "go", "strike" and "send".

A. 1. The tourists went … London freely. 2. There are whispers going … the city that the Bank is to raise its interest rate again. 3. I'll go … with you to the Park. 4. He went … me like a madman. 5. He is not the sort of man who would go … on his word. 6. I shall go entirely … what my solicitor says. 7. I have to go … to the country to see my aunt. 8. The pill won't go … 9. The silk is going … (is becoming cheaper). 10. He will go … to posterity as a traitor. 11. I am going … for music. 12. I'd like to go … for a more advanced examination if I can. 13. I'll go … the matter tomorrow. 14. I hear their son has gone ... the army. 15. The effect of the drug will go ... after two hours. 16. Jones has gone … with a friend's wife. 17. She went … into a faint. 18. The ball went … badly. 19. The milk has gone … (has turned sour). 20. The beer has gone … and was stale. 21. Suddenly the rocket went … 22. As the months went … he became impatient. 23. What's going … here? 24. Things are going … much as usual. 25. Don't go … like that! 26. He keeps the house and will not go … 27. She still goes … a great deal, even at seventy five. 28. The expression has gone … Nobody uses it today. 29. My cigarette has gone … Strike a match for me,

please! 30. I think you ought to go … to another instrument, you are clearly not suited to the piano. 31. He went … the whole story. 32. He went … the house. 33. "Michael would like to see you some time." "I'll go … tomorrow." 34. There are not enough books to go … 35. There are a lot of colds going … just now. 36. I cannot go … these letters in an hour. 37. He's gone … a great deal in his life. 38. The funds were exhausted and they went … 39. Tomatoes have gone … this week. 40. Will you go … to Riga next week? 41. I do not quite go … you there. 42. He went … food for three days.

B. 1. He struck … and took part in the chorus. 2. His name was struck … the books. 3. He struck … the entry from the ledges. 4. Surrounded by three men who were threatening him, Jim struck … in all directions and soon had them all lying unconcious on the ground. 5. Martin decided to leave the company to strike … on his own as a writer. 6. The hand struck … a tune. 7. He struck … a friendship with the manager.

C. 1. I think it's best to send the boy … to school, he's getting no proper education here. 2. There were many reasons for sending him … 3. Bad weather has sent the ticket sales … 4. The examination is very difficult; I don't send students … (for it) until they are fully prepared. 5. Have you sent your article … to the magazine yet? 6. I'd like to send the parcel … by early post. 7. Many thanks for sending … those odds and ends so promptly. 8. I'll send … some more money as soon as I have some. 9. You can send … a call for help over the radio. 10. This hole in the cave wall sends … a strange noise when the wind blows in a certain direction. 11. That piece of cake will send your weight … 12. The students used to enjoy themselves by sending … the teacher's manner of speaking (making fun of it).

9. Paraphrase the sentences using the phrasal verbs "go", "strike", "send" + a particle.

A. 1. The rumour is circulating that John and Mary are getting married. 2. Is it dangerous to walk bare-headed when it's raining? 3. They kept up their spirits by singing one song after another as they continued their trip. 4. The two women lost their tempers and attacked each other tooth and nail. 5. I promised that I'd help you, didn't I? Well, I'm not going to retract it. 6. Please don't judge by what I say! My taste in films is not very reliable. 7. As the sun set the whole sky became suffused with a red glow. 8. It's a strange thing prices are always increased. They are never reduced. 9. Every word uttered in court was recorded for future reference. 10. He entered as a contestant for too many events, and so won none. 11. Why

don't you have collecting antiques as your hobby? 12. Nothing would induce me to join the family business. 13. Please don't spend too much time examining the details of your case. 14. Aunt Ellen had the operation this morning and it was quite successful. 15. As soon as the baby has fallen asleep, we'll be able to relax and watch television. 16. The bomb-disposal squad worked feverishly to defuse the bomb before it could explode. 17. The milk was fresh this morning, but now it's sour. 18. The party of explorers decided that they could not continue on their way as darkness was closing in. 19. As the years go by we grow both wiser and sadder. 20. I had just begun to go upstairs when the lights stopped burning. 21. Minishirts ceased to be fashionable years ago. 22. They say the Prime Minister may step down next month. 23. I've examined the statement, and it seems to be in order. 24. The prospective tenants inspected the accommodation, but made no comment except to thank the old lady for her trouble. 25. He defected from his former party and joined the Democrats. 26. There's not enough coffee for everybody. 27. Let's call on Mary. 28. The woman searched every drawer and cupboard in the house, but she could not find the missing silver. 29. After what he suffered from his first wife, you'd think he would have steered clear of marriage for the rest of his life. 30. Poor Donaldson had no head for business, and it was not long before he became bankrupt. 31. Have you seen the paper today? The prices are rising again. 32. Her behaviour when under the influence of alcohol hardly matches her high standards when sober. 33. Millions of the refugees were given food, but thousands had to do without it and died of starvation.

B. 1. "I know where she was," Jane interrupted suddenly. 2. The Law Society ordered that their names be crossed out of the roll of solicitors. 3. The offending parts of the article have been removed. 4. If the animal feels trapped he will aim a blow wildly. 5. He'd begin conversations with people to hear them speak in the local accent. 6. She started playing the first carol on the grand piano.

C. 1. And if that boy comes around distributing trade leaflets again, make him leave and tell him not to come back. 2. Several students were dismissed from the university after incidents during the visit of the Prime Minister. 3. Entries should be submitted by 1st of August. 4. Why haven't you got my letter? I posted it last week. 5. The whole family arrived on the quayside to bid him farewell. 6. The damage to the truck would keep us busy for at least an hour, and we asked the boys to go ahead of others to explain that we would be late back to camp. 7. The oil-lamp emitted a gentle beam when you touched the knob. 8. The children distributed invitation cards.

9. The trees are putting forth new leaves. 10. Any increase in production costs will cause prices to rise.

10. Respond to the following using the phrasal verbs "go", "strike", "send" + a particle.

A. 1. Would you enjoy going about in a city you are visiting for the first time? 2. What principles should parents go by in bringing up children? 3. What's going on in the world? Have you heard the latest news? 4. Do you often go down to the country on Sunday? 5. What kinds of sport do you go in for? 6. Do you usually go over the papers after you've written them? 7. What films go down well with the cinema-goers? 8. Why do some people go at each other? 9. What should you do if you want the party you are giving to go off well? 10. Will you go on with the treatment if it hasn't done you any good? 11. What do you do with food if it has gone off slightly? 12. What would you do if the light went out all of a sudden? 13. Did your family go through a lot of hardships during the economic crisis? 14. When do prices go up or down? 15. Why should you go through the propositions carefully if you want to decide between the two? 16. How long can a man go without food? 17. What do white shoes go well with? 18. When would a customs officer go through one's personal effects very thoroughly? 19. Who are you particularly keen on going out with? 20. Why do many young people go up to cities in summer?

B. 1. Is it polite to strike in when two other persons are talking? 2. Why are names struck off a list or register? 3. What do some people strike out for? 4. What must you do if you want to strike out a new path? 5. When does a band strike up a march? 6. Is it easy or difficult for you to strike up a new friendship?

C. 1. When are students sent away from classes? 2. What can a sudden cold storm do? 3. If you want to take part in an exhibition, what should you do? 4. When are applications to be sent in, if you want to become a student? 5. What must you send off if you want to inform your friend of something as quickly as possible? 6. What is the synonym for the phrasal verb "see off"? 7. When is luggage sent on? 8. How many days in advance should invitations be sent out? 9. What does the sun send out? 10. What do plants do in spring? 11. What can cause the sending up of prices?

11. Learn the phrases listed right after the text and interpret their meaning in the sentences from the text.

1. … And it was arranged that he should place himself, not upon the stage, but downstairs in the hall, so that the required effect of extreme distance should be produced. 2. … My guests excused me with perfect

good humour when I pleaded my double duty as host and stage manager. 3. The next chair, which I had intended for myself, had been taken (rather cooly) by Porcharlester of the 12th, a young man of amiable disposition, and of some musical talent, which enables him to make the most of a somewhat efeminate baritone voice … 4. As Linda's taste for music approaches fanaticism, Porcharlester's single accomplishment gave him, in her eyes, an advantage over men of more solid parts and mature age. 5. … I make it a rule to see for myself that everything needed at the performance in my house is at hand in its proper place. 6. "Oh, certainly," I said, glad to be rid of him. 7. And I feel sure he will do no end of mischief behind the scenes. 8. In nothing that demands serious sentiment, depth of feeling, matured sympathy, as it were –. 9. He grunted; made a drunken blow at me; and relapsed into insensibility.

12. Make up sentences on each phrase.

13. Make up and act out situations in which these phrases would be appropriate.

14. Give the English equivalents for:

darboties, būt par tulku, tēlot, izlikties par muļķi, tēlot lomu, rīkoties kāda vietā, skābes iedarbojas uz metāliem, sekot padomam; darbība, rīcība, laipnība, pieķert kādu notikuma vietā, amnestija, parlamenta lēmums, cēliens, stihiska nelaime, izlikties; prezidenta vietas izpildītājs, aktīvā armija, strādājošs modelis; darbība, rīcības komiteja, kopējs pasākums, enerģisks cilvēks, iedarbināt, izvest no ierindas, rīkoties nekavējoties, uzsākt streiku, ierosināt lietu pret kādu, raidīt kaujā, krist kaujā;

iet, braukt uz ārzemēm, kurp ved šis ceļš?, uzvilkt pulksteni, kā norisa eksāmens?, ja viss labi veiksies, mākoņi izklīduši, būt izsalkušam, sabojāties, sajukt prātā, salūzt, tikt pārdotam par lētu cenu;

nolemt, nolemt sekojošo, sadalīties; lēmums, labi nodomi, cildeni darbi;

sist, iesist, uzsist dūri galdā, kuģis uzskrēja uz klints, kokā iespēra zibens, aizdedzināt sērkociņu, atrast naftas avotu, nojaukt telti, viņam ienāca prātā doma, radīt iespaidu, durties acīs, ko jūs par to domājat?, zaudēt redzi, laupīt kādam valodu, vienoties, tumsu pāršķēla gaisma; atradums, streiks, solidaritātes streiks, streikot;

atvainot, atvainoties, attaisnot, vai es drīkstu iziet?, piedodams;

sagrābt, piesavināties ideju, noķert zagli, satvert, izmantot izdevību, saprast lietas būtību, viņu sagrāba bailes; sagrābšana, slimības lēkme, apķīlāšana;

sūtīt, sūtīt sveicienus, paziņot, boikotēt kādu, mest bumbu, raidīt lodi, aizmest, iemidzināt, padarīt kādu traku, padzīt kādu, notriekt kādu no kājām, aiztriekt kādu pie velna, aizraidīt uz viņpasauli;

lūgt, lūgt piedošanu, lūgt atļauju, ubagot, atļaujos nepiekrist, atļaujos piebilst, ziņojam jums, pievienojam; ubags, nekauņa, laimes luteklis, nabags, spītnieks, neveiksminieks, mazuļi, iznireļi;

spiest, piespiest pogu, laiks negaida, spraukties cauri pūlim, gludināt; spiešana, steiga, žurnālisti, iespiešana, sākt iespiest; spiediens, atmosfēras spiediens, piespiest kādu, finansiālas grūtības;

drāzties, izdarīt pārsteidzīgus secinājumus, nesteidzini mani!, viņu sagrāba šausmas, cik viņš jums par to noplēsa?; pieplūdums, asins pieplūdums, zelta drudzis, bruņošanās drudzis, dzīšanās pēc bagātības, steigā, kāpēc tāda steiga?;

prasīt; darīt visu, ko pieprasa; mums vajadzīga palīdzība; prasība, izpildīt kāda prasības, kādi ir viņa noteikumi?;

jaukties, kas ir rakņājies manos papīros?, uzbāzīgs (apnicīgs) cilvēks, uzbāzīgs, apnicīgs.

15. Speak on the following topics employing the acquired vocabulary items:

1) performing on the stage;
2) taking action;
3) something going wrong;
4) resolving to do something;
5) striking somebody in anger;
6) striking a match;
7) an idea striking somebody;
8) going on strike;
9) excusing somebody;
10) excusing somebody from something;
11) seizing a criminal;
12) being seized with a fit of sneezing;
13) sending somebody out of his (her) mind;
14) asking for charity;
15) asking as a favour;
16) pressing through the crowd;
17) pressing one's trousers;
18) pressing something on somebody;
19) being pressed for time or money;
20) bringing pressure to bear upon somebody;

21) being rushed to a hospital;
22) rushing into marriage;
23) liking or disliking the rush of city life;
24) a rush for garments;
25) requiring something;
26) meeting the requirements of something;
27) meddling in somebody's affairs;
28) being a meddlesome person

16. Translate into English.

1. Viņš tikai izliekas par muļķi, īstenībā tāds viņš nemaz nav. 2. Visiem ir zināms, ka skābe iedarbojas uz metāliem. 3. Tagad viņi vairs nespēs izvairīties no atbildības, jo viņus noķēra nozieguma vietā. 4. Rīcības komiteja uzsāka savu darbu pēc nedēļas. 5. Fabrikā izcēlās ugunsgrēks, un daudzas mašīnas tika izvestas no ierindas. 6. Laikam mums būs jāierosina lieta pret viņu. 7. Kaujā krita daudzi jauni cilvēki. 8. "Kurp ved šis ceļš?" – "Cauri mežam un tad tālāk uz tiltu pāri upei." 9. Ja viss labi beigsies, pēc nedēļas mēs jau būsim nokārtojuši visus eksāmenus. 10. Ceļā mašīna sabojājās, un mums vajadzēja meklēt mehāniķi, kas to atkal savestu kārtībā. 11. Šīs vecās grāmatas pārdeva par lētu cenu. 12. Mēs apsveicam viņu cildenos nodomus. 13. Viņš uzsita dūri galdā, pateica vienu vienīgu vārdu "Nē!" un izgāja no kabineta. 14. Kuģis uzskrēja uz klints Anglijas piekrastē. 15. Kokā iespēra zibens, un tas sašķēlās uz pusēm. 16. Nojauciet teltis, un mēs dosimies tālāk ceļā. 17. Viņai prātā ienāca laba doma, ka varētu sarīkot jauku piemiņas pasākumu. 18. Tāda bezkaunība viņai laupīja valodu. 19. Mēs tā arī nespējām vienoties. 20. Vai jūs nevarētu man atļaut nepiedalīties šajā sanāksmē? 21. Viņš izmantoja šo negaidīto izdevību un nopirka veco māju. 22. Man šķiet, ka jūs tā arī neesat sapratuši lietas būtību. 23. Ieraugot kautiņu, viņu sagrāba bailes. 24. Ja tu neizrādīsi nekādu pretimnākšanu, viņi sāks tevi boikotēt. 25. Ar saviem nepamatotajiem priekšlikumiem tu padarīsi mani traku. 26. Skrejošais zēns notrieca veco sievieti no kājām. 27. Esi ar viņu uzmanīgs, viņš vēl tevi aiztrieks pie visiem velniem vai pat aizraidīs uz viņpasauli. 28. Man ļoti žēl, bet es atļaujos nepiekrist. 29. Ak tu laimes lutekli, atkal tev ir veicies! 30. Ko tu pinies ar šo iznireli! 31. Laiks negaida, nekas cits neatliks, kā spraukties cauri pūlim. 32. Grāmatu sāks iespiest jau šovasar. 33. Es neticu, ka viņš tev spēs palīdzēt, jo pats ir finansiālās grūtībās. 34. Nevajadzētu gan izdarīt pārsteidzīgus secinājumus, vispirms būtu jānoskaidro lietas būtība. 35. Nesteidzini mani! Man vēl viss pamatīgi jāpārdomā. 36. Cik viņš jums par to noplēsa? 37. Visi ir lasījuši par zelta drudzi Kalifornijā. 38. Dzīšanās pēc bagātības ir tik raksturīga mūsu

laikmetam. 39. Kāpēc tāda steiga? Mums taču vēl ir daudz laika. 40. Mums vajadzīga palīdzība. Vieni paši mēs netiksim galā. 41. Kas ir jādara, lai apmierinātu viņu prasības? 42. Kas atkal ir rakņājies manos papīros? Tas ir vienkārši neciešami. 43. Turies tālāk no viņa, jo viņš ir tik apnicīgs cilvēks.

II TEXT EXERCISES

1. Answer the questions.

1. How did the author celebrate his fortieth birthday? 2. What piece had the author written? 3. How did the entertainment begin? 4. Who was the best seat occupied by? 5. Who was the next chair taken by? 6. What did the author do before hastening to the side of Linda? 7. What did Porcharlester say to the author? 8. What did Linda and the author speak about? 9. What did Porcharlester inform the author of? 10. Where did the author hurry to? 11. What did the servant tell him? 12. What was the author's attention attracted by? 13. What tinkled then? 14. Why did the author's anxiety increase? 15. Whom did he see in the supper room? 16. Which way did he try to save the piece from failure? 17. What was the result?

2. Enlarge upon the following:

1. I celebrated my fortieth birthday by one of the amateur theatrical performances. 2. The piece written, as usual by myself, was a fairy play in three acts. 3. The entertainment began pleasantly. 4. The best seat was occupied by the beautiful Linda Fitznightingale and the next chair by Porcharlester. 5. I make it a rule to see for myself that everything needed for the performance is at hand in its proper place. 6. I hastened to the side of Linda. 7. I was glad to be rid of Porcharlester. 8. I asked Linda, "How are your musical studies progressing?" 9. Porcharlester returned and said that the fellow who was to play the magic horn had not turned up. 10. I hurried to the hall. 11. The servant told me that the man had arrived with military punctuality. 12. My attention was arrested by the instrument on the table. 13. I hurried into the supper room. 14. I rushed back to the hall. 15. I grasped the horn like a vice and spat fiercely into it. 16. A throng of amazed guests appeared on the stairs.

3. Retell the text and then give its summary.

4. Make up and act out the dialogues between:

1) The author and one of the guests about the celebration;
2) Two guests about the author and his fortieth birthday;

3) Linda and Porcharlester about the author;
4) Miss Waterloo and the author about her being nervous;
5) The author and Porcharlester about his taking a peep behind;
6) Linda and the author about Porcharlester;
7) Linda and the author about her musical studies;
8) The author and Porcharlester about the cornist's not having arrived;
9) The author and the servant about the cornist;
10) The author and the cornist about his being drunk;
11) Two guests about the titanic blast;
12) Linda and Porcharlester about the author's titanic blast;
13) The servant and his friend about the celebration and the author's failure;
14) The author and his friend about Porcharlester's mean act.

5. Pick out lexical items describing a performance, music and relationships between rivals. Make up your own stories using these lexical items.

6. Speak on the plot, setting, composition and theme of the story.

7. Speak on the method of character drawing employed in the story.

8. Analyse the general peculiarities of the story (humour, descriptions, narration, musical terms, etc.).

9. Say what impression the text has produced on you. Try to motivate your answer.

III DISCUSSION EXERCISES

1. Answer the following questions.

1. Are you a lover of music? What music do you prefer: modern or classical? 2. Do you agree that music does not appeal to our senses alone but also to our intellect? 3. Do you agree that music has not merely an aesthetic effect on the listener but also an ethical effect? 4. What are your favourite genres of music and your favourite composers? Try to explain what appeals to you in them. 5. Do you like the opera? How many operas have you seen? What were your impressions? 6. Would you rather go to a symphony music concert or to a pop music show? Why? 7. Why do some people think that symphony music is an incoherent mass of sound? They hold the view that the very length of most classical pieces can send any listener to sleep. 8. Some people like only that kind of music to which they can dance or just talk to their friends. Are you of the same opinion? 9. How

often do you sing songs? 10. What famous performers do you know? 11. Comment on the following: music creates a special spiritual world for the listener which immensely enriches his inner life and makes him happy.

2. Comment on the following:

1. Music, the greatest good that mortals know, and all of heaven we have here below. (J. Addison) 2. The heart of the melody can never be put down on paper. (P. Casalas) 3. What passion cannot music raise and quell? (J. Dryden) 4. If the king loves music, there is little wrong in the land. (Mencius) 5. All art constantly aspires towards the condition of music. (W. Pater) 6. If the music be the food of love, play on. (W. Shakespeare) 7. I am never merry when I hear sweet music. (W. Shakespeare) 8. Our sweetest songs are those that tell of saddest thoughts. (B. I. Shelley) 9. Hell is full of musical amateurs. (G. B. Shaw) 10. Opera … is one of the strangest inventions of Western Man. (K. Clark) 11. If, as is nearly always the case, music appears to express something, that is only an illusion and not a reality. (I. Stravinsky) 12. When there's music, there can be no evil. (Cervantes)

3. Read the following texts and exchange your views on enjoying music, kinds of music and listening to music.

A. DO YOU LIKE MUSIC?

Everybody likes music: some people prefer classical music, others are fond of light music. But are all of them good listeners? One of the most important things is to learn to be a good listener. Only then one can learn to understand music. You may say: "It's very easy! We hear lots of sounds around us." But hearing is not listening. Are we really listening to music on the radio while working, before leaving for school or after coming home after it?

I think not, because our ears take in many other sounds besides music, such as: the noises from outside, some conversations, and a baby's crying. To be a good listener means to listen to music without doing anything else. And that's not very easy. It's necessary to practise it for rather a long time: to sit still and to concentrate on listening. At last it will become a habit.

That's one thing. The other is to read about composers whose music we are interested in, about their works, about the conditions under which those people had to live and create. People often say: "I often go to concerts, as I like music very much." It means that they may go to a concert of chamber or light music, attend a symphony concert, a piano, a

violin or a choir concert. It's all the same for them. Does it mean that they love music if they don't understand it? And what about you?

"Mozaika", No 12, 1973

B. FOLK AND TRADITIONAL SONGS

One fine summer's morning, in 1903, a certain Mr. Cecil Sharp was strolling in the garden of his friend, the vicar of Hambridge in Somerset. He heard a gardener singing a song, one of the loveliest tunes he had ever heard. The gardener did not know where it came from; he had simply learned it as a boy from other people.

The song was a "folk" or "traditional" song called "The Seeds of Love", passed on from one person to another, but never actually written down.

Sharp realized that it should be possible to find other old songs surviving in the memories of ordinary people. He travelled the country on his bicycle and unearthed several hundred songs which we all now know as English folksongs.

Such songs are still being found – even in big industrial towns and ports like Newcastle and Liverpool, old music-hall and public house songs that most people had forgotten.

They will never die now, for they have been recorded and printed. They have had a new lease of life too from young amateur musicians, who have discovered afresh the beauty of these songs which often have such fine words and rousing choruses.

From "The Story of Music"

C. "NEW" MUSIC

The "new" music is several decades old. A whole generation of youth has grown up accustomed to its hard beat, liberated emotionalism, and diverse social messages. A whole new life-style has been evolved, if not because of it, certainly in intimate interaction with it.

This music has changed forms frequently and followed many paths of development since its birth in the fifties. It was in 1954 that the disk-jockey Alan Freed started broadcasting the Negro rhythm-and-blues records to a white teenage audience. Freed called it "Rock-and-Roll", a name he took from the old blues "My Baby Rocks Me with a Steady Roll". Until that time, rhythm-and-blues records were aimed exclusively at blacks. Mostly small southern companies turned them out for local consumption and for export to the northern city ghettos.

The success of this music had a double impact. On the one hand,

white musicians hearing this music for the first time began to imitate it. On the other hand, the black musicians were stimulated by the new market and the threat of competition from such an unexpected source.

The first white rhythm-and-blues number ever recorded was Bill Haley's "Rock Around the Clock". His group, the Comets, followed the black style almost to the letter. The heavier blues beat gave way to a lighter, swifter kind of thing. The big white stars of this moment were Elvis Presley and Chuck Berry.

Some of the white audiences, having tasted the authentic rhythm-and-blues, remained faithful to it; the Negroes probably didn't take the Presleys and Haleys too seriously anyway. There was, then, a sufficiently large audience for black music to afford it an independent life and growth of its own. As it grew, however, it began to change.

The blues rose to an all-time high popularity with the advent of Little Richard, certainly the greatest blues musician to emerge after the birth of rock-and-roll. While his musical style underlined and reinforced the heavy sensual beat of the blues, his music also spoke the new language of the emerging rebellious black youth.

Evolving in a totally different direction was the other great Negro musician of that time, Ray Charles. He was probably the more important of the two. This was probably to his important historical innovation: the synthesis of rhythm-and-blues and Gospel music.

While all this was going on in Black America, rock-and-roll had jumped the Atlantic where it had taken Europe by storm. Not the least of the enthusiastic young imitators of Chuck Berry and Little Richard was a group out of Liverpool, England, who called themselves the Beatles.

After "Habits and Ways in Great Britain and the United States"

D. MUSIC ALL DAY!

Not so many years ago, people could hear only a very limited amount of music and few people ever heard it performed by experts.

Today, by means of the radio, TV or a tape-recorder, we can hear any music we choose from any period, in any style, played by the finest musicians in the world. What is more, with a CD or a tape we can hear it as often as we like, and this has completely changed the part music has taken in our daily lives.

Perhaps we have too much music now – and because it is so easily obtained, we make too little effort to listen to it. An enormous amount of music on radio and tapes is often regarded as just a background to talking, eating or housework. This may make us forget that there is a great deal of

music that is meant to be really listened to with all our attention.

However good recorded music might be, it can never really take the place of a live performance. To be present at an actual performance is half the enjoyment of music. Take every opportunity you can to attend concerts and musical gatherings of every kind. Better still, learn to play something and join in the music-making yourself.

From "The Story of Music"

4. Read the poems and discuss the ideas expressed in them.

A. W. SHAKESPEARE

The man that hath no music in himself,
Nor is not mov'd with concord of sweet sounds,
Is fit for treason, stratagems, and spoils.
The motions of his spirit are dull as night,
And his affections dark as Erebus:
Let no such man be trusted.

B. ST. VINCENT MILLAY

Sweet sounds, oh beautiful music, do not cease!
Reject me not into the world again.
With you alone is excellence and peace,
Mankind made plausible, his purpose plain
Enchanted in your air benign and shrewd,
With limbs a-sprawl and empty faces pale,
The spiteful and the stingy and the rude
Sleep like the scullions in the fairy-tale.

This moment is the best the world can give:
The tranquil blossom on the tortured stem.
Reject me not, sweet sounds! Oh, let me live,
Till Doom espy my towers and scatter them,
A city spell-bound under the aging sun.
Music my rampart, and my only one.

C. G. G. BYRON. MY SOUL IS DARK

I
My soul is dark – Oh! quickly string
The harp I yet can brook to hear;
And let thy gentle fingers fling
Its melting murmurs o'er mine ear.

If in this heart a hope be dear,
That sound shall charm it forth again:
If in these eyes there lurk a tear,
'Twill flow, and cease to burn my brain.

II
But bid the strain be wild and deep,
Nor let thy notes of joy be first:
I tell thee, minstrel, I must weep,
Or else this heavy heart will burst;
For it hath been by sorrow nursed,
And ach'd in sleepless silence long;
And now 'tis doom'd to know the worst,
And break at once – or yield to song.

D. E. ALLAN POE. SILVER BELLS

Hear the sledges with the bells –
Silver bells!
What a world of merriment their melody foretells!
How they tinkle, tinkle, tinkle,
In the icy air of night!
While the stars, that oversprinkle
All the heavens, seem to twinkle
With a crystalline delight;
Keeping time, time, time,
In a sort of Runic rhyme,
To the tintinnabulation that so musically wells
From the bells, bells, bells, bells,
Bells, bells, bells –
From the jingling and the tinkling of the bells.

E. E. ALLAN POE. GOLDEN BELLS

Hear the mellow wedding bells,
Golden Bells!
What a world of happiness their harmony foretells!
Through the balmy air of night
How they ring out their delight!
From the molten-golden notes,
And all in tune,
What a liquid ditty floats

To the turtle-dove that listens, while she gloats
On the moon!
Oh, from out the sounding cells,
What a gush of euphony voluminously wells!
How it swells!
How it dwells
On the future! how it tells
Of the rapture that impels
To the swinging and the ringing
Of the bells, bells, bells,
Of the bells, bells, bells, bells,
Bells, bells, bells –
To the rhyming and the chiming of the bells!

F. TH. MOORE. THOSE EVENING BELLS

Those evening bells! those evening bells!
How many a tale their music tells,
Of youth, and home, and that sweet time,
When last I heard their soothing chime.

Those joyous hours are pass'd away;
And many a heart, that then was gay,
Within the tomb now darkly dwells
And hears no more those evening bells.

And so 'twill be when I am gone;
That tuneful peal will still ring on,
While other bards shall walk these dells,
And sing your praise, sweet evening bells!

5. Interpret the English proverbs and find their equivalents in Latvian.

1. Harp out forever on the same string.
2. He who pays the piper calls the tune.
3. There's many a good tune played on an old fiddle.
4. A bird may be known by its song.
5. Each bird likes to hear himself sing.
6. Empty vessels make the most sound.
7. Hear much, speak little.
8. There is no disputing about tastes.
9. Everyone to his taste.
10. Time will show.

11. If you try to please all you will please none.
12. Through hardships to the stars.

6. Make up and act out situations using the proverbs.

7. Give your own examples illustrating love for music and its place in life. They may be based on your own experience or taken from books or films.

APPENDIXES

A. GUIDE TO LITERARY ANALYSIS

A story is a short narrative in prose. It usually contains one event focusing on a single aspect of life. Though the number of personages is limited, and the characters are revealed rather than developed, it has depth and social or psychological significance.

A story or a novel may belong to one of the following types (genres): social which studies the effect of social conditions at a given time and place upon human life and conduct; psychological which is concerned mainly with the mental and emotional lives of the characters; historical in which the events and characters are drawn from the past; detective in which a specific problem (usually murder) is solved; science fiction which deals with advances in science and technology and their influence on human beings. Sometimes the background of the narrative is quite fantastic and has no connection with reality. A documentary story reproduces real events as close as possible. Its main task is to involve the reader in some vital issue of the moment.

The interrelation between different components of a literary work is called **composition.** Any work of fiction consists of relatively independent elements – narration, description, dialogue, interior monologue, digression, etc.

Narration is dynamic, it gives a continuous account of events while **description** is static, it is a verbal portraiture of an object, person or scene. It may be detailed and direct or impressionistic, giving few but striking details.

Through **the dialogue** the characters are better portrayed. It also brings the action nearer to the reader, makes it seem more swift and more intense.

Interior monologue renders the thoughts and feelings of a character. The most recent development in interior monologue is the so-called stream of consciousness which gives the reader an impression of the unending and uneven flow of ideas, feelings and memories in a person's mind.

Digression consists of an insertion of material that has no immediate relation to the theme or action. A digression may be critical, philosophical, lyrical, etc.

A story seldom begins at a point which leads quickly and logically to the crucial moment, the **climax.** This is the decisive point on which the

fate of the characters and the final action depend. It is the point at which the forces in the conflict reach the highest intensity. Some explanation of background is necessary, the characters must be introduced. This introductory part of a story is called **exposition.**

The description of the physical background – the place and time of the story, the significant items surrounding the action and the characters constitute the **setting.**

The subject of a literary work is the basic problem or conflict, which the writer intends to present in his work. It is the general topic, of which the particular story is an illustration. The feeling aroused by the theme, the setting, the treatment of characters, the general effect of the total work make up the atmosphere of a piece of fiction.

The plot of a literary work is its plan and the structure of the action comprising a series of incidents or system of events.

Episode is a separate incident helping to unfold the action in a large piece of fiction.

The final resolution of the plot is called **dénouement.** This is a French word that means "unknotting". This part in a work of fiction comes after and sometimes coincides with the climax. It is an event or episode that brings the story to its end.

The manner of bringing a piece of fiction to a close is called **ending.** An unexpected turn of the plot not made clear until the end of the story is called **surprise ending.**

When the development of the plot deliberately produces a state of uncertainty, doubt and anxiety in the reader, we speak of **suspense.**

The author's attitude to what he is presenting is called **tone.** An author may treat his material objectively which implies a refusal to comment and interpret what he presents. A subjective treatment is one which is coloured by the author's own feelings.

The focus of narration has to do with who tells the story. A character may tell his own story in the first person **(first person).** A character may tell, in the first person, a story in an objective way, without going into the minds of the characters and without giving his own comments **(author observer).**

The author may tell what happens with complete liberty to go into the minds of the characters and to give his own comments **(omniscient author).** There are, of course, various combinations of the main types of narration.

There are no hard and fast rules about making **a critical review** of a story but one is usually expected to dwell on the genre and composition of the story, the ideas expressed, the author's attitude towards his characters and the way in which the artistic effect is achieved.

1. COMPOSITION AND PLOT

What are the bare facts of the story? To what type (genre) does it belong? Does the author speak in his own voice or does he present the events from the point of view of one of the characters? In what vein does the writer present the story? Is he emotional or dry and factual? How does the story begin? Is the action fast / slow moving? Is the plot of minor or major importance? On what note does the story end? Is the end clear-cut and conclusive or does it leave room for suggestion?

2. CHARACTER DRAWING

Does the author give a psychological insight into the character(s)? With what main problem is the character faced? Is it a conflict with another individual? With an idea? With society? Within himself? Or what? In the course of the story do the characters change as a result of their experience or because of the influence of other characters? Does the author sympathize with the character(s)? Remains aloof and detached?

3. THE ARTISTIC EFFECT

What is the general effect achieved? What does the atmosphere depend on? How does the word choice / the syntax contribute to the atmosphere? Does the author imply interior monologue to render the thoughts and feelings of the characters? Does the story abound in tropes or does the author use them sparingly? What images (cluster of images) lend the story a lyrical / melancholy / humorous / sardonic tone? Are they genuine, poetic, fresh, trite, hackneyed, stale, dead?

Synopsis is the summary of a book usually standing at the beginning of a book (or to be found on the back cover) to tell the reader what it is about.

(*from "Practical Course of English"*, pt. IV (1991).
Moscow: Vyssaja Škola, pp. 249-251)

B. NOTES ON STYLE

The imaginative writer has at his disposal a wealth of linguistic means to appeal to the reader, to express and convey his thoughts. Here are some general principles to be considered in the analysis of a piece of writing.

1. THE CHOICE OF THE POINT OF VIEW AND THE FORM OF SPEECH.

The story may be told from the point of view of a) the author; b) the chief character of the story; c) an onlooker who may be some minor participant in the action or some person outside the group of characters.

A story may be told a) *in direct speech,* the characters speaking for themselves; b) *in indirect speech,* the author describing the thoughts and feelings of his characters; c) *in non-personal direct speech.*

2. CHARACTERIZATION OR CHARACTER-DRAWING.

One of the writer's most important problems is to present his characters to the reader as individual human beings. There are various means of characterization or character-drawing in stories: a) *direct characterization* – the author or another person defines the character for the reader by describing or explaining it, thus offering his own interpretation of each person in the story; b) *indirect characterization* through the action and conversation. The author leaves it to the reader to judge the characters by what they do and say.

3. THE CLIMAX.

The moment of the highest interest is called *the climax* of the story.

4. FUNCTIONAL STYLES OF SPEECH.

Depending on the contents and the aim of the utterance we usually distinguish several functional styles of speech: a) *the style of fiction*; b) *the style of scientific prose*; c) *official style* and d) *publicistic style* which includes *oratorical style.*

The choice of vocabulary and sentence patterns is to a great extent determined by their being used in spoken or written speech, each possessing distinctive characteristics of its own.

Oratorical style is especially noted for abundant use of stylistic expressive means because it is often the effective use of language that plays a major part in winning the listeners over to the speaker's side.

5. STYLISTIC EXPRESSIVE MEANS.

The purpose of a writer of fiction is to reproduce in the reader his own thoughts and feelings, to make the reader visualize and feel what he wants him to visualize and feel. The choice and arrangement of appropriate words and sentence patterns, the use of various stylistic expressive means to a great extent determine the effect the literary production will have on the reader.

Among stylistic devices used by a writer we distinguish *syntactical* and *lexical expressive means.*

SYNTACTICAL EXPRESSIVE MEANS

a) In stylistic analysis of a piece of writing *the general character of sentences* is to be taken into consideration. Sentences may be long or short, simple or complex, each of them having their uses depending on the object of the writer.

b) *A repetition* or *reiteration* of the same word or phrase in a sentence or sentences usually lends a peculiar emotional force or emphasis to what is being said. It may also make the utterance more rythmical.

Repetition is often used in oratorical style to make the speaker's meaning clear, to lay greater emphasis on his statements so that the listeners could grasp the full significance of what he says.

The repetition of the same syntactical pattern is called *syntactical parallelism* or a *parallel structure* e.g. "… some people are smarter than others, some people have more opportunity …, some men make more money than others, some ladies make better cakes than others – …" A word or phrase may be repeated *at the beginning* of successive clauses or sentences (*anaphora*), e.g. "… *she persisted* in breaking it. *She persisted* and …"; *at the end* of successive clauses (*epiphora*), e.g. "… he swore out a warrant, no doubt signing it with his left *hand,* and Tom Robinson now sits before you, having taken his oath with the only good hand he possesses – his right *hand*"; the last word of a clause may be repeated *at the beginning of the next clause* (*anadiplosis*), e.g. "… she has merely broken a rigid and time-honored *code* of our society, a *code* so severe that …"

Sometimes the repeated word may not be the word itself but its derivative, e.g. "… in the cynical *confidence* that their testimony would not be doubted, *confident* that you …" Note that syntactical parallelism and a repetition of the same word often go together.

c) Parallel patterns are often used for the purpose of contrasting two opposed ideas or features thus heightening the effect of the utterance. This stylistic expressive means is known as *antithesis* or *contrast* and may be used in one sentence, e.g. "Youth is hot and bold, age is weak and cold" or in a number of sentences or paragraphs, e.g. "… on the assumption that all Negroes lie, that all Negroes are basically immoral, that … Which, gentlemen, we know is in itself a lie …, a lie I do not have to point out to you. You know the truth, and the truth is this: some Negroes lie, some Negroes are immoral, some …" The parallel constructions combined with the repetition of the same words emphasize the contrast expressed by the words "all" – "some" and the antonyms "lie" – "truth".

d) To make his point plain or to show how vital it is a writer sometimes arranges his ideas according to the degree of their importance or emphasis, the most important, from his point of view, coming last. This stylistic device is known as *gradation* or *climax,* e.g. "This case is not a difficult one, it requires no minute sifting of complicated facts … To begin with, this case should never have come to trial. This case is as simple as black and white." The speaker expounds his point by repeating the same idea in a different way.

e) There are various ways in which the writer or the speaker can draw the attention of the reader or listener to what he finds important and wants to bring to his notice. We have already mentioned some of them – syntactical parallelism and lexical reiteration, antithesis and gradation as well as special uses of conjunctions. Emphasis is also attained by:

the use of the verb "to do", e.g. "… it (the case) does require you to be sure … as to the guilt of the defendant";

the use of interrogative sentences (e.g. "What was the evidence of her offence?" and others);

the structure with the emphatic "it" (e.g. it was … that);

emphatic word order (e.g. "All around us and in the balcony on the opposite wall the Negroes were getting to their feet");

the use of the negative pronoun "no" instead of the negative particle "not" (compare the sentences "… she was no child hiding stolen contraband" – she was not a child; "I am no idealist" – I am not an idealist).

LEXICAL EXPRESSIVE MEANS

Among lexical stylistic means we find the following figures of speech used in the text: *an epithet, a metaphor, a simile* and *irony.*

a) *An epithet* is usually an attributive word or phrase expressing some quality of a person, thing or phenomenon. An epithet always expresses the author's individual attitude towards what he describes, his personal appraisal of it, and is a powerful means in his hands of conveying his emotions to the reader and in this way securing the desired effect. E.g. "a *rigid* and *time-honored* code, a code so *severe* …", "the *cynical* confidence", "the *evil* assumption", "Atticus's *lonely* walk", "Judge Taylor's voice … was *tiny*".

b) *A simile* is an expressed imaginative comparison based on the likeness of two objects or ideas belonging to different classes (in contrast to a comparison which compares things belonging to the same class and is not a figure of speech). The comparison is formally expressed by the words "as", "like", "as if", "such as", "seem", e.g. "This case is as simple as black and white"; "I saw the jury return, moving like underwater swimmers"; "… and it was like watching Atticus walk into the street, raise a rifle to his shoulder and pull the trigger …"

c) *A metaphor* is an implied imaginative comparison expressed in one word or in a number of words or sentences (the so-called *prolonged* or *sustained metaphor*). A metaphor expresses our perception of the likeness between two objects or ideas, e.g. "… Atticus wasn't *a thunderer*" (to thunder is to make a loud noise, therefore a thunderer is one who thunders or utters something in a loud voice resembling the sounds made by thunder); "… it requires no *sifting* of complicated facts"; "… whoever breaks it is *hounded* from our society …"; "No code mattered to her before she broke it, but it *came crashing* down on her afterwards …"; "… a phrase that the Yankees … are fond of *hurling* at us"; "… and it was like watching Atticus walk into the street, *raise a rifle to his shoulder and pull the trigger* …" (we find here a simile, as has been mentioned above, which extends into a prolonged metaphor).

From these examples you can see that a metaphor can be expressed by different parts of speech. Note that practically every simile can be compressed into a metaphor and every metaphor can be extended into a simile.

d) *Irony* is a figure of speech by means of which a word or words (it may be a situation) express the direct opposite of what their meanings denote, thus we often say "how clever!" when a person says or does something foolish. Irony shows the attitude of the author towards certain facts or events. There is only one example of irony in the text: "And so a quiet respectable, humble Negro who had the *unmitigated temerity* to feel sorry for a white woman …"

(*from "Practical Course of English"*, pt. IV (1975).
Moscow: Higher School, pp. 31-34.)

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