

Міністерство освіти і науки України
Харківський національний університет імені В. Н. Каразіна

В. П. Власова
О. В. Язловицька

ANALYTICAL READING: DECODING MEANINGS AND CONTEXTS

Навчально-методичний посібник
для здобувачів вищої освіти 3 курсу факультету іноземних мов

У двох частинах

Частина II

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Reviewers:

I. M. Avdeyenko – Candidate of Pedagogical Sciences, Associate Professor, Associate Professor at the Department of Foreign Languages for Professional Purposes, School of Foreign Languages, V. N. Karazin Kharkiv National University;

O. V. Kuznetsova – Candidate of Philological Sciences, Associate Professor, Associate Professor at the Department of English Philology and Foreign Language Teaching Methods, School of Foreign Languages, V. N. Karazin Kharkiv National University;

O. O. Ponomarenko – Candidate of Philological Sciences, Associate Professor, Associate Professor at the Department of Germanic Philology and Translation, School of Law, Humanities and Social Sciences, Mykhailo Ostrohradskyi Kremenchuk National University.

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Vlasova V. P.

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This study manual is designed for third-year undergraduate students at the School of Foreign Languages (both full-time and part-time) studying English as a first and second foreign language, as well as for professionals seeking to refine their analytical reading skills. The manual aims to develop foreign language communicative competence by engaging students with representative works of English literature. The material is organized into thematic units offering a comprehensive range of lexical, grammatical, and analytical exercises. Special emphasis is placed on mastering language patterns and expanding vocabulary. The manual includes tasks for both in-class activities and independent study.

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ВСТУП



Навчально-методичний посібник з аналітичного читання пропонує цілісну систему завдань, спрямованих на вдосконалення мовних та мовленнєвих компетентностей. Видання орієнтоване на здобувачів вищої освіти з курсу мовних спеціальностей, які вивчають англійську мову як основну або другу іноземну, а також на широке коло майбутніх фахівців, які прагнуть поглибити власні навички критичного аналізу тексту та підвищити рівень володіння англійською мовою.

Логіка побудови посібника підпорядкована головній меті: навчити здобувачів вищої освіти працювати з видатними зразками англomовної літератури не лише на рівні розуміння сюжету, а й на рівні його інтерпретації. Структура видання забезпечує послідовне розширення лексичного запасу та розвиток аналітичних навичок у межах запропонованої тематики. Система завдань передбачає детальне опрацювання лексичних одиниць, що дозволяє здобувачам вищої освіти не лише засвоїти нову лексику, а й опанувати тонкощі її функціонування в автентичному контексті.

Структура навчально-методичного посібника включає два розділи, присвячені комплексному аналізу тексту, опануванню мовленнєвих моделей, розширенню активного словникового запасу, а також розвитку навичок академічного письма та вивченню стилістичних прийомів і структури оповіді, що дозволяє здобувачам вищої освіти розкрити функціональні особливості мовних одиниць та логіку побудови англomовного тексту.

Навчально-методичне видання укладено відповідно до робочих програм навчальних дисциплін «Іноземна мова-I (англійська)», «Іноземна мова-II (англійська)», «Англійська мова», складених на основі освітньо-професійних програм підготовки на першому (бакалаврському) рівні за спеціальностями «035 Філологія», «В11 Філологія» та «А4 Середня освіта» факультету іноземних мов Харківського національного університету імені В. Н. Каразіна. Посібник може бути використаний як для аудиторної роботи, так і для самостійної підготовки здобувачів вищої освіти денної та заочної форм навчання.

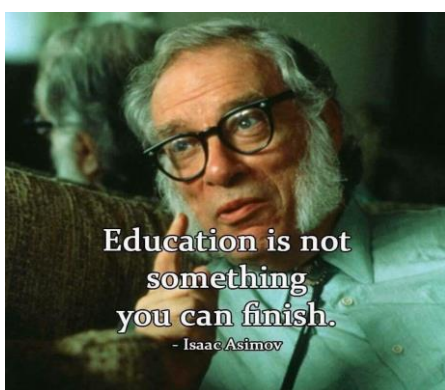
UNIT 3



“THE FUN THEY HAD”

Isaac Asimov

Exercise 3.1. Look at the posts below. Make some guesses as to the genre, the topic and the characters of the text you are going to read.



Exercise 3.2. Read the information about the author and check your guesses.

Isaac Asimov (1920–1992) was an American writer and professor of biochemistry at Boston University, widely considered one of the most prolific and influential authors of all time. Along with Robert A. Heinlein and Arthur C. Clarke, he was considered one of the “Big Three” science fiction writers of his lifetime.

While he is best known for his works of science fiction, Asimov’s bibliography includes over 500 books covering virtually every aspect of human knowledge – from the Bible and Shakespeare to history and hard science. His background in biochemistry significantly influenced his writing style, which is characterised by clarity, logic, and a focus on ideas rather than ornate descriptions. This approach helped him earn the nickname “The Great Explainer” for his ability to make complex scientific concepts accessible to the layperson in works like *The Intelligent Man’s Guide to Science*.

Asimov revolutionised the genre of science fiction by introducing the “Three Laws of Robotics” in his collection *I, Robot* (1950), establishing a set of ethical rules for artificial intelligence that remains relevant in modern discussions about AI. His magnum opus, the “Foundation” series, depicts the fall and rise of

a galactic empire through the lens of “psychohistory” – a fictional science that combines history, sociology, and mathematics to predict the future of large populations.

“*The Fun They Had*” (1951), the story presented in this unit, is a classic example of Asimov’s shorter fiction. Written ironically as a “favour” for a friend, it has become one of his most anthologised works. It reflects his keen interest in the intersection of education, technology, and human connection – themes that are arguably more resonant today than when the story was first written.

Exercise 3.3. Read the text.

By I. Asimov

THE FUN THEY HAD

Margie even wrote about it that night in her diary. On the page headed May 17, 2157, she wrote, “Today Tommy found a *real* book!”

It was a very old book. Margie’s grandfather once said that when he was a little boy *his* grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to – on a screen, you know. And then, when they turned back to the page before, it had the same words on it that it had had when they read it the first time.

“Gee,” said Tommy, “what a waste. When you’re through with the book, you just throw it away, I guess. Our television screen must have had a million books on and it’s good for plenty more. *I* wouldn’t throw it away.”

“Same with mine,” said Margie. She was eleven and hadn’t seen as many **telebooks*** as Tommy had. He was thirteen. She said, “Where did you find it?”

“In my house.” He pointed without looking, because he was busy reading. “In the attic.” “What’s it about?”

“School.”

Margie was scornful. “School? What’s there to write about school? I hate school.”

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography, and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.

He was a round little man with a red face and a whole box of tools, with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn’t know how to put it together again, but he knew all right, and, after an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions

were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old and the mechanical teacher calculated the mark in no time.

The Inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs. Jones, I think the geography sector was geared a little too quick. Those things happen sometimes. I've slowed it up to an average ten-year level. Actually, the overall pattern of her progress is quite satisfactory." And he patted Margie's head again.

Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes, "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily, pronouncing the word carefully, "***Centuries ago.***"

Margie was hurt. "Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure, they had a teacher, but it wasn't a *regular* teacher. It was a man."

"A man? How could a ***man*** be a teacher?"

"Well, he just told the boys and girls things and gave them homework and asked them questions."

"A man isn't smart enough."

"Sure he is, my father knows as much as my teacher."

"He can't. A man can't know as much as a teacher."

"He knows almost as much, I betcha."

Margie wasn't prepared to dispute that. She said, "I wouldn't want a strange man in my house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there." "And all the kids learned the same things?" "Sure, if they were the same age."

"But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."

"Just the same they didn't do it ***that*** way then. If you don't like it, you don't have to read the book."

"I didn't say I didn't like it," Margie said quickly. She wanted to read about those funny schools.

They weren't even half-finished, when Margie's mother called, "Margie! School!" Margie looked up. "Not yet, Mamma."

“Now!” said Mrs. Jones. “And it’s probably time for Tommy, too.”

Margie said to Tommy, “Can I read the book some more with you after school?”

“Maybe,” he said nonchalantly. He walked away, whistling, the dusty old book tucked beneath his arm.

Margie went into the schoolroom. It was right next to her bedroom and the mechanical teacher was on and waiting for her. It was always on at the same time every day, except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.

The screen lit up, and it said: “Today’s arithmetic lesson is on the addition of proper fractions. Please insert yesterday’s homework in the proper slot.”

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather’s grandfather was a little boy. All the kids from the whole neighbourhood came laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another on the homework and talk about it.

And the teachers were people ...

The mechanical teacher was flashing on the screen: “When we add the fractions $\frac{1}{2}$ and $\frac{1}{4}$ —”

Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

***telebooks:** authors of science fiction very often coin new words to describe advanced technology of the future. The term is used by the author in the meaning “books shown on a TV screen”.

Asimov I. *The Fun They Had* // *Earth is Room Enough*. Greenwich: Fawcett, 1957. P. 157–160.

Exercise 3.4. Answer the questions analysing the text details and the author’s intent.

1. **The Concept of “Regularity”:** Throughout the text, the characters refer to “regular” teachers and hours. How does the definition of a “regular teacher” differ between Tommy’s generation and the past? What does this semantic shift reveal about their society?

2. **Irony and Nostalgia:** Analyse the title “*The Fun They Had*” in the context of the ending. Why does Margie idealize the old school system? Is her vision realistic, or is it a projection of her dissatisfaction with her own reality?

3. **The Human vs. The Machine:** Contrast the interaction Margie has with the County Inspector versus her Mechanical Teacher. How does the author use the Inspector’s “red face” and “apple” to juxtapose human warmth with the sterility of the machine?

4. **Attitude towards Education:** Compare Tommy’s and Margie’s attitudes towards the “real book.” Why is Tommy “superior” and “nonchalant,” while

Margie is "hurt" and curious? How does this reflect their different coping mechanisms with their isolated education?

5. Implicit Criticism: Asimov wrote this story in 1951. What aspects of the "traditional" school system (which he calls the "old kind") is he implicitly praising, and what potential flaws of computerized education is he predicting?

Exercise 3.5. Match the words with their meanings.

Word	Definition
1. Layman	A. To design or adjust the components of a machine to ensure it works at a particular speed or for a specific purpose.
2. Dial	B. A long, narrow aperture or slit in a machine for something to be inserted (e.g., for coins or papers).
3. Wire	C. In a proud, haughty, or supercilious manner; acting with an air of superiority.
4. Slot	D. Feeling or appearing casually calm and relaxed; not displaying anxiety, interest, or enthusiasm.
5. Gear (v)	E. Metal drawn out into the form of a thin flexible thread or rod.
6. Loftily	F. A face of a clock, watch, or other measurement device that shows the value of a variable.
7. Nonchalant	G. To push, fold, or turn the edges or ends of something to hide them or hold them in place.
8. Tuck (v)	H. A small or tiny part, amount, or proportion of something.
9. Fraction	I. A person without professional or specialized knowledge in a particular subject.

Exercise 3.6. Complete the sentences using the words from Exercise 3.5. You may need to change the grammatical form of the word (e.g., plural, past tense, passive voice).

1. Although he was extremely nervous inside, he tried to appear _____ as he walked onto the stage.
2. The professor explained the theory simply so that even a _____ could understand the basic principles of quantum mechanics.
3. The new educational software is specifically _____ towards students who need visual aids to learn effectively.
4. She _____ a loose strand of hair behind her ear and continued reading her book, ignoring the noise around her.
5. "We do not concern ourselves with such trivial matters," the manager said _____, dismissing my complaint without looking up.
6. He slid a coin into the narrow metal _____ of the jukebox.
7. Only a small _____ of the original manuscript has survived; the rest was lost in the fire centuries ago.
8. Before touchscreens became common, radios and televisions were operated by turning various knobs and _____.

9. Be careful with that old lamp; the _____ is frayed, and you might get an electric shock.

Exercise 3.7. Find words or phrases in the text that correspond to the neutral synonyms below. In class, explain how the author's choice of words helps characterise the personages or the setting.

Neutral / Dictionary Synonym	Word / Phrase in the Text	Stylistic Nuance / Context
The Machine's Nature		
1. A narrow opening / Hole		
2. To dismantle / Take to pieces		
3. To assemble / Repair		
4. To wipe out / Erase		
5. To adjust / Set speed		
6. A mistake / Defect		
Social & Emotional Nuances		
7. To stroke gently		
8. Proudly / Arrogantly		
9. Contemptuous / Disrespectful		
10. Sadly / Regretfully		
11. Casually / Carelessly		
Historical Contrast		
12. Immediately / Very fast		
13. Neglected upper room / Loft		
14. Crumpled / Contorted		

Exercise 3.8. The story is built on the contrast between the human past and the mechanical future. Find antonyms in the text for the words below.

Word A (Provided)	Word B (Find in Text)	Context of Opposition
1. Cellar / Basement		
2. To take apart		
3. Inferior / Humble		
4. To speed up		
5. Economy / Saving		
6. Joyfully		
7. Smooth		
8. To move / Change		
9. Respectful		
10. Satisfied		
11. In parts / Partially		
12. Humbly / Modestly		
13. Cautiously / Anxiously		
14. Subtraction		
15. Unusual / Rare		

Exercise 3.9. Fill in the gaps with the correct prepositions. Then, use these questions as a basis for a class discussion.

1. Do you think digital tutors have any distinct advantages _____ human instructors? Why or why not?
2. Are you personally interested _____ science fiction, or do you prefer realistic literature?
3. Is it better to study _____ regular hours every day or to wait for inspiration?
4. Which famous novels came _____ Asimov's pen during his most prolific years?
5. What happens when you are through _____ a printed newspaper? Do you consider it a waste?
6. _____ your opinion, did Margie romanticize the schools of the past?
7. Is it more difficult to take a complex mechanism _____ or to put it back _____?
8. Who was waiting _____ Margie in the schoolroom?
9. Can modern computers process information _____ no time compared to the human brain?
10. Do you get annoyed when someone looks _____ you _____ superior eyes just because they know more facts?
11. Which field of science did the author specialize _____ before becoming a writer?
12. Would you prefer to hand your homework _____ directly to a teacher or put it _____ a slot?
13. Does anyone help you _____ your studies, or do you work independently? Do you mind if someone reads _____ your shoulder?
14. Would you enjoy reading a guide that covers _____ brief essays on all the major scientific discoveries?
15. Why did Tommy scream _____ laughter when Margie asked if "regular" teachers were men?
16. Under what circumstances was the County Inspector sent _____? Have you ever had to call a specialist to fix a device?
17. In his non-fiction books, how did Asimov relate the chemical composition of blood _____ the structure of the universe?
18. _____ science fiction, what other genres did Asimov contribute to?
19. Was the geography sector of the machine geared _____ quickly for an average ten-year-old?
20. Why did the Inspector smile _____ Margie even though he knew she hated the machine?

TEXT ANALYSIS.

ACADEMIC WRITING: Opinion Paragraph

Exercise 3.10. Before watching the video, make sure you understand the following vocabulary. Match the terms with their definitions.

Term		Definition
1. Prolific		A. A sudden moment of understanding or realisation.
2. Dichotomy		B. Producing a great number of works (books, artworks, etc.).
3. Seminal		C. A division or contrast between two things that are represented as being opposed or entirely different.
4. Moral Quandary		D. To do something (like writing or painting) in a casual or superficial way, not seriously.
5. Magnum Opus		E. A difficult situation presenting a choice between two equally undesirable alternatives, often ethical.
6. Epiphany		F. Highly significant, crucial, influential, decisive for later developments.
7. To Hinder		G. A large and important work of art, music, or literature, especially one regarded as the most important work of an artist.
8. To Dabble		H. To create difficulties for someone or something, resulting in delay or obstruction.

Exercise 3.11. Watch the video about Isaac Asimov (link provided). Instead of focusing on dates, focus on ideas. Take notes to answer the following analytical questions:

Isaac Asimov: Foundation of a Writing Genius

- The “Writer” vs. The “Scientist”:** How did Asimov’s background in biochemistry and his academic career influence his writing style and the topics he chose?
- Quantity vs. Quality:** The video mentions he was a “compulsive writer.” Did this prolific output hinder or help his creativity? What implies that he prioritised ideas over literary style?
- The “Three Laws” Legacy:** How did Asimov change the perception of robots in fiction? (Contrast “Frankenstein complex” with his logical approach.).
- Prediction of the Future:** In the context of the video, how did Asimov view the evolution of education and technology? Does it align with the vision in “*The Fun They Had*”?

Exercise 3.12. a) Based on the short story “*The Fun They Had*” and the biography of Isaac Asimov, write an opinion paragraph (the goal of an opinion

paragraph is to state a clear **claim**, support it with **evidence**, and conclude with a **powerful summary**) (150–200 words) on the following topic:

“Is technology a liberator or a jailer in the process of education?”

b) Structure your paragraph as follows:

1. **Topic Sentence (The Hook & Opinion):** Clearly state your position. Use a contrast to show the complexity of the issue (e.g., “*Although technology provides unlimited access to information, I strongly believe that [your opinion]...* ”).
2. **Supporting Sentences (Arguments & Analysis):** Provide 2–3 reasons to support your opinion (Focus on the conflict between efficiency and human connection).
3. **Evidence / Example:** Provide specific details to prove your arguments (use a specific scene from Asimov’s story or real-life examples).
4. **Concluding Sentence:** Restate your main opinion using different words and leave a final thought or a call to action (Check: Does this sentence “close” the paragraph without adding new information?).

Use the vocabulary from the unit (a protagonist, prolific, pulp fiction, a dichotomy, to hinder creativity, compulsive writing, a seminal short story, an implication, a moral quandary, an epiphany, an enduring piece of fiction, a propagation of ideas, a batch of books, to dabble in writing, a voracious reader, a magnum opus, an obituary, a legacy).

Exercise 3.13. Follow the link and watch the trailer. Make some assumptions as to what quandaries they present. Are there any of Asimov's ethical questions captured?

After Yang | Official Trailer HD | A24

Exercise 3.14. Philological Investigation: Neologisms & Semantic Shifts. Science fiction authors often fill lexical gaps by coining new words or giving old words new meanings. Read the theory and perform the analysis based on Isaac Asimov’s “The Fun They Had”.

a) Study the Word-Formation Reference Card

- **Compounding:** Combining two existing words (e.g., *moonlight*).
- **Affixation:** Adding prefixes / suffixes (e.g., *un-friend*).
- **Blending:** Merging parts of two words (e.g., *smog* = smoke + fog).
- **Semantic Shift:** Using an existing word to mean something new (e.g., *mouse* for a computer device).

b) Analyse Asimov’s Vocabulary: Below are words found in “*The Fun They Had*” or associated with Asimov. Determine how they were formed.

c) Compare Asimov's 1951 term with the actual word we use today (if it exists).

Word / Collocation	Formation Method	Modern Equivalent / Status
1. Telebook		
2. Mechanical Teacher		
3. Punch code		
4. The Screen		
5. Positronic (brain)		
6. Robotics		

d) Using the methods above, coin a new word for:

- A device that records your dreams while you sleep. (e.g., *Dreamcorder?* *Somnograph?*)
- The anxiety of losing internet connection. (e.g., *Net-loss?* *Wi-fear?*)

Exercise 3.15. Graphology & Intonation. Authors use italics to show where the stress falls in a sentence, which changes the meaning or reveals the speaker's emotion. **Locate these sentences in the text, read them aloud with the correct intonation, explain what the emphasis adds to the meaning.**

Sentence (Italics shown)	Pragmatic Function / Implied Meaning
<i>"Today Tommy found a real book!"</i>	
<i>"A man? How could a man be a teacher?"</i>	
<i>"They didn't do it that way then."</i>	
<i>"I wouldn't throw it away."</i>	
<i>"Centuries ago."</i>	

Exercise 3.16. Stylistics: Register & Translation. Language varies from formal to informal. Asimov gives his "future" children a distinct voice that contrasts with the "scientific" setting.

a) Find the Colloquialism. Match the neutral / formal description with the colloquial words or phrases Tommy and Margie use.

Neutral / Formal Meaning	Colloquial Equivalent in Text
1. "I express surprise / excitement."	
2. "I am certain / I assume."	
3. "So do I."	
4. "Be quiet / Stop it." (implied tone)	

b) Imagine the County Inspector (Formal / Professional) is talking to Tommy (Informal / Colloquial). Translate the sentences into the opposite register.

1. **Tommy (Colloquial):** *"What a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on and it's good for plenty more. I wouldn't throw it away."*
2. **Inspector (Formal):** *"I've slowed it up to an average ten-year level. The overall pattern of progress is quite satisfactory."*

SPEECH PATTERNS

Exercise 3.17. For each pattern, you are required to: a) Read the rule, look at the original sentence from the text, and provide an equivalent translation into Ukrainian; b) Paraphrase the given sentences using the target pattern while keeping the meaning the same; c) Use the pattern to translate sentences from Ukrainian into English.

1. Without + Gerund (V-ing). Use this pattern to describe actions that happen absent of another expected action.

a)

1. He pointed **without looking**. (*Original*)
2. Mr. Finch poured himself out some more tea **without asking** me.
3. The sophisticated software processed the data **without compromising** user privacy.
4. She navigated through the crisis **without losing** her composure.

b)

5. He left the room and didn't say a word.
6. She solved the equation but didn't use a calculator.
7. They signed the contract but didn't read the fine print.
8. You shouldn't judge people if you don't know their story.

c)

9. Вона підписала угоду, **не вагаючись** ні секунди.
10. Ми дісталися вершини, **не зупиняючись** на відпочинок.
11. Він прийняв пропозицію, **не порадившись** зі своїм юристом.
12. Як ти можеш критикувати книгу, **не прочитавши** її?

2. Comparative Adjective + than ever. Use this pattern to emphasize that a quality has reached its highest intensity so far.

a)

1. She hated it **more than ever**. (*Original*)
2. With the new updates, the system is running **faster than ever**.
3. In today's global economy, critical thinking skills are **more valuable than ever**.
4. After the reconciliation, their bond seemed **stronger than ever**.

b)

5. He has never been this busy before.
6. The demand for renewable energy has reached its highest point.
7. I have never felt more exhausted in my life.
8. The stars look incredibly bright tonight, unlike any other night.

c)

9. Сьогодні проблема кібербезпеки є **актуальнішою, ніж будь-коли**.

10. Він був сповнений рішучості **більше ніж будь-коли** раніше.
11. Ринок нерухомості зараз **непередбачуваніше, ніж будь-коли**.
12. Після перемоги команда виглядала **щасливішою, ніж будь-коли**.

3. Why would + Subject + bare infinitive...? Use this pattern to ask rhetorical questions expressing doubt, surprise, or disapproval.

a)

1. **Why would anyone** write about school? (*Original*)
2. **Why would she** resign when she is about to be promoted?
3. **Why would they** invest in a dying industry?
4. **Why would I** lie to you about something so important?

b)

5. There is no reason for him to betray his best friend.
6. It makes no sense for them to reject such a generous offer.
7. I don't understand the reason for anyone to buy a printed encyclopaedia now.
8. Whatever reason could she possibly have for hiding the truth?

c)

9. **Навіщо б він** ризикував своєю кар'єрою заради цього?
10. **Чому б вона** відмовилася від допомоги, якщо та їй потрібна?
11. **Навіщо комусь** витрачати стільки часу на відеоігри?
12. **З якої б речі мені** вигадувати таку історію?

4. Adjective + enough to + Infinitive Use this pattern to indicate sufficiency for a specific result.

a)

1. A man isn't **smart enough to** be a teacher. (*Original*)
2. The evidence was **compelling enough to** convince the jury.
3. Are you **fluent enough to** negotiate with international partners?
4. He was **kind enough to** explain the complex theory in simple terms.

b)

5. The box is very light; a child can lift it.
6. She is very experienced; she can lead the department.
7. The coffee isn't very strong; it won't keep me awake.
8. He was very generous; he paid for everyone's dinner.

c)

9. Ця гіпотеза **досить правдоподібна, щоб пояснити** явище.
10. Він був **досить сміливим, щоб висловити** свою думку публічно.
11. Чи є цей аргумент **досить сильним, щоб змінити** їхню думку?
12. Ми не були **досить близькі, щоб обговорювати** особисті проблеми.

5. (as) ... as ... Use this pattern to express equality or similarity in degree, quantity, or quality.

a)

1. My father knows **as much as** my teacher. (*Original*)
2. The sequel was criticized, but I found it just **as compelling as** the original.
3. She is **as dedicated to** her research **as** any tenured professor in the department.
4. He didn't recover **as quickly as** the doctors had anticipated.

b)

5. Both candidates are equally qualified for the position.
6. I expected the negotiation to be more difficult.
7. He is very strong; he has the strength of an ox.
8. The proficiency level of the new group is identical to the previous one.

c)

9. Цей метод **такий же ефективний, як** і традиційний підхід.
10. Він працював над проєктом **так само наполегливо, як** і решта команди.
11. На жаль, результати виявилися **не такими вражаючими, як** ми сподівалися.
12. Вона ставиться до цієї проблеми **так само серйозно, як** і до власної кар'єри.

6. Verb + with + Noun (Emotion) Use this pattern to describe the cause or manner of a strong physical or emotional reaction.

a)

1. Tommy screamed **with laughter**. (*Original*)
2. When the verdict was announced, she sighed **with relief**.
3. His hands were shaking **with suppressed rage** as he read the letter.
4. The audience roared **with approval** as the band took the stage.

b)

5. She was so embarrassed that her face turned red.
6. The children were extremely excited and made high-pitched sounds.
7. He was so afraid that he couldn't stop trembling.
8. The crowd was amused and shouted loudly.

c)

9. Її очі засяяли **від захвату**.
10. Він зблід **від жаху**, коли усвідомив свою помилку.
11. Здобувачі вищої освіти стогнали **від розчарування**, коли почули про додатковий екзамен.
12. Вона задихалася **від обурення**.

7. How + Subject + must have + Past Participle (P2 / V3) Use this emphatic structure to express a strong logical deduction or empathy regarding a past event.

a)

1. **How** the kids **must have loved** it! (*Original*)
2. **How** disappointed she **must have been** to miss the opportunity of a lifetime!
3. **How** terrified they **must have felt** when the storm hit the ship!
4. **How** proud his parents **must have been** watching him receive the Nobel Prize!

b)

5. I am sure it was a terrible shock for everyone involved!
6. I can only imagine their exhaustion after running the marathon!
7. It was surely a relief to finally finish the dissertation!
8. I bet he changed a lot after living abroad for ten years!

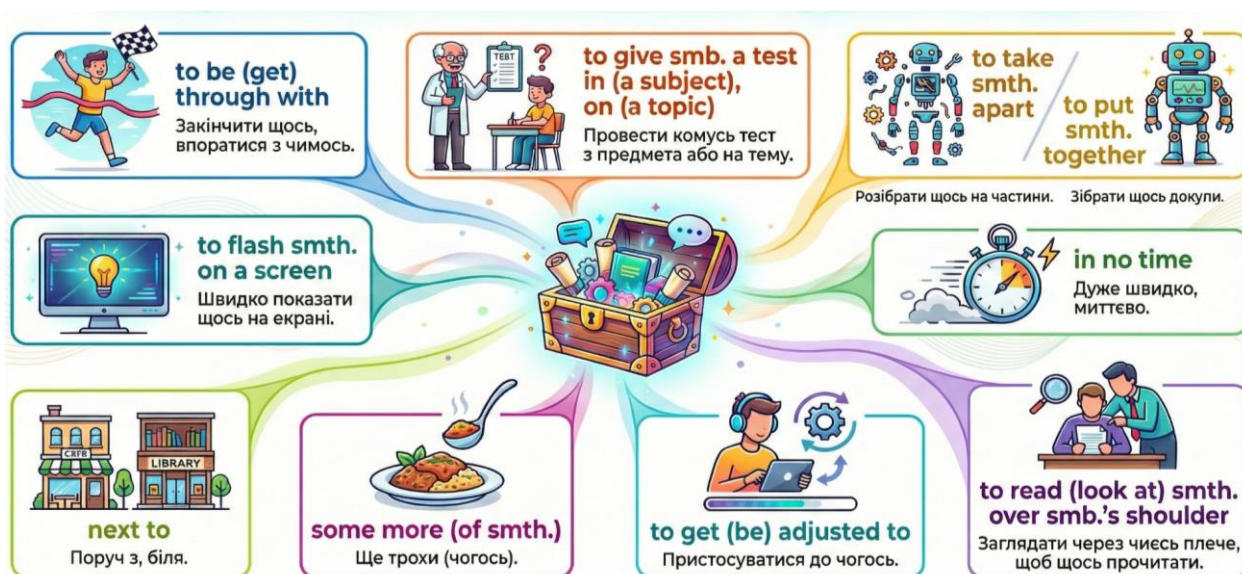
c)

9. **Як, мабуть, вона злякалася**, коли побачила незнайомця в будинку!
10. **Як, мабуть, їм було важко** прийняти це рішення!
11. **Як же він, мабуть, страждав** мовчки всі ці роки!
12. **Яким, мабуть, щасливим він почувався** в ту мить!

Exercise 3.18. Translate into English using Speech Patterns.

1. Він вийшов у нічну темряву, **навіть не озирнувшись** на старий будинок.
2. Його обличчя було блідим **від жаху**, коли він читав цей лист.
3. Вона була **досить розумною, щоб зрозуміти**, що це була пастка.
4. Ліс здавався **похмурішим, ніж будь-коли**, і вітер вив у гілках.
5. **Навіщо б він** приховував правду від своєї власної родини?
6. Час плинув повільно, і дні здавалися **такими ж довгими, як роки**.
7. **Якою ж самотньою вона, мабуть, почувалася** у тому величезному порожньому замку!
8. Навіщо б їй повертатися в місто, де розбилося її серце?
9. Натопт ревів **від гніву**, вимагаючи справедливості біля воріт палацу.
10. Він прийняв її рішення, **не вимагаючи** жодних пояснень.
11. Її голос був **таким же холодним, як** зимовий вітер за вікном.
12. Старий король був **досить мудрим, щоб знати**, коли варто промовчати.
13. **Як же вони, мабуть, здивувалися**, знайшовши старовинну карту в тій книзі!
14. В ту мить він почувався **самотнішим, ніж будь-коли**.
15. Її руки тремтіли **від хвилювання**, коли вона розрізала конверт.

WORD COMBINATIONS AND PHRASES



Exercise 3.19. Paraphrase the following sentences using Word Combinations and Phrases.

1. I have **finished** my breakfast, so we can leave now. 2. The professor will **examine our knowledge on** History tomorrow. 3. The mechanic had to **dismantle** the engine to find the problem. 4. It's difficult to **assemble** this IKEA furniture without instructions. 5. Don't worry, the ambulance will arrive **very quickly**. 6. I can't concentrate when you are **watching secretly from behind me**. 7. It took me a while to **adapt to** living in a big city. 8. Would you like **an additional amount of** cake? 9. Who is that girl standing **beside** Tom? 10. The message **appeared briefly** on the monitor. 11. **Are you done with** the newspaper? I want to read it. 12. Small children often **separate parts of** their toys to see how they work. 13. We need to **arrange all the pieces of** a plan before the meeting starts. 14. The teacher said she would **investigate our skills** on the topic of "Verbs". 15. He learnt to drive **very fast**; it only took him two days.

Exercise 3.20. Fill in the blanks using Word Combinations and Phrases.

- I will be with you in _____; just let me grab my coat.
- Please don't read _____ my shoulder; it's annoying.
- Have you got _____ to your new glasses yet?
- The teacher gave us a difficult test _____ Math yesterday.
- If you take the clock _____, will you be able to fix it?
- Sit _____ me, and we can look at the book together.
- Can I have _____ coffee, please? This is delicious.
- The news headline was _____ on the screen for just a second.
- We need to put a team _____ to work on this project.
- Are you _____ with the computer? I need to send an email.

11. We are expecting a test _____ the topic of "World War II".
12. He solved the problem in _____ time.
13. It is easier to take things _____ than to put them back _____.
14. It's hard to get adjusted _____ the noise in this office.
15. When you are through _____ your work, give me a call.

Exercise 3.21. Translate using Word Combinations and Phrases.

1. Ти вже закінчив зі своєю доповіддю? 2. Вчитель дав нам тест з хімії.
3. Мій брат любить розбирати свої старі машинки на частини. 4. Ми змогли зібрати цей пазл дуже швидко (миттєво).
5. Я не люблю, коли хтось заглядає мені через плече, коли я пишу. 6. Вона швидко звикла до нового розкладу.
7. Чи можу я отримати ще трохи води? 8. На екрані висвітився номер переможця.
9. Постав стілець поруч із диваном. 10. Нам треба скласти цей звіт до купи до вечора.
11. Вчителька сказала, що буде тест за темою «Природа».
12. Я закінчу це миттєво, не хвилюйся. 13. Він розібрав комп'ютер, щоб почистити його.
14. Ти вже при звичайся до життя в гуртожитку? 15. Коли закінчиш з посудом, ходімо гуляти.

Exercise 3.22. Fill in the blanks using Speech Patterns, Word Combinations and Phrases of Unit Three.

1. I can't believe he left the room _____ (say) a word!
2. If you _____ the radio _____, you might not be able to fix it.
3. It took him months _____ to the strict discipline in the army.
4. She was brave _____ to tell the truth in front of everyone.
5. Don't worry, we will _____ the broken vase _____ in no time.
6. _____ anyone want to go outside in such terrible weather?
7. The students (*reacted negatively*) _____ when the extra homework was announced.
8. I need to sit _____ to someone who has a textbook.
9. After the renovation, the house looked better _____.
10. As soon as the error message _____ the screen, the system crashed.
11. _____ exhausted he _____ after working for 24 hours!
12. Please don't read my private messages _____.
13. Are you _____ the scanner? I need to use it.
14. The teacher said she would _____ us a _____ irregular verbs tomorrow.
15. He is _____ stubborn _____ a mule.
16. The mechanic promised to fix the car in _____.
17. Would you like _____ tea, or have you had enough?
18. She solved the puzzle _____ (look) at the instructions.

19. We need to _____ a strong team _____ for this project.

20. The wind was stronger _____ last night.

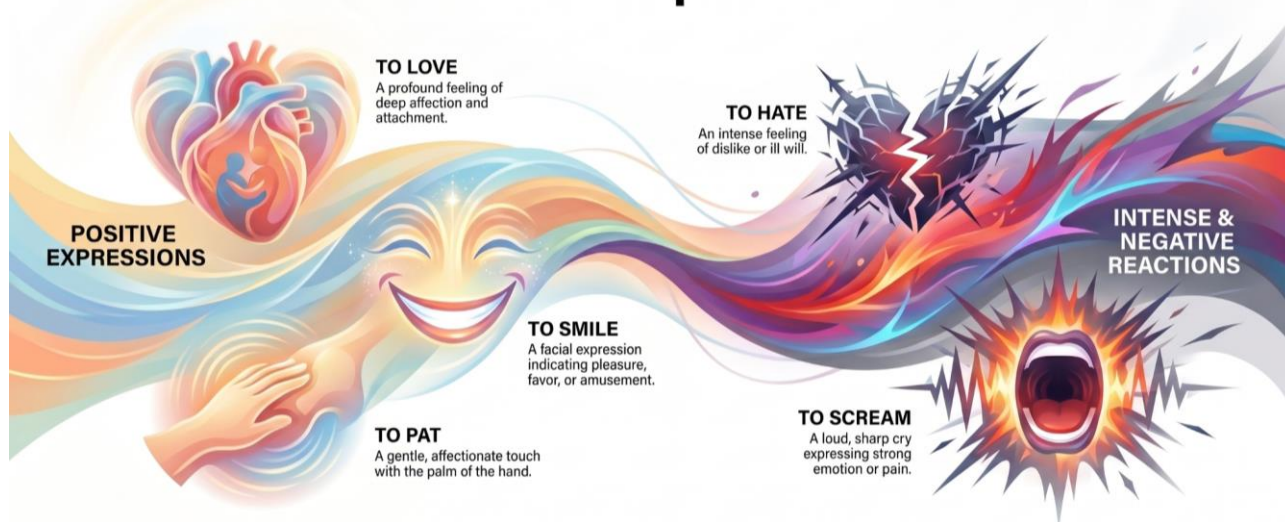
Exercise 3.23. Translate the sentences using Speech Patterns, Word Combinations and Phrases of Unit Three.

1. **Навіщо б** він розбирав новий телефон, якщо він працює? 2. Вона виконала завдання **миттєво**, навіть **не запитуючи** про допомогу. 3. Він був **досить розумним**, щоб зібрати всі докази. 4. Я ще **не закінчив** цю статтю, тож не зазирай мені **через плече**. 5. Її обличчя **почервоніло від гніву**, коли вона побачила результати тесту з історії. 6. **Як же вони, мабуть, зраділи**, коли побачили своє фото, що **висвітілося на екрані**! 7. Нам потрібен ще час, щоб **звикнути до** нового клімату. 8. Сядь **поруч зі мною** і не йди, **не попрощавшись**. 9. Вона працювала старанніше, **ніж будь-коли**, щоб скласти цей іспит. 10. Ти **досить дорослий**, щоб розуміти, що не можна все розбирати **на частини**. 11. **Навіщо б** я брехав тобі, якщо ми **такі ж близькі, як брати**? 12. Він тремтів **від холоду**, чекаючи на автобус. 13. Ми зібрали цей стіл **миттєво**. 14. Вчитель дав нам тест за темою «Світова література». 15. Ти вже **закінчив з прибиранням**? 16. **Яким, мабуть, щасливим він почувався**, коли побачив повідомлення **на екрані**! 17. Я не можу зосередитися, коли ти дивишся мені **через плече**. 18. Чи можу я отримати **ще трохи** інформації про цей проєкт? 19. Він знає математику **так само добре, як** і його вчитель. 20. Ця проблема складніша, **ніж будь-коли**.

VOCABULARY NOTES

Essential Vocabulary

The Spectrum of Human Expression





Exercise 3.24. For this exercise, you are required to: a) Go through the vocabulary nest; b) Replace the bold words or phrases with the correct expression using active vocabulary; c) Insert the correct preposition or word to complete the phrase; d) Translate the sentences using active vocabulary.

1. STAND

a)

stand 1) (vi (verb intransitive)) to be in a vertical position on one's feet; to maintain an upright posture. CC (common collocations): **to stand still** (not moving); **to stand straight / motionless**; **to stand with one's back to smb.**; **to stand in one's light** (to block the light); **to stand leaning against smth.**; **to stand in a line**. E.g. (*exempli gratia*) "It was awfully funny to read words that **stood still** instead of moving the way they were supposed to – on a screen, you know". Don't just **stand there**; come and help me! Please move aside, you are **standing in my light**.

to stand on end to rise upright on the head due to extreme fear, shock, or cold (usually about hair). E.g. The eerie sound coming from the basement made his hair **stand on end**.

to stand out to be clearly visible against a background; to be noticeable or superior to others. E.g. Her bright red coat made her **stand out** against the snowy landscape. As a student, she always **stood out** from the rest of the group because of her diligence.

to stand up for smb. (smth.) to defend, support, or side with a person or an idea. E.g. You must learn to **stand up for** your rights if you want to be respected.

it stands to reason it is logical, obvious, or clear from the facts. E.g. **It stands to reason** that if you don't water the plants, they will die.

stand 2) (vt (verb transitive)) to tolerate, endure, or bear something unpleasant. E.g. I can't **stand** the smell of burnt plastic. She couldn't **stand** his constant complaining anymore.

to stand one's ground to refuse to change one's opinion or retreat, despite opposition or pressure. *E.g. The politician was heavily criticized by the press, but he **stood his ground**.*

stand 3) (vi) to remain valid, effective, or unchanged. *E.g. The offer I made yesterday still **stands**.*

stand 4) (vt) to pay for something for someone else (as a treat). CC: **to stand treat** *E.g. Put your wallet away; I will **stand treat** for dinner tonight.*

stand 5) (vi) to remain loyal to someone; to provide support. CC: **to stand by**. *E.g. A true friend is someone who **stands by** you even when you are in trouble.*

stand 6) (vi) to have a specific height. *E.g. The basketball player **stands** nearly seven feet tall.*

to stand for to represent, symbolize, or be an abbreviation for. *E.g. In this equation, "X" **stands for** the unknown variable. What does the acronym "NATO" **stand for**?*

b)

1. It is **obvious and logical** that we should check the engine before a long trip. 2. I simply cannot **tolerate** people who lie to my face. 3. Even though they pressured him to sign, he **remained firm and didn't change his position**. 4. The letters "USA" **mean** the United States of America. 5. Her red dress made her **very prominent and noticeable** in the crowd. 6. Don't be afraid to **defend** your principles, even if you are alone. 7. The contract **remains unchanged** despite the new management. 8. When he saw the ghost, he was so frightened his hair **rose up on his head**. 9. He is 6 foot 2 inches **in height**. 10. Who is going to **pay the bill** for the drinks tonight? 11. Please move, you are **blocking my light**. 12. In difficult times, true friends **support** each other.

c)

1. His work _____ from the rest of the class because of its originality.
2. It _____ that if you don't study, you will fail the exam.
3. I can't _____ waiting in long lines.
4. Everybody attacked his theory, but he _____ his _____.
5. The scary movie made my hair _____.
6. We promised to _____ each other no matter what happens.
7. "UN" _____ United Nations.
8. He _____ the weak and the poor all his life.
9. Put the books on the shelf so they _____ a line.
10. Since it's my birthday, I will _____.
11. The dark castle _____ the bright full moon.
12. Please don't _____; I can't see what I'm reading.

d)

1. Само собою зрозуміло (це логічно), що дітям потрібна увага батьків.
2. Я не можу терпіти цього шуму; у мене болить голова.
3. Його яскрава ідея виділялася на тлі інших пропозицій.
4. Він стояв до нас спиною і не бачив, що сталося.
5. Ти повинен захищати свої права.
6. Наша домовленість залишається в силі (без змін).
7. Від цієї новини у мене волосся стало дибки.
8. Незважаючи на критику, він стояв на своєму.
9. Що означає ця аббревіатура?
10. Ми повинні підтримувати один одного у скрутну хвилину.
11. Сьогодні він пригощає (платить за всіх).
12. Не стій мені на світлі (не затуляй світло).

2. HATE

a)

hate (vt) to dislike intensely; to wish harm to; (colloq.) to feel sorry or reluctant to do something (usually followed by infinitive or gerund). *E.g. "Margie always **hated** school, but now she **hated** it more than ever." I **hate** to interrupt your meeting, but it is urgent. Most cats **hate** getting wet.*

hate (n (noun)) an intense hostility or aversion; the opposite of love. *E.g. We must not allow **hate** to divide our community. His speech was full of anger and **hate**.*

hateful (adj(adjective)) evoking or displaying intense dislike; nasty; unpleasant; full of hate. *E.g. She cast a **hateful** glance at her rival across the room. Spreading rumours is a **hateful** thing to do.*

hatred (n) a profound, active feeling of ill-will or resentment; a distinct and long-lasting animosity. *E.g. Over the years, their rivalry turned into deep **hatred**. He looked at the dictator with **hatred** in his eyes.*

b)

1. I **regret** to tell you that we cannot accept your application.
2. Margie **had a strong dislike** for the mechanical teacher and the slot where she had to put homework.
3. The two families were filled with **extreme ill-will** toward each other for decades.
4. That was a very **nasty and unpleasant** remark you made about her dress.
5. I **strongly dislike** waking up early on Sundays.
6. He stared at his enemy with **intense dislike**.
7. The crime was motivated by **extreme hostility** towards the group.
8. I **am reluctant** to trouble you, but I need a favour.

c)

1. She gave him a _____ look when he insulted her artwork.
2. Margie _____ the large screen where all the lessons were shown.
3. There is a thin line between love and _____.
4. I _____ to say this, but you are wrong.
5. His heart was filled with _____ after the war.
6. It was a _____ lie that caused a lot of pain.
7. Most children _____ doing homework, but Margie suffered the most.
8. She tried to hide her _____, but her eyes gave her away.

d)

1. Марджі ненавиділа школу більше, ніж будь-коли. 2. Я ненавиджу турбувати тебе так пізно, але це терміново. 3. Він подивився на мене з ненавистю в очах. 4. Це був огидний злочин. 5. Яка ненависна погода сьогодні! 6. Вона відчувала глибоку ненависть до несправедливості. 7. Мій кіт ненавидить собак. 8. Не дивися на мене таким повним ненависті поглядом.

3. SMILE

a)

smile 1) (vi/t) to have a facial expression indicating pleasure, affection, or amusement. CC: **to smile at smb. / smth.;** **to smile on / upon** (to favour or support). *E.g. The round little man **smiled at** Margie and gave her an apple. Why does he never **smile**? Fortune has always **smiled on** (upon) him.*

smile 2) (vt) to express a feeling by smiling; to make a feeling disappear by smiling. CC: **to smile away vexation** (grief, anger). *E.g. He is not the type of man to **smile away** his vexation; he prefers to argue. She tried to **smile away** her disappointment when the mechanical teacher was fixed so quickly.*

smile 1) (n) the act of smiling; a happy or amused facial expression. CC: **a pleasant / cruel / ironical smile;** **to be all smiles** (to look very pleased or happy). *E.g. There was a strange, **ironical smile** on her face when she talked about the "old schools." The County Inspector was **all smiles** when he finished fixing the robot.*

smile 2) (n, pl(plural)) a favor or support. CC: **the smiles of fortune**. *E.g. He managed to build his career thanks to hard work and the **smiles of fortune**.*

b)

1. The little man **looked at her with amusement** and handed her an apple. 2. She tried to **drive away her grief by smiling**, but tears rolled down her cheeks. 3. When he won the lottery, he **looked extremely pleased and happy**. 4. It seems that luck has **favoured** our team this season. 5. What are you **looking amusingly at**? Is there something on my face? 6. He lived a happy life, enjoying the **support and favour of fate**. 7. He is too serious; he **doesn't show happiness on his face** very often.

c)

1. The Inspector _____ Margie to make her feel better.
2. Don't worry, fortune will _____ you sooner or later.
3. It is impossible to _____ such a deep tragedy.
4. When she saw her test results, she was _____.
5. There was a cruel _____ his face.
6. He succeeded without the _____ fortune, relying only on his skills.
7. What are you _____? I don't see anything funny.

d)

1. Він ніколи не посміхається; він завжди такий серйозний. 2. Доля завжди йому посміхалася. 3. Чому (з чого) ти посміхаєшся? 4. Коли він побачив свою нову іграшку, він був сам усмішка (сяяв від радості). 5. Вона спробувала посмішкою прогнати своє роздратування (smile away vexation). 6. На її обличчі була іронічна посмішка. 7. Він не з тих людей, які можуть легко приховати (прогнати) горе посмішкою. 8. Він насолоджувався прихильністю (усмішками) долі все своє життя.

4. PAT

a)

pat 1) (vi/t) to touch someone or something gently and repeatedly with the hand flat, usually as a sign of affection, comfort, or approval. CC: **to pat a dog; to pat a child on the head.** E.g. "The Inspector had smiled after he was finished and **patted** Margie's head." Amy **patted** her friend **on** the shoulder with warmth to comfort her. He **patted** his sister's hand.

pat 2) (vi/t) to flatten or shape something by tapping it lightly; to move a body part rhythmically against a surface. CC: **to pat smth. into shape / a pile; to pat one's foot.** E.g. She **patted** the books **into** a neat pile on the desk. He sat in the corner, **patting** his foot to the jazz music.

pat 1) (n) a gentle touch or stroke given with the open hand. CC: **a friendly pat on the back / shoulder.** E.g. He gave me an encouraging **pat on the shoulder** before the exam.

pat 2) (n) a light, quick sound made by striking something flat. E.g. We listened to the soft **pat** of the rain against the windowpane.

b)

1. The County Inspector smiled at Margie and **touched her head gently**. 2. She **tapped** the soil **lightly to make it flat** around the new plant. 3. He gave me **an amiable stroke** on the back to say "well done." 4. The old man **dabbed his foot rhythmically** while listening to the radio. 5. The child **stroked** the puppy **gently** and it wagged its tail. 6. She **tapped** the papers **to make them neat** before putting them in the folder. 7. She **caressed** the boy on the head for being so brave.

c)

1. The Inspector took the teacher apart and then _____ Margie _____ the head.
2. He gave his friend a reassuring _____ the shoulder.
3. She _____ the dough _____ a flat circle to make a pizza.
4. Stop _____ your _____! That noise is annoying.
5. He _____ the messy stack of letters _____ a neat pile.

6. She _____ the crying child _____ warmth and affection.

d)

1. Дядячко Том посміхнувся і поплескав Марту по голові. 2. Він дружньо поплескав мене по плечу. 3. Вона поплескала подушку, щоб зробити її зручнішою. 4. Я почув легке постукування дощу по даху. 5. Він відбивав ритм (поплескував) ногою в такт музиці. 6. Вона з любов'ю поплескала свого собаку. 7. Він склав папери в акуратну стопку.

5. TAKE

a)

take 1) (vi/t) to seize, grasp, or capture with hands or instruments. CC: **to take a person's hand; to take smb. by the hand; to take hold of smth.; to take a man prisoner.** E.g. The County Inspector **took** the mechanical teacher apart to fix it.

take 2) (vi/t) to accept, receive, or buy regularly; to consume or use (time / rest). CC: **to take a nap; to take a holiday; to take a chance.** E.g. Margie hoped he wouldn't know how to put it together again, but he **took** an hour or so, and there it was again. You must **take** your **chance** and ask him now.

take 3) (vt) to carry, remove, or steal. E.g. "They had once **taken** Tommy's teacher away for nearly a month because the history sector had blanked out completely." Please **take** these old books to the attic.

take 4) (vt) to escort or guide someone. E.g. He **took** the guest to the living room.

take 5) (vt) to feel or experience (an emotion / attitude). CC: **to take pride in; to take an interest in.** E.g. Tommy **took** great **pride in** knowing more about the old schools than Margie.

take 6) (vt) to inhale, eat, or drink. CC: **to take a deep breath; to take medicine.** E.g. She **took a deep breath** and entered the classroom.

take 7) (vt) to assume, presume, or understand. CC: **to take it for granted; to take one's meaning.** E.g. Margie **took it for granted** that all schools were boring, until she heard about the old days. I **take** him to be an honest man.

take 8) (vt) to adopt a specific attitude or action. CC: **to take care; to take notice of; to take a dislike to; to take to task** (to scold / reprimand); **to take pains** (to make a great effort). E.g. The teacher **took** him **to task** for not finishing his homework. He **took** great **pains** to help me fix the slot.

Phrasal Verbs:

take after – to resemble (a family member) E.g. She **takes after** her grandmother.

take down – 1) to dismantle / demolish E.g. They **took down** the old building.; 2) to write from dictation E.g. Margie **took down** the assignment codes.

take in – 1) to receive / admit (lodgers); 2) to make smaller (clothes) E.g. I had my dress **taken in**; 3) to understand E.g. It was hard to **take in** all that information.; 4) to deceive / cheat E.g. Don't be **taken in** by his lies.

take off – 1) to remove (clothes); 2) to depart (plane); 3) to leave (informal).

take over – to assume control or succeed someone *E.g. When will you **take over** the new post?*

take to – 1) to start liking *E.g. She **took to** the new teacher immediately.*; 2) to start a habit *E.g. He **took to** gardening.*

take up – 1) to occupy (time / space) *E.g. The screen **took up** the whole wall.*; 2) to admit (passengers); 3) to continue (a story).

take up with – to associate with *E.g. He has **taken up with** a strange crowd.*

b)

1. The plane **departed** from the airport on time. 2. I asked the student to **write down** what I was saying. 3. This large desk **occupies** too much room in the office. 4. Margie **assumed as a fact** that the mechanical teacher was always right. 5. Don't let him **deceive** you with his smooth words. 6. Whom do you **resemble** in your family? 7. The manager **assumed control of** the new department yesterday. 8. She **started a habit of** walking in the park every morning. 9. He **scolded** his younger brother for breaking the toy. 10. Please **remove** your coat and sit down. 11. Did you **understand** the meaning of his speech? 12. He **made a great effort** to explain how the old books worked.

c)

1. The large screen _____ too much space in the room.
2. Don't be _____ by his promises; he is not honest.
3. Margie _____ the mechanical teacher immediately because it knew so much.
4. Tommy _____ his father; they both love history.
5. Please _____ these notes carefully.
6. When the boss retires, who will _____ the company?
7. She _____ painting when she had more free time.
8. He _____ no notice _____ my warning.
9. The plane _____ smoothly despite the wind.
10. We decided to _____ the old shed _____ (dismantle it) because it was dangerous.
11. You must _____ your coat _____ to the dry cleaner's to have it _____ (reduced in size).
12. She has _____ (associated with) a new group of friends lately.

d)

1. Марджі сприйняла як належне, що Томі знає більше. 2. Він зняв капелюха, коли увійшов до кімнати. 3. Ця робота займає надто багато часу. 4. Мене ошукали, коли я купував цей годинник. 5. Хто перейме керівництво, коли директор піде? 6. Він дуже схожий на свого дідуся.

7. Запиши мою адресу, щоб не забути. 8. Він почав читати старі книги з великим інтересом. 9. Вчитель вичитав її за запізнення. 10. Вона доклала великих зусиль, щоб зрозуміти урок. 11. Будівлю розібрали минулого тижня. 12. Ми не повинні брати до уваги його грубі слова.

6. LEVEL

a)

level 1) (n) a position on a scale of amount, quantity, extent, or quality; a standard of skill or ability. CC: **a high / low / average level; cultural / intellectual / economic level; above / below sea level.** E.g. *I've slowed it up to an average ten-year level. The city is located 20 meters below sea level.*

level 2) (n) a flat surface; equality of height or standing. CC: **to be on a level with smb. / smth.** (equal to). E.g. *The water in the pool was on a level with the edge. His understanding of history is on a level with a university professor's.*

level 3) (n) (colloq.) honesty or sincerity. CC: **to be on the level.** E.g. *I don't trust him. Do you think he is on the level?*

level 1) (adj) flat, horizontal, and even; having no part higher than another. Syn: **flat.** E.g. *We need a level surface to set up the ping-pong table.*

level 2) (adj) steady, calm, and well-balanced (about voice or character). CC: **a level voice; a level head** (sensible, practical judgment). E.g. *Even during the crisis, she spoke in a cool, level voice. E.g. He has a level head on his shoulders; he doesn't panic.*

level 1) (vt) to make flat; to destroy completely. CC: **to level a building to the ground.** E.g. *The tornado levelled the barn to the ground.*

level 2) (vt) to aim a weapon or tool at someone. CC: **to level a gun / camera at smb.** E.g. *The hunter levelled his rifle at the target.*

b)

1. The geography sector was adjusted to a **standard** suitable for a ten-year-old. 2. Is this offer **honest and sincere**? 3. The earthquake **destroyed** the entire village **completely**. 4. She kept her emotions under control and spoke in a **steady, calm tone**. 5. His technical skills are **equal to** those of a professional engineer. 6. We need to find **flat** ground to pitch the tent. 7. He **is very sensible and calm**; he will know what to do. 8. The soldier **aimed** his weapon at the enemy tank.

c)

1. The water rose until it was on a _____ the river banks.
2. The Inspector geared the teacher to an average ten-year _____.
3. The explosion _____ the old factory _____ the ground.
4. She gazed at him, her voice cool and _____.

5. Are you sure this deal is _____ the _____? It sounds too good to be true.
6. He _____ his camera _____ the bird to take a photo.
7. The plane maintained a steady flight _____ of 30,000 feet.
8. Use a ruler to make sure the picture frame is _____.

d)

1. Його знання з математики цілком на рівні студента коледжу.
2. Інспектор налаштував робота на середній рівень.
3. Ураган зрівняв містечко із землею.
4. Він відповів рівним голосом, не показуючи страху.
5. Ти думаєш, він чесний з нами?
6. Мисливець націлив рушницю на звіра.
7. У неї «світла голова», вона не панікуватиме.
8. Ця місцевість знаходиться нижче рівня моря.
9. Нам потрібна рівна поверхня для встановлення екрана.

7. REGULAR

a)

regular 1) (adj) unchanging, usual, habitual; happening at fixed times. CC: **to keep regular hours; regular habits.** E.g. "The mechanical teacher was always on at the same time every day, except Saturday and Sunday, because her mother said little girls learned better if they learned at **regular** hours." He has no **regular** job, so he is often at home.

regular 2) (adj) arranged according to a rule or definite order; symmetrical; harmonious. CC: **regular features** (of a face); **a regular figure.** E.g. She had a beautiful face with fine, **regular features.** The garden was planted in **regular rows.**

regular 3) (adj) properly qualified; recognized; standard or normal (according to accepted standards). CC: **a regular doctor; the regular army.** E.g. "Sure, they had a teacher, but it wasn't a **regular teacher.** It was a man." Is he a **regular member** of the team or just a substitute?

regular 4) (adj) (colloq.) thorough; complete; absolute (used to emphasize a quality, usually negative). CC: **a regular rascal; a regular nuisance.** E.g. That boy is a **regular rascal**; he is always causing trouble.

regularly 1) (adv (adverb)) at regular intervals; constantly; habitually. E.g. The inspector came **regularly** to check the mechanical teacher. He has been practicing **regularly** for the last two weeks.

regularly 2) (adv) in an even, organized, or symmetrical manner. E.g. The chairs were **regularly** arranged in the hall.

b)

1. Her mother believed that children learn better if they study at **fixed times.**
2. Tommy explained that in the past, the teacher wasn't a **machine** (standard one for them), but a human being.
3. He is **an absolute nuisance**; I can't work when he is around.
4. She has very **symmetrical and harmonious facial**

features. 5. You should visit the dentist **at constant intervals** to keep your teeth healthy. 6. He doesn't have a **steady** job. 7. The trees in the park are planted in a **strict order**.

c)

1. Little girls learn better if they keep _____.
2. "It wasn't a _____ teacher," said Tommy. "It was a man."
3. He is a _____! He hid my shoes again.
4. She exercises _____ every morning to stay fit.
5. He has handsome, _____ features.
6. He is not a _____ doctor yet; he is still an intern.
7. The streets in this city are _____ laid out.

d)

1. Мама Марджі змушувала її дотримуватися правильного розпорядку дня. 2. Звичайним вчителем для них був комп'ютер. 3. Він справжній шахрай, не вір йому. 4. Вона має правильні риси обличчя. 5. Ми повинні зустрічатися регулярно, щоб обговорювати наш прогрес. 6. У нього немає постійної роботи. 7. Це не регулярна армія, а загін добровольців. 8. Машина вмикалася в той самий час щодня.

8. SCREAM

a)

scream 1) (vi/t) (of humans / animals) to make a loud, high-pitched cry due to pain, fear, or excitement; to speak loudly and shrilly. CC: **to scream in anger / pain; to scream with laughter.** *E.g. "Tommy **screamed with laughter**: "You don't know much, Margie..." The baby **screamed** all night because of a toothache. This parrot **screamed** "Hello!" but didn't say anything else.*

scream 2) (vi) (of machines, wind, etc.) to make a long, loud, high-pitched noise. *E.g. The wind **screamed** through the broken window. The jet engines **screamed** overhead as the plane took off.*

scream 1) (n) a loud, piercing cry expressing strong emotion. *E.g. We heard a terrifying **scream** from the street.*

scream 2) (n) (colloq.) a person or thing that is very funny or ridiculous. CC: **a perfect scream.** *E.g. The new comedy show is a **perfect scream**; I couldn't stop laughing. "Isn't it a **scream**?" she asked, giggling at the joke.*

b)

1. Tommy **laughed loudly and shrilly** at Margie's ignorance. 2. The wounded soldier **cried out sharply** in pain. 3. The wind **made a high-pitched noise** around the house during the storm. 4. That joke is **hilarious**! 5. She **yelled**

the orders **loudly** so everyone could hear. 6. The brakes of the old bus **made a shrill noise** when it stopped.

c)

1. Tommy _____ laughter when Margie said she didn't want a stranger in her house.
2. The child _____ terror when the lights went out.
3. Have you seen his new hat? It's a _____!
4. She _____ anger at the unfair decision.
5. The car tires _____ the asphalt as he braked hard.
6. He is such a funny guy; he is a _____.

d)

1. Томмі зайшовся сміхом, коли Марджі спитала про вчителів.
2. Дитина кричала всю ніч. 3. Цей папуга тільки кричить, але не говорить.
4. Вітер завивав за вікном. 5. Вона така кумедна — це просто сміхота! 6. Ми почули гучний крик болю. 7. Реактивні літаки ревіли над головою. 8. Він закричав від гніву, коли побачив безлад.

9. FIT

a)

fit 1) (vi/t) to be of the correct size or shape; to correspond successfully to something. *E.g. The homework papers didn't **fit** easily into the slot because they were crumpled. This key doesn't **fit** the lock. That uniform doesn't **fit** me; it's too large.*

fit 2) (vi/t) to make suitable, adaptable, or ready; to install or put into place. CC: **to fit smth. on** (to try on for size adjustment); **to fit in** (to harmonize or correspond). *E.g. The Inspector managed to **fit** all the wires back into the mechanical teacher. I need to go to the tailor to have my new suit **fitted on**. How will these new lessons **fit in** with your schedule?*

fit 1) (adj) suitable, appropriate, or qualified for a specific purpose. CC: **fit for**; **to think fit** (to consider it right / proper). *E.g. This old book is falling apart; it is not **fit for** use. The Inspector didn't **think fit** to tell Margie the truth about the test results immediately. Do as you **think fit** regarding your homework.*

fit 2) (adj) (of a person) healthy, strong, and physically capable. *E.g. You must be physically **fit** to run a marathon. After a week of rest, he felt quite **fit** again.*

b)

1. This candidate is not **qualified or suitable** for the position of a teacher.
2. My holiday plans don't **correspond or harmonize** with yours. 3. Do whatever you **consider proper and right**. 4. These shoes **are the wrong size for** me; they

are too tight. 5. After the illness, he is not **strong or healthy** enough to work. 6. The carpenter **installed** a new plank in the floor. 7. She went to the dressmaker to **try on the dress for adjustments**.

c)

1. The man is not _____ the job; he lacks experience.
2. How does this meeting _____ with your arrangements for the day?
3. I am going to the shop to have my new coat _____.
4. He didn't _____ to apologize for his mistake.
5. I hope you are feeling quite _____ after your vacation.
6. This plug doesn't _____ the socket.

d)

1. Це пальто мені не підходить. 2. Він не вважав за потрібне сказати мені правду. 3. Цей чоловік не підходить для цієї посади. 4. Як твої плани узгоджуються з моїми? 5. Роби так, як вважаєш за потрібне. 6. Я сподіваюся, ти почуваєшся цілком здоровим. 7. Цей ключ не підходить до замка. 8. Я йду до кравця, щоб приміряти костюм. 9. Він був хворий і зараз ні на що не годиться.

10. LOVE

a)

love 1) (vt) to feel deep affection or tenderness for someone (family, friends, country). CC: **to be in love with**. *E.g. Margie loved her grandfather, who told her about the old days.*

love 2) (vt) to have kind feelings towards; to care for. *E.g. To be a good teacher, you must really love children.*

love 3) (vt) to enjoy greatly; to find pleasure in something. *E.g. "I should love to visit a real school," thought Margie. She loves reading (loves to read) about history.*

love 1) (n) a strong liking or enjoyment; friendliness. CC: **a love of learning; love of country; unrequited love** (one-sided); **to give / send one's love to** (an affectionate greeting). Idiom: not to be had **for love or money** (impossible to get by any means). *E.g. Her love of learning disappeared when the mechanical teacher started giving too many tests. Real paper books are rare now; they are not to be had for love or money. Please give my love to your mother.*

love 2) (n) romantic passion or desire. CC: **to be in love (with); to fall in love (with); to fall out of love (with); to be / fall head over heels in love** (completely and deeply). *E.g. The hero of the movie was head over heels in love with the heroine.*

b)

1. Would you like to come to the party? – I **would enjoy that very much**.
2. That rare vintage car **cannot be bought by any means, even for a high price**.
3. Please **convey my affectionate greetings to** your sister when you see her.
4. He **began to have romantic feelings for** her as soon as they met.
5. She **enjoys** walking in the rain.
6. He is **completely and deeply obsessed** with his new girlfriend.
7. The patriot had a deep **affection for** his country.

c)

1. He _____ the girl next door.
2. Such a rare stamp is not _____ or money.
3. Don't forget to send my _____ to your parents.
4. He is _____ with her.
5. She has a great _____ music.
6. "Will you join us?" – "I'd _____ to."
7. Romeo was deeply in _____ Juliet.

d)

1. Цю книгу не можна дістати ні за які гроші.
2. Він закохався в неї по вуха.
3. Вона дуже любить малювати.
4. Передай привіт бабусі.
5. Його любов до навчання вражала всіх.
6. Ти закохався?
7. «Ти підеш зі мною?» – «З великим задоволенням.»
8. Вчителі повинні любити дітей.
9. Це було нерозділене кохання.

Exercise 3.25. Translate the following sentences into Ukrainian.

1. It stands to reason that we cannot finish the project without more data.
2. Even though the mechanical teacher was just a machine, Margie hated to disappoint it.
3. Fortune has not always smiled on him, yet he never gave up.
4. The Inspector patted Margie on the head and smiled at her mother.
5. You shouldn't take his kindness for granted; you should be grateful.
6. The water in the lake was on a level with the banks after the heavy rain.
7. He is a regular rascal; you can't trust a word he says.
8. The comedy was a perfect scream; the audience screamed with laughter.
9. This coat doesn't fit me properly; I need to have it taken in.
10. Such a rare first edition book is not to be had for love or money these days.
11. Despite the pressure, the soldier stood his ground and refused to retreat.
12. I take it you are the new manager who is going to take over the department.
13. She has a level head on her shoulders and won't panic in an emergency.
14. The baby has taken to his new nanny and smiles at her all the time.
15. He didn't think fit to inform us about the changes in the schedule.
16. "Will you join us for dinner?" – "I should love to."
17. The old building was levelled to the ground to make space for a new park.
18. Don't be taken in by his promises; he is not on the level.
19. My little brother takes after my father; they both have the same regular features.
20. The spooky sound made my hair stand on end.

Exercise 3.26. Paraphrase the sentences using the active vocabulary.

1. It is logical and obvious that if you don't study, you will fail. 2. I simply cannot tolerate people who are rude to waiters. 3. Who is going to pay the bill for the drinks tonight? 4. "USA" means the United States of America. 5. I regret to tell you that your application was rejected. 6. He looked very pleased and happy when he heard the news. 7. She tried to drive away her sadness with a smile. 8. He gave the dog a friendly tap on the head. 9. She resembles her mother in character. 10. The plane departed exactly on time. 11. I was deceived by the advertisement; the product is useless. 12. The new sofa occupies too much space in the living room. 13. Is this business deal honest? 14. The hunter aimed his gun at the target. 15. He has well-balanced and symmetrical facial features. 16. Margie had to study at fixed, unchanging times. 17. That joke is hilarious! 18. She cried out loudly when she saw the spider. 19. This key is not the right size / shape for this door. 20. He is not qualified / suitable for this job. 21. Do as you consider proper and right. 22. I enjoy reading science fiction very much. 23. They are completely and deeply in love with each other. 24. You cannot get a ticket for this concert by any means. 25. The teacher scolded / reprimanded him for forgetting his book.

Exercise 3.27. Translate the following sentences into English using the active vocabulary.

1. Я терпіти не можу, коли хтось затуляє мені світло. 2. Його робота виділяється на тлі робіт інших здобувачів вищої освіти. 3. Ми повинні підтримувати один одного у важкі часи. 4. Від цього жахливого крику у мене волосся стало дибки. 5. Марджі ненавиділа школу і той слот, куди треба було вставляти домашнє завдання. 6. Доля посміхнулася їм, і вони виграли головний приз. 7. Він дружньо поплескав мене по плечу. 8. Інспектор розібрав механічного вчителя, а потім склав його знову. 9. Вона сприйняла як належне те, що я допоможу їй. 10. Хто перейме керівництво компанією, коли він піде на пенсію? 11. Його знання англійської – на рівні носія мови. 12. Ми повинні знайти рівну поверхню, щоб поставити намет. 13. У нього немає постійної роботи, але він чудовий фахівець. 14. Це повний скандал! 15. Томі зайшовся сміхом, коли Марджі запитала про вчителів-людей. 16. Цей костюм мені не підходить; він замалий. 17. Він не вважав за потрібне вибачитися. 18. Її любов до музики почалася в ранньому дитинстві. 19. Цю картину не можна купити ні за які гроші. 20. Вона по вуха закохана у свого нового хлопця.

Exercise 3.28. Fill in the gaps with your essential vocabulary.

1. It _____ that children learn better when they are interested in the subject.
2. The County Inspector _____ Margie and gave her an apple.

3. I am afraid this old coat is not _____ wear anymore.
4. Tommy _____ laughter when Margie asked if anyone wrote about schools.
5. Don't worry about the broken vase; he didn't take you _____ for it.
6. The new student _____ from the rest of the class because of his height.
7. She has _____ painting and spends every weekend in the studio.
8. Is this business offer really _____, or is it a scam?
9. He promised to _____ his friend no matter what happened.
10. The water in the river rose until it was _____ the banks.
11. The ticket for that show is not _____; it's completely sold out.
12. Margie _____ the slot where she had to put the homework; she had to punch the answers _____ code.
13. The large mechanical teacher _____ nearly half of the room.
14. Even though he was frightened, he _____ his _____ and didn't run away.
15. He _____ the dog gently _____ the head.
16. The little girl _____ her mother; they have the same smile.
17. I can't stand people _____ my light when I'm reading.
18. The tornado _____ the barn _____ the ground.
19. We must decide on a _____ time and place for the meeting.
20. The spooky story made my hair _____.
21. Don't be _____ by his polite manners; he can be very rude.
22. He didn't _____ to ask for permission before leaving.
23. "Will you come to the cinema?" – "I'd _____ to."
24. The new manager is ready to _____ the department next week.
25. That comedy show was a _____; we laughed all evening.
26. How will this new schedule _____ with your other commitments?
27. Margie's mother believed little girls learned better at _____ hours.
28. He was _____ with his classmate.
29. The Inspector _____ the mechanical teacher _____ to fix the wires.
30. Fortune has always _____ brave people.

Exercise 3.29. Translate into English using Essential Vocabulary, Phrases and Word Combinations, Speech Patterns of this Unit.

1.	<u>Виділятися</u>	
2.	<u>Відстояти гарну ідею</u>	
3.	<u>Відчитати підлеглого</u>	
4.	<u>Він весь у тебе.</u>	
5.	<u>Він виглядає щасливішим, ніж будь-коли.</u>	
6.	<u>Він зростом 5 футів</u>	

7.	Він не впорається <u>без</u> моєї <u>підтримки</u> .	
8.	Він не з тих, кому <u>посміхається</u> фортуна.	
9.	Він не <u>підходить</u> на роль мого чоловіка.	
10.	Він <u>не підходить</u> на цю посаду.	
11.	Він <u>пишається</u> тим, що його ніколи <u>не обдуриш</u> .	
12.	Він <u>по вуха</u> закоханий у мою сестру.	
13.	Він <u>сприймає</u> свою перевагу як <u>само собою зрозумілу</u> .	
14.	<u>Влитися в</u> колектив	
15.	<u>Волосся</u> стало <u>дибки</u> .	
16.	Вона була <u>досить щаслива</u> отримати цю роботу.	
17.	Вона <u>постійно краде</u> чужі ідеї.	
18.	Вони <u>працюють</u> так само завзято, як і решта.	
19.	<u>Глибоко вдихнути</u>	
20.	<u>Готовий ризикнути</u>	
21.	<u>Дати контрольну з</u> фізики	
22.	<u>Дій, як знаєш</u> .	
23.	З чого б це їм бути <u>чесними</u> з тобою?	
24.	<u>Завсідник</u> бару	
25.	<u>Закінчити</u> роботу	
26.	<u>Заливатися від</u> сміху	
27.	<u>Запеклий пахрай</u>	
28.	<u>Записати</u> інструкції	
29.	Її обличчя сяє <u>посмішками</u> .	
30.	<u>Контролювати</u> усю фірму	
31.	<u>Кричати у</u> гніві	
32.	<u>Мерзенна брехня</u>	
33.	Ми <u>такі ж компетентні</u> , як і він.	
34.	Наговорити <u>гидот</u>	
35.	<u>Нізащо</u>	
36.	<u>Обережніше</u> зі словами.	
37.	<u>Очолити</u> філію	
38.	<u>Підглядати у</u> чужу книгу	
39.	<u>Платити за</u> випивку по черзі	
40.	<u>Плескати по</u> плечу	
41.	<u>Порвати з</u> кимось	
42.	<u>Постійна</u> робота	
43.	<u>Почати</u> самостійну кар'єру	
44.	<u>Почервоніти від</u> збентеження	
45.	<u>Прив'язатися</u> до когось	
46.	<u>Прийняти</u> складне рішення	
47.	<u>Пристосовуватися</u> до нових вимог	
48.	<u>Рівним, спокійним</u> голосом	

49.	<u>Розібрати</u> комп'ютер набагато легше, ніж <u>зібрати</u> його назад.	
50.	<u>Само собою зрозуміло</u>	
51.	<u>Спілкуватися (затоваришувати)</u>	
52.	<u>Сприймати як належне</u>	
53.	<u>Стояти на своєму</u>	
54.	<u>Терпіти не можу</u>	
55.	<u>У тебе піде багато часу</u> на те, щоб...	
56.	<u>Хапати всіх за руки</u>	
57.	Це просто <u>сміхота!</u>	
58.	<u>Через однакові проміжки часу</u>	
59.	<u>Чесно кажучи</u>	
60.	<u>Чому б це він так вчинив?</u>	
61.	Що це з' <u>явилося на екрані?</u>	
62.	Я вважаю, що він <u>досить дорослий, щоб ...</u>	
63.	Я <u>відразу ж</u> повірив йому.	
64.	Я <u>намагаюся з усіх сил дотримуватись режиму.</u>	
65.	<u>Якою наляканою, напевно, вона була</u>	

Exercise 3.30. Translate into Ukrainian.

1.	A fitting-room	
2.	A garden regularly laid out	
3.	A regular doctor	
4.	A sponge takes up water.	
5.	Above sea level	
6.	Do you take my meaning?	
7.	Hateful glances	
8.	He stands 6 feet in height.	
9.	How the kids must have enjoyed the family weekend!	
10.	In no time	
11.	Level mind	
12.	Not to take "no" for an answer	
13.	Regular features	
14.	Take yourself off!	
15.	The agreement stands.	
16.	The dress fitted her slim body to perfection.	
17.	The regular army	
18.	To be all smiles	
19.	To be filled with hate for smb	
20.	To be fit for nothing	
21.	To be head over heels in love with	

22.	To be level-headed	
23.	To be taken in by one's words	
24.	To decide on a fit time and place	
25.	To fit a plank in a floor	
26.	To fit in with	
27.	To fit into the situation	
28.	To fit the key into the lock	
29.	To get adjusted to	
30.	To give a flat, weak smile	
31.	To have one's coat fitted on	
32.	To keep regular hours	
33.	To level a city to the ground	
34.	To level a gun at	
35.	To make a surface level	
36.	To pat the books into a pile	
37.	To point without looking	
38.	To smile away vexation, grief	
39.	To smile through tears	
40.	To stand at attention	
41.	To stand by each other in scrapes	
42.	To stand face to face	
43.	To stand for	
44.	To stand in a line	
45.	To stand out against the sky	
46.	To stand treat	
47.	To stand up for	
48.	To take a dislike to smb	
49.	To take down an old building	
50.	To take hold of	
51.	To take in a dress	
52.	To take in a lecture	
53.	To take in lodgers	
54.	To take leave of	
55.	To take one's chance	
56.	To take one's course	
57.	To take one's time	
58.	To take over	
59.	To take root	
60.	To take smb. in from head to foot	
61.	To take smb. to be an honest man	
62.	To take to walking	
63.	To take up one's story	
64.	To take up passengers	
65.	What do you take me for?	

Exercise 3.31. Study the information about synonyms below. Choose the right word to complete the sentences, translate them into Ukrainian. Mind that the difference may lie in collocation.

FLAT: Smoothness and Texture



Describes a surface without lumps or bumps, regardless of its angle or tilt.

Physical vs. Positional



Flatness focuses on the surface itself

Flat vs. Level:
Understanding the Difference

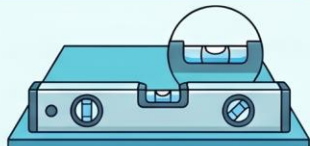
The Billiard Table Test



The cloth must have no bumps so the balls roll straight.

The table must be horizontal so gravity doesn't pull balls to one side.

LEVEL: Horizontal Alignment



Describes a surface parallel to the horizon with the same height everywhere.



Levelness focuses on the surface's position

Physical Collocations



A flat tire flat shoes Sea level A spirit level

Metaphorical Collocations



A flat refusal (absolute) A level head (calm/sensible) A flat fee (fixed price) A level playing field (fairness)

Functional Collocations



A flat fee (fixed price) A level playing field (fairness)

The Playground Slide

A slide is a perfect example of a surface that is flat but not level.



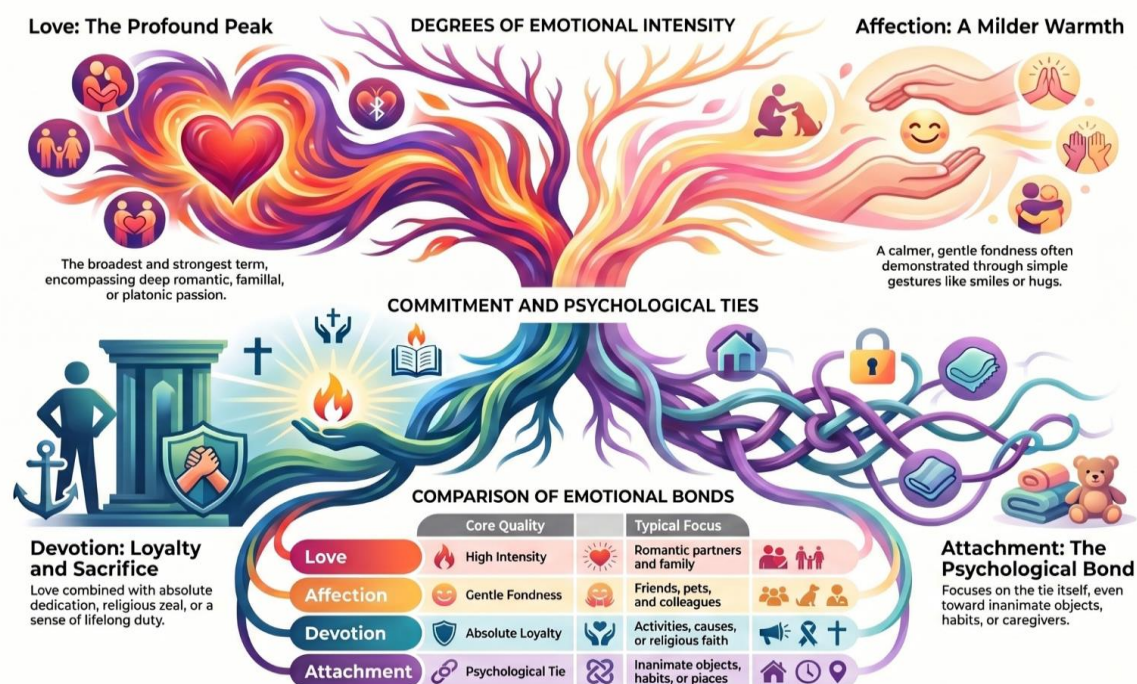
✓ **FLAT** (smooth)

✗ **LEVEL** (angled)

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1. After the excitement of the party, life seems somewhat _____ now.
2. Before I bang the nails in, would you say this picture was _____?
3. His request for time off work was met with a _____ refusal.
4. I got a _____ tyre; the air went out of it after driving over a nail.
5. I think the colours in this painting are kind of _____ (not varied or bright).
6. I thought her performance was a little _____; she lacked her usual energy.
7. In a cold, _____ voice, he ordered the soldiers to aim and fire.
8. The sides of a pyramid are all _____, even though they are not horizontal.
9. The unions are fighting to keep wages _____ with inflation.
10. Roll out the pastry on a _____ surface so there are no lumps.
11. She lay _____ on the ground, trying to hide in the tall grass.
12. Pieretti would have to win the next three stages in order to draw _____ with Le Sage in the Tour de France.
13. His attempt at a joke fell completely _____; nobody laughed.
14. In such a stressful situation, you need someone who is completely _____-headed.
15. We need to ensure a _____ playing field for all candidates, so no one has an unfair advantage.

Shades of Connection: Love vs. Affection, Devotion, & Attachment



1. My _____ for all my children is unconditional. 2. Please give her my _____ when you see her next time. 3. Psychologists emphasize that a secure _____ between mother and child is crucial for development. 4. he will be remembered for her unstinting _____ to the cause of human rights. 5. I'm not a fan of public displays of _____; keep it private! 6. What that kid really needs is some _____ and _____. 7. He has a sentimental _____ to his old high school because that's where they met. 8. The soldier was awarded a medal for his selfless _____ to duty. 9. It's just another tragic poem on the pain of unrequited _____. 10. I wouldn't do that job for _____ or money! 11. The dog gazed at its owner with obvious _____ and wagged its tail. 12. Over the years, he had formed a deep emotional _____ to the small cottage by the sea. 13. Her _____ to her sick husband was inspiring; she never left his side. 14. He tried to win her _____, but she only saw him as a friend. 15. This painting was done with great _____ and attention to detail.

Hate vs. Hatred: Mastering the Nuance

Grammatical and semantic distinctions for accurate usage. **Hate** is immediate and active, while **Hatred** describes a profound, enduring psychological state.

HATE





Scale of Annoyance
The Pet Hate Exception:
 In British English, a minor annoyance is a pet hate (US: pet peeve).

Hate as a Modifier

- hate crime**
- hate speech**
- hate mail**

V/N



HATRED





Psychological Condition
 Often paired with descriptors like "deep-seated," "blind," or "racial/religious hatred."

Hatred as a Psychological Condition

- blind hatred**
- deep-seated hatred**
- racial/religious hatred**

Feature	Hate	Hatred
Part of Speech	Verb & Noun	Noun Only
Duration	Immediate / Active	Deep-rooted / Enduring
Common Usage	Compound terms & actions	Abstract emotional states

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1. There is no place for (hate) _____ speech in a civilized society. 2. He is accused of spreading racial _____. 3. After the incident, he became a _____ figure in the British press. 4. Blinded by _____, they forgot that they once shared the same dreams. 5. The law makes it an offence to stir up religious _____. 6. Gang members have a deep-seated _____ of the police. 7. Her love for him quickly turned to _____, and she tore up all his old letters. 8. His enemies started a vicious _____ campaign against him in the press. 9. After the controversial interview, the actor received bags of _____ mail. 10. They have a classic love-_____ relationship; they fight constantly but can't live apart. 11. The look in his eyes was one of sheer _____. 12. The attack is being investigated by the police as a _____ crime. 13. People chewing gum with their mouths open is my absolute pet _____. 14. He was consumed by _____ for the men who had destroyed his family. 15. The two families have been engaged in a feud fuelled by mutual _____ for generations.

Exercise 3.32. Translate into English. Use all the active components of this Unit.

1. Як щодо того, аби оселитися в готелі над рівнем моря і насолоджу тися чудовими краєвидами? – Провести п'ять днів на такій висоті? Це ж як збирати пазл, якому недостає деталей. Мені не хочеться туди їхати і проводити відпустку, намагаючись призвичаїтися до такої висоти. – Тоді припиніть казати цей нонсенс і радуйтеся тому, що доля нам посміхається, і ми маємо взагалі шанс поїхати у відпустку.

2. Говорити рівним голосом, коли хочеться співати, надзвичайно важко. Навіть секунда здається вічністю, ти готовий кричати від щастя, посміхатися всім і кожному більше, ніж колись, плескати незнайомців по плечу від радощів. – Чого б це ви так себе поводити? Це ж нелогічно! Розумієте, про що я? – Так, але...- Послухай, Люсі, серйозно??
3. Кравчиня припинила креслити нову модель спідниці, аби взятися за негайне замовлення – ушити весільну сукню дівчини, яка ніяк не могла скинути зайву вагу, але в кінці-кінців скинула аж 12 кілограмів. Спочатку у кравчині відчувала, що над нею сміються, але її давня звичка зберігати спокій не дивлячись ні на що, змусила її згадати, наскільки вона гордиться своїм умінням справлятися з труднощами, і сказати, що робота займе в неї пару днів.
4. Уявіть собі істерику Томі, коли він побачив, що його сніговий будиночок зрівняли з землею! Його правильні риси обличчя змінилися на такий страшний погляд, начебто обвинувачуючи хлопців у скоєнні жахливого злочину. – Він ще не достатньо дорослий, аби дійсно відчувати, що може завдати комусь шкоди. Насправді, він не шкодує про втрату будиночка, і це лише привід змусити вас купити йому нову іграшку. Він так регулярно маніпулює і може змінювати вираз обличчя за секунду.
5. У моєї племінниці надзвичайний талант до випічки, але їй не дуже подобається це робити. – Звідки це в неї, успадкувала від бабусі? – Думаю, так. Бабуся не мала звичайної роботи. Натомість її навички пекти пироги з вишнями та робити рулетки з цукатами обожнювали усі.- Будь ласка, продовжуйте історію, не зважаючи на подив на моєму обличчі від почутого.
6. Годі кричати від захвату кожен раз, коли вам показують якусь тварину з зоомагазину! Вести себе як мала дитина не підходить дорослій жінці. – А якщо я хапаю кожен шанс порадуватися, бо мені не вистачає позитиву?! Життя по графіку останні років 15 не залишає мені вибору. Я не можу просто тихенько стояти, дивлячись як хтось бере свою дівчину за руку і веде через парк! Я докладаю всіх зусиль, коли бачу, як вони підтримують один одного, аби не заздрити.

Exercise 3.33. Translate into English. Use all the active components of this Unit.

1. Запаливши сигару, він поплескав мене по плечу: "Працювати в нашій фірмі нелегко. Само собою зрозуміло, у тебе піде багато часу на те, щоб пристосуватися до ситуації, що склалася. З чого б це їм бути чесними з тобою? Ці люди, хоч і працюють так само завзято, як і решта, миттєво зрозуміють, що не потрібно прив'язуватися до начальства. Зроби глибокий вдих і спробуй перестати думати про це. Як щодо того, щоб сходити

ввечері в паб?“ Я не заперечував проти того, щоб розслабитися, і, не вагаючись ні хвилини, запропонував зустрітися о 7:00.

2. – Мері, я не схвалюю твою поведінку. Ти ж знаєш, що розібрати комп'ютер набагато легше, ніж зібрати назад. Я хочу більше, ніж будь-коли, щоб, записавши інструкції, ти слідувала їм. Хоча дій, як знаєш. Але не забувай бути обережніше зі словами. У мене волосся стає дибки, коли ти спокійним голосом обіцяєш, а потім у гніві кричиш, що нічого такого не було.

3. – Що це запалося на екрані? – Не знаю. Це, можливо, прохання згорнути роботу вчасно. – Але це просто смішно! Не можу не відзначити, що він страшений шахрай. Уявляєш, якою наляканою, напевно, була Джейн, коли почула від нього, що не підходить на цю посаду. А вже тижнем пізніше їй довелося вступати на посаду. – Вона була досить щаслива, щоб отримати цю роботу. З тих пір я з Джейн не спілкувався, так як вона постійно краде чужі ідеї.

4. Пам'ятаю, як Сем скаржився, що втомився бути безробітним. А я розумів причину, з якої він не в змозі знайти постійну роботу. У нього проблеми з тим, щоб влитися в колектив, він звинувачує всіх у некомпетентності, наполягає на тому, що у нього великий досвід вирішення будь-яких проблем і у нього є право всіх повчати і навіть лаяти. Крім того, я терпіти не можу його огидну звичку гризти нігті. Він не з тих, кому посміхається фортуна.

5. Почувши про те, що Джонсон збирається дати нам контрольну з фізики, ми були стурбовані більше, ніж зазвичай. Всі знали його звичку вмістити дюжину питань в одне завдання і вимагати негайної відповіді. На цей раз ми повинні були розібрати і зібрати складний прилад, слідуючи інструкціям, які висвітлювались на екрані на кілька секунд через однакові проміжки часу. Як, напевно, його бавила наша розгубленість! Чому викладачі повинні бути такими безсердечними? Немає сенсу просити його дати можливість полішити оцінку - він буде іронічно посміхатися, або накричить на тебе, чи наговорить гидот. Хіба те, що він професор, дає йому право так поводитися зі здобувачами вищої освіти?

7. Незважаючи на те, що Сем потребував постійної роботи, він усвідомлював, що не підходить на посаду менеджера. Доклавши стільки зусиль, щоб потрапити в цю фірму, зараз він боявся, що стане посміховиськом. Він не міг не визнати, що не здатний відстояти свою позицію або відчитати підлеглого, у нього завжди були труднощі з тим, щоб влитися в колектив. Само собою зрозуміло, Сем відповідав за прийняття цього складного рішення, від думки про яке у нього навіть волосся ставало дибки.

8. Я пам'ятаю, що ти мені розповідав про завсідника вашого бару, який всіх пригощає, якщо його улюблена команда виграє. – Так, його обличчя сяє посмішками, він хапає всіх за руки, плескає по плечу, заливається від сміху. – А як інші відвідувачі реагують на те, що він так поводитьсь? – Вони не просто звикли бачити його таким збудженим, вони навіть по-своєму прив'язалися до нього, а безкоштовну випивку сприймають як належне.

9. Терпіти не можу давати поради, але рекомендую зараз прислухатися до моїх слів. Я знаю, як ти пишася сином, він весь у тебе. Ти можеш вчиняти, як вважаєш за потрібне, але я вважаю, що він досить дорослий, щоб почати самостійну кар'єру. Як на рахунок того, щоб він очолив нашу філію в Токіо? У нього талант пристосовуватися до роботи в нових умовах, його не обдуриш. – Нізащо. Я повинен бути поруч. Він не впорається без моєї підтримки.

10. Чому я повинна кричати на вас за те, що ви провалили тест з хімії, який вам дали на минулому тижні? Я не настільки наївна, щоб очікувати, що ви напишете його краще, ніж будь-коли. Мені неприємно знову вичитувати вас, але ви знаєте так само добре, як і я, що для того, щоб стати кваліфікованим лікарем, потрібно працювати регулярно, не дрімаючи на лекціях. Не прогавте свій шанс, і одного дня ми, безсумнівно, будемо пишатися тим, що ви – наші випускники!

11. Само собою зрозуміло, я заперечую проти того, щоб ти купувала сукню, яка не підходить тобі за розміром і потребує того, щоб її ушили. Чесно кажучи, я терпіти не можу твою звичку смітити грошима направо і наліво. Вся в матір! Пам'ятаю, у мене навіть волосся стало дибки, коли я нещодавно побачив чек із взуттєвого магазину Кларкса. Які щасливі, напевно, були продавці!

12. Я наполягаю на тому, щоб він вибачився переді мною за те, що вкрав мою ідею спочатку зблизитися з конкурентами, а потім поступово встановити контроль над їхнім бізнесом. – Та ви тут усі затяті шахраї! Уникайте розмов зі мною на цю тему.

13. Я визнаю, що він – фахівець високого рівня. Він завжди цікавився психологією, вмів добре залагоджувати конфлікти, досяг успіху в просуванні кар'єрними сходами, може пристосуватися до роботи в будь-яких умовах. Але він не вписується у наш дружний колектив, і я вирішив нізащо не брати його на роботу. Він звик виділятися і завжди стоїть на своєму, а б вважав за краще мати більш гнучкого консультанта. – Не можу не підтримати тебе у цій ситуації. Він не з тих, хто бореться з роздратуванням посмішкою.

14. Ти, бува, не знаєш, що позначають літери, які блимають на екрані? – Вітаю тебе з тим, що ти пройшов гру.

15. Оглянувшись, я побачив дівчину з правильними рисами обличчя, в чорній сукні, що ідеально сидить на її стрункій фігурі. Моє обличчя розпливлося в усмішці, і я миттєво закохався в неї. – Це просто сміхота! Просто не можу уявити як ти нетерпляче очікуєш зустріч із коханою.

Exercise 3.34. Translate into English. Use all the active components of this Unit.

1. Як я бачу, ваші батьки дуже люблять та панькають вас, а ви, звичайно ж, усе вважаєте за залежне. Чи не час вже стати реалістом та припинити ставитись до життя так безтурботно? Не чекайте, доки доля перестане вам посміхатися, навчіться міцно стояти на своїх ногах.
2. Спробуй примірити цей костюм. В тебе гарна фігура, він має тобі личити. Він буде підкреслювати твої переваги.
3. Завдяки тому, що Шерлок та Ватсон жили в одному будинку, вони дуже зблизились, хоч доктор був менш врівноваженою людиною, ніж детектив, ніколи не міг наполягати на своєму та докладав величезних зусиль, щоб зрозуміти, як Холмсу вдається так майстерно розкривати злочини.
4. Спробуй хоч раз бути чесним з самим собою. Ти можеш обдурити інших, та не мене. Тільки пам'ятай, що справжніх друзів неможливо знайти ні за які гроші.
5. У мене волосся стало дибки, коли містер Грін підійшов до мене, поплескав мене по плечу й запитав: «Наша домовленість залишається чинною?» Цікаво, що він мав на увазі? Невже він хоче, щоб я взяв на себе керівництво?
6. Філіп глибоко зітхнув, пригладив волосся та, спробувавши посмішкою відігнати розпач, запитав рівним голосом: «Чому ви вважаєте, що моя ідея ні до чого не здасться?»
7. Щоб не впасти, Дік схопився за віття дерева. Тієї ж миті він почув гучний регіт та побачив групу незнайомих дівчат, що стояли неподалік від нього.
8. Що ти ненавидиш понад усе? – Стояти в черзі, чекати на людей, які запізнюються, та коли хтось намагається мене обдурити.
9. Я знаю, що це не дуже гарно, але я завжди в захваті від таких людей, як Луїза. Вона може пристосуватися до будь-якої ситуації, та їй завжди посміхається фортуна.
10. Зараз незручний час та місце для обговорення цього питання. – Я озумію, але що я можу зробити, коли мій вільний час ніколи не узгоджується з вашим.
11. Це не мої ключі. Жоден з них не підходить до мого замка. Як вони могли потрапити до моєї торбинки?

UNIT 4



“ART FOR HEART’S SAKE”

Reuben Goldberg

Exercise 4.1. Look at the posts below. Make some guesses as to the genre, the topic and the characters of the text you are going to read.

ACCELERATION OF TREATMENT PROTOCOL

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
4:00 PM - SWAIN		4:00 PM - SWAIN		4:00 PM - SWAIN

SCHEDULE ADJUSTMENT:
Frequency increased from 1x to 3x weekly. Patient request whispered to avoid Nurse Koppel ('Old Pineapple Juice').

MATERIALS REQUISITIONED:
- Water-colors
- Oils

BEHAVIORAL CHANGE:
Patient observed filling in open spaces with blue paint "like a child playing with a picture book."

**HARMLESS PLAY/
SUCCESS IMMINENT**

**RESOURCE ALLOCATION:
THE TUTOR**

PERSONNEL FILE CONFIDENTIAL

NAME: Frank Swain
AGE: 18 FEE STRUCTURE: \$5.00 per visit.
OCCUPATION: Student, Atlantic Art Institute / Night Elevator Operator
REFERRAL: Judson Livingston

DOCTOR'S NOTE:
Candidate is financially motivated and non-threatening. Economic disparity between Patient (Tycoon) and Tutor (Starving Student) ensures Patient retains psychological dominance.
Prognosis: Compliance likely.

CONFIDENTIAL URGENT



Exercise 4.2. Read the information about the author and check your guesses.

Reuben Lucius Goldberg (1883–1970) was a celebrated American cartoonist, sculptor, and writer, whose name has become synonymous with complex machinery performing simple tasks. Born in San Francisco, he initially pursued a degree in engineering at the University of California, Berkeley – a background that heavily influenced his unique artistic style and logical, yet satirical, approach to mechanics.

While he began his career as an engineer, Goldberg quickly turned to the arts, working as a cartoonist for various newspapers and magazines where he gained immense popularity. He is best known for his “inventions” – elaborate, humorous drawings of convoluted gadgets that perform mundane activities in indirect ways. This cultural impact was so significant that the term “Rube Goldberg” was added to English dictionaries as an adjective describing over-complicated systems.

Beyond his cartoons, Goldberg was a Pulitzer Prize winner and a prolific author. His notable literary works include *Is There a Doctor in the House?* (1929), *Rube Goldberg’s Guide to Europe* (1954), and his autobiography *I Made My Bed* (1960).

Exercise 4.3. Read the text.

ART FOR HEART’S SAKE

By **R. Goldberg**

“Here, take your pineapple juice,” gently persuaded Koppel, the male nurse. “Nope!” grunted Collis P. Ellsworth.

“But it’s good for you, sir.” “No!”

“It’s the doctor’s orders” “No!”

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. The attack before that came from the excitement caused by the failure of the chain of grocery stores which he had previously bought at a very high price. All his purchases of recent years had to be liquidated at a great sacrifice both to his health and his pocketbook. Though he was still very wealthy, his health had begun to show serious effects from these various business operations.

Collis P. Ellsworth sat in a huge armchair by the window. He looked around as Doctor Caswell asked, "Well, how's the young man today?"

"Umph!" said the figure in the chair in a rather disagreeable tone.

"I hear that you haven't been obeying orders," the doctor said.

"Who's giving me orders at my time of life?"

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. "What is it, more medicine, more automobile rides, more foolishness to keep me away from my office?"

"How would 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 "Foolishness!"

"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."

"Foolishness!"

"All right." The doctor stood up. "I just suggested it, that's all." Collis P. paused a moment. The wrinkles in his forehead deepened a little. "Where'd you get this crazy idea, anyway?"

"Well, it's only a suggestion—"

"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.

The 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 selfishly, “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 respectfully.

“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 the 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 self-control 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.”

Goldberg R. Art for Heart's Sake // St. Paul Pioneer Press. 1947. 2 March (Vol. 94, № 61). P. 6.

Exercise 4.4. Answer the questions analysing the text details and the author’s intent.

- The “Therapeutic” Approach:** Doctor Caswell prescribes art not for the sake of creativity, but as a distraction (“he had to be kept from buying things”). How does this pragmatic medical reasoning contrast with the romantic idea of “Art for Heart’s Sake”? Does the doctor underestimate his patient?
- The Artistic Process vs. Product:** Contrast Frank Swain’s academic advice (“look at what you're drawing”) with Ellsworth’s actual execution (“crude lines”, “god-awful smudge”). Why does Ellsworth exhibit such confidence despite his lack of skill? What does this suggest about his character?
- Satire on the Art World:** Analyse the description of the painting “Trees Dressed in White” (“a loud, raucous splash”, “resembled a gob of salad dressing”). Why does the author use such grotesque imagery to describe a prize-winning work? What implies that the art critics / jury might be pretentious or easily manipulated?
- Power Dynamics:** Throughout the lessons, Ellsworth seems to be the submissive student (“shaky hand”, “like a child playing”). At what point does the reader (or the characters) realise that Ellsworth never really lost his dominant businessman persona?
- The Final Irony:** The story ends with the line: “*Art’s nothing. I bought the Lathrop Gallery.*” How does this statement completely reframe the meaning of his “success”? Does it prove or disprove the doctor's theory that “art is more satisfying than business”?

Exercise 4.5. Match the words with their meanings.

Word	Answer	Definition
1. To be in good shape		A. To prevent something bad or dangerous from happening.
2. Constructive thinking		B. In a way that judges or evaluates the quality or value of something.
3. To avert		C. A hurried, careless, and often illegible piece of writing or drawing.
4. Tuition		D. A metal support, typically one of a pair, for holding logs in a fireplace.
5. Appraisingly		E. The ability of a company or individual to pay their debts and meet financial obligations.

6. A mantelpiece		F. To force someone to accept something that is not wanted or is of poor quality.
7. Scrawl		G. To be in a good physical condition or state of health.
8. Palsied		H. To warn someone firmly or scold them for doing something wrong.
9. An andiron		I. The money paid for instruction, especially at a college or university.
10. A smear		J. A messy mark made by rubbing something wet or sticky; a smudge.
11. Solvency		K. A positive and helpful way of thinking aimed at solving problems rather than complaining.
12. To foist		L. A shelf projecting from the wall above a fireplace.
13. To admonish		M. Shaking or trembling uncontrollably, typically due to old age or illness.

Exercise 4.6. Complete the sentences using the words from Exercise 4.5. You may need to change the grammatical form of the word (e.g., plural, past tense).

- The financial audit confirmed the company's _____, reassuring investors that their money was safe.
- The antique dealer looked _____ at the old vase, trying to decide if it was a genuine Ming dynasty piece or a fake.
- Even though the drawing was just a childish _____, the mother pinned it to the wall with pride.
- The doctor _____ his patient to stop smoking if he wanted to see his eightieth birthday.
- With his _____ hand, the old man struggled to hold the teacup steady.
- We need some _____ here; focusing on whose fault it is won't fix the broken generator.
- He tried to _____ the conversation away from the awkward topic of his recent divorce.
- Rising university _____ fees have sparked protests among students across the country.
- She placed the heavy bronze clock on the _____, right in the centre of the living room.
- I really resent it when shop assistants try to _____ useless gadgets on me when I'm just buying bread.
- There was a dirty _____ of grease on his forehead where he had wiped his hand.
- Despite being over seventy, the retired colonel was still in _____ and ran five kilometres every morning.
- The fire crackled warmly, the logs resting securely on the iron _____.

Exercise 4.7. Find words or phrases in the text that correspond to the neutral synonyms below. In class, explain how the author's choice of words helps portray the characters or the setting.

a)

Neutral / Dictionary Synonym	Word / Phrase in the Text	Stylistic Nuance / Context
1. To convince		
2. To grumble		
3. Productive		
4. To be fit		
5. Catastrophic		
6. Little, petty		
7. Suggestion		
8. Suddenness		
9. To prevent		
10. Venture / Business project		
11. To answer		
12. Instruction, teaching		
13. Scribble		
14. Rough		
15. Mischievously		
16. To speak impatiently		
Neutral / Dictionary Synonym	Word / Phrase in the Text	Stylistic Nuance / Context
17. Diversity		
18. To cover		
19. To do a piece of work		
20. Surprising / Shocking		
21. To impose / Force upon		
22. Harmfully		
23. Loud and harsh		
24. An oily or dirty mark		
25. To run away		
26. Uncertain		
27. Misfortune		
28. Of highest quality		
29. To warn		
30. To stimulate		

b)

Neutral Definition /Phrase	Word / Phrase in the Text	Stylistic Nuance / Context
1. To think over carefully		
2. At the expense of one's health		
3. To develop an interest in art		
4. To prevent a great misfortune		

5. A student likely to succeed		
6. Lower on one side than on the other		
7. To speak about smth. for a long time		
8. To produce the desired effect		
9. To get mixed up in smth.		
10. To thirst for information		
11. Cherished dream		
12. Highly skilled artist		
13. Object of ridicule or teasing		
14. To caution against smth.		
15. To one's great surprise		
16. Not easily seen or noticed		
17. To move silently and secretly (usually for a bad purpose)		
18. To blush furiously		
19. To give a prize		
20. To speak quickly and sharply		

Exercise 4.8. Find words in the text that mean the opposite of the words and phrases below.

	Antonym (Word / Phrase)	Word in the Text
1.	To set up (a business)	
2.	Trustfully	
3.	Steady	
4.	Successful	
5.	Difference	
6.	Rare	
7.	Lethargic	
8.	To open one's eyes wide	
9.	Big and important	
10.	Benefit	
11.	To give up (a hobby)	
12.	Sale	
13.	Dangerous	
14.	Indifference	
15.	To reject	
16.	To storm (move loudly / boldly)	
17.	To begin	
18.	Monotony	
19.	Visible	
20.	Gentle, soft (sound / colour)	

21.	Certain	
22.	Green (inexperienced)	
23.	Coherent	
24.	Uphill / Upstairs	
25.	Humbly	

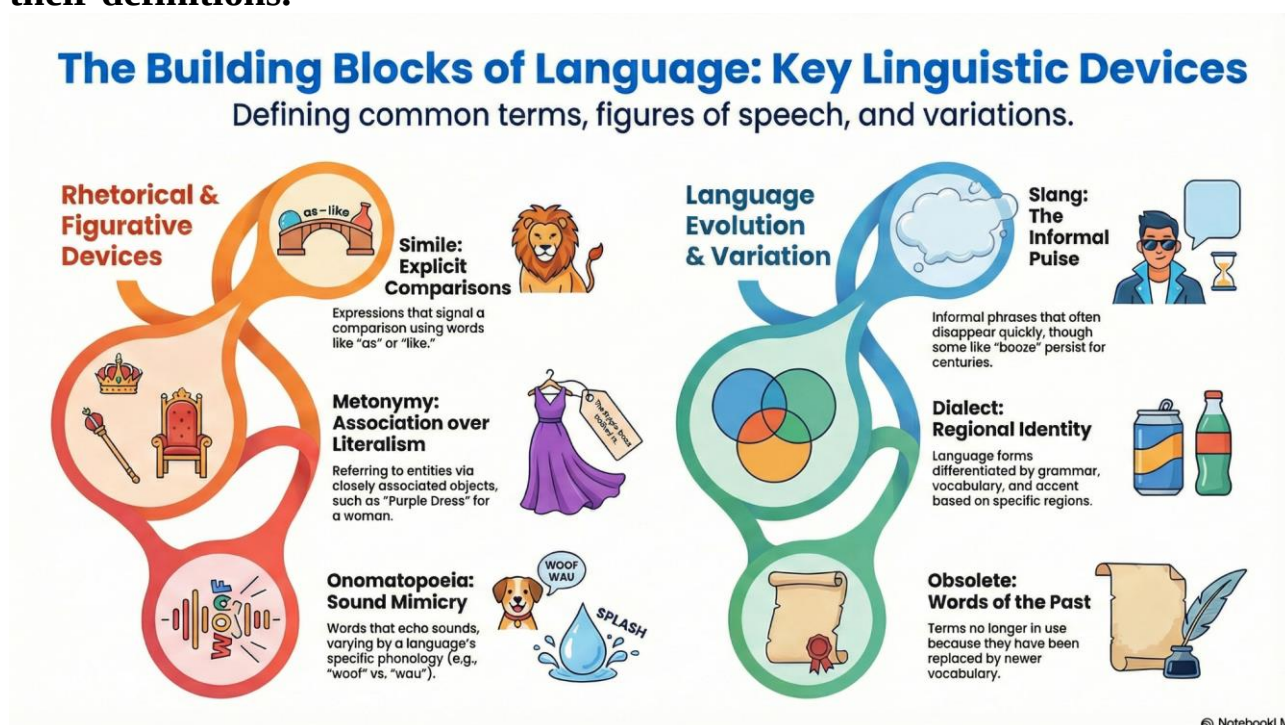
Exercise 4.9. Fill in the gaps with suitable prepositions or conjunctions.

- Koppel performed his duties _____ Mr Ellsworth _____ a private nurse.
- As a medical professional, Dr. Caswell accepted all sorts _____ news _____ his characteristic professional composure.
- _____ the doctor's view, the patient was _____ excellent physical condition _____ a person of seventy-six.
- The main cause _____ his recent heart failure was the selling off _____ his assets _____ a terrible cost both _____ his physical state and _____ his finances.
- _____ suggesting he take _____ art, the doctor was searching _____ a method _____ preventing the patient _____ getting involved _____ the buying _____ businesses _____ questionable financial stability.
- The advice to fool _____ artistic tools was initially regarded _____ the patient _____ complete nonsense.
- A sketch _____ bore a faint resemblance _____ the vase _____ the shelf was waiting _____ the tutor upon his return.
- Painting opened _____ a world of wonders _____ the old man, and he showed a deep curiosity _____ the realm _____ artistic expression.
- _____ the old man toured the galleries, a plan was taking shape _____ his mind.
- _____ general amazement, he kept _____ with his art classes _____ the entire gallery show.
- _____ noticing two students laughing _____ the painting, Frank ran _____ the room _____ panic.
- His claim _____ his vision was exhausted _____ the work was merely a ruse to have the letter read aloud and have an impact _____ the listeners.
- The news _____ the top prize _____ \$1,000 had been given _____ the old man _____ his work "Trees Dressed _____ White" came as a shock _____ the public.

TEXT ANALYSIS.

NARRATIVE STRUCTURE AND STYLISTIC DEVICES

Exercise 4.10. Look through the explanation poster. Match the terms with their definitions.



1. Slang		A. Some word that is no longer in use because it has been supplanted by something newer.
2. Irony		B. A form of a language differentiated from the standard language by particular features of grammar, vocabulary and accent and associated with a particular region.
3. Metonymy		C. Words and phrases used by speakers of standard and non-standard varieties, most often in very informal speech. Such expressions are created and disappear relatively quickly, though some persist. 'Booze' (alcoholic drink) has been in use since the eighteenth century; "kick the bucket" (die) appeared in the mid-nineteenth century but is now seldom used; 'dead' (very), as in 'dead brilliant' and 'dead stupid', appeared in the early 1960s but is now very infrequent.
4. Simile		D. In traditional rhetoric, a figure of speech whereby entities are referred to by means of expressions denoting something closely associated with them. In 'The flute is late again', the flute refers to the person who plays the flute; in "Purple Dress was the cynosure of all eyes", "Purple Dress" refers to the woman wearing the dress.
5. Onomatopoeia		E. An expression in which the comparison is signalled, as in 'as good as gold', 'as poor as a church mouse', 'Pleasures are like poppies spread'.
6. Anaphora		F. The words actually used appear to contradict the sense actually required in the context and presumably intended by the speaker: utterances like 'Aren't you clever!' or 'What lovely weather!' (when it's raining) found in speech are not to be taken literally.

7. Obsolete		G. The phenomenon of words which imitate or echo the sound produced by some process or creature. The imitations are not completely natural but vary across languages and conform to the phonology of the language they belong to. Thus, dogs produce “woof woof” in English but “wau wau” in German and “haf haf” in Czech. Leaves ‘rustle’ or ‘susurrate’ in English but “shurshaty” in Ukrainian.
8. Dialect		H. It is a popular figure of speech involving repetition of the same word at the beginning of successive clauses, sentences or verses.

Exercise 4.11. Match the sentences from the text to the terms learnt, paraphrase using simpler words, explain the purpose of each at the particular place in the text.

Stylistic Device		Example from the Text
1. Irony		A. “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!”
2. Slang		B. “By gum, it’s kinda pretty, I never noticed it before.”
3. Metonymy		C. “Read it to me,” requested the old man. “My eyes are tired from painting.”
4. Simile		D. <i>Grunt, snap, chuckle, whisper, groan, giggle, gurgle.</i>

Stylistic Device		Example from the Text
5. Onomatopoeia		E. “I want to ask you something before old Pineapple Juice comes back.”
6. Anaphora		F. <i>Poppycrack, elfish.</i>
7. Obsolete Words		G. <i>Jerkwater, rot, bosh, gob.</i>
8. Dialect		H. “...colored the open spaces blue like a child playing with a picture book.”

Exercise 4.12. Read the famous quotes about art below. Discuss them in pairs and answer the questions:

1. Which character from the story (Collis P. Ellsworth, Doctor Caswell, or Frank Swain) would agree most with each quote? Why?
2. Which quote best describes the “painting” “*Trees Dressed in White*”?
3. Does the ending of the story prove or disprove Andy Warhol’s idea (Quote A)?

Quote	Author
“Making money is art and working is art and good business is the best art.”	Andy Warhol (Pop Art icon)
“We all know that Art is not true. Art is a lie that makes us realise the truth.”	Pablo Picasso (Cubist painter)
“All art is quite useless.” (from the Preface to <i>The Picture of Dorian Gray</i>)	Oscar Wilde (Writer and playwright)
“Every artist was first an amateur.”	Ralph Waldo Emerson (Philosopher)
“Creativity takes courage.”	Henri Matisse (Fauvist painter)

Exercise 4.13. As you learnt in the Lead-in, Rube Goldberg was famous for drawing complex machines that performed simple tasks in indirect, convoluted ways. The story "Art for Heart's Sake" is built just like one of his machines. **Complete the "Chain Reaction" diagram below to see how a simple medical problem led to a massive, unexpected financial twist. Use the phrases from the box (you may need to change the grammatical form of the word):**

- to buy the Lathrop Gallery
- to win the First Prize
- to distract the patient from business
- Doctor Caswell
- Art Student (Frank Swain)

THE MACHINE START: Problem: Mr. Ellsworth is bored and his health is declining due to financial stress.

↓ **Step 1 (The Trigger):** [1. _____] prescribes art therapy.

↓ **Step 2 (The Mechanism):** The goal is merely [2. _____].

↓ **Step 3 (The Cog):** [3. _____] is hired to teach him, needing money for tuition.

↓ **Step 4 (The Spin):** Ellsworth accidentally creates a messy "masterpiece" called [4. _____].

↓ **Step 5 (The Unexpected Turn):** The painting is submitted and, shockingly, [5. _____].

↓ **THE MACHINE FINISH (The Irony):** Instead of becoming an artist, Ellsworth reveals he [6. _____]. (*Conclusion: The "cure" for business obsession resulted in the biggest business deal of all!*)

SPEECH PATTERNS

Exercise 4.13. For each pattern, you are required to: a) Read the rule, look at the original sentence from the book, and provide an equivalent translation into Ukrainian; b) Paraphrase the given sentences using the target pattern while keeping the meaning the same; c) Use the pattern to translate sentences from Ukrainian into English.

1. Can't / couldn't + do a thing with (someone / something). Use this pattern to express inability to control, manage, or deal with a person or a situation.

a)

1. "I can't do a thing with him," he told the doctor. (Original)

2. I can't do a thing with my hair today; it's a mess.

3. The teacher admitted she **couldn't do a thing with** the unruly class.

4. I can't do a thing with this old car; it breaks down every week.

b)

5. I am unable to control this stubborn child.

6. We couldn't fix the broken lock no matter how hard we tried.
7. He won't listen to anyone; his parents can't manage him at all.
8. The manager couldn't handle the chaotic situation in the office.

c)

9. **Я нічого не можу вдіяти** з цим комп'ютером: він постійно зависає.
10. Вона сказала, що **не може впоратися** з хвилюванням.
11. Лікар визнав, що **нічого не може вдіяти** зі впертістю пацієнта.
12. Ми **нічого не могли вдіяти** з плямами на килимі.

2. To do + (some / much / a lot of) + -Ing. Use this pattern to focus on the activity itself rather than the result, often emphasizing the duration or amount of the action.

a)

1. He had **done some constructive thinking** since his last visit. (*Original*)
2. I need to **do some shopping** before the guests arrive.
3. Stop bothering him; he is **doing some serious reading**.
4. My grandmother used to **do a lot of gardening** in her youth.

b)

5. She cooked all morning for the party.
6. We cleaned the house thoroughly yesterday.
7. He listened carefully to what the lecturer said.
8. They walked around the city for hours.

c)

9. **Я сьогодні зранку багато писав.**
10. Вона **займається плаванням** щосуботи.
11. Нам треба **трохи попрацювати над плануванням**, перш ніж почати проєкт.
12. Він **займався ремонтом** у гаражі цілий день.

3. To be no + Adjective + Noun. Use this pattern to create an emphatic negative, stressing that the subject is definitely NOT the quality described (often implies the opposite).

a)

1. This **was no ordinary case**. (*Original*)
2. William Strand **was no ordinary human**; he was a genius.
3. Winning the championship **was no small achievement**.
4. It **was no easy task** to convince the jury.

b)

5. It was a very significant offence, not a petty one.
6. She is a very experienced player, not a beginner.
7. This represents a very complex problem, not a simple one.
8. He is a brave man, definitely not a coward.

с)

9. Це **було непросте** завдання.
10. Він **не був боягузом** і сміливо зустрів небезпеку.
11. Це **була не дрібниця**, а серйозна помилка.
12. Це **не був звичайний** день для нашої родини.

4. To prove (to be) + Adjective / Noun. Use this pattern to describe how someone or something turns out to be in the end, or is shown to be by experience / time.

а)

1. The suggestion **proved too much** for the patient's heart. (*Original*)
2. The letter **proved to be of little consequence**.
3. His fears **proved groundless**.
4. The shortcut **proved to be a dead end**.

b)

5. The task turned out to be more difficult than we expected.
6. The new employee turned out to be very reliable.
7. Her prediction turned out to be absolutely correct.
8. The antique vase turned out to be a fake.

с)

9. Ця інформація **виявилася** дуже корисною.
10. Подорож **виявилася** довшою, ніж ми планували.
11. Чутки **виявилися** неправдивими.
12. Його порада **виявилася** найціннішою.

5. Just ... , that's all. Use this pattern to minimize the importance of a statement, offer a simple excuse, or show that there are no hidden motives.

а)

1. "I **just suggested it, that's all**." (*Original*)
2. We **just thought it necessary** to make the inquiries, **that's all**.
3. Don't be angry; I **just wanted to help, that's all**.
4. I **just forgot** to call you back, **that's all**.

b)

5. I only asked because I was curious, nothing else.
6. I simply don't feel like going out tonight, no other reason.
7. I am merely checking the facts, nothing more.
8. She is only tired, nothing serious is wrong.

с)

9. Я **просто** втомився, **от і все**.
10. Ми **просто** хотіли переконатися, що ти вдома, **от і все**.
11. Це **просто** жарт, **от і все**, не ображайся.

12. Я **просто** не люблю гостру їжу, **от і все**.

6. Try and + bare infinitive. Use this pattern in informal speech to encourage an action or imply that the action forms a single idea.

a)

1. "Let's **try and draw** that vase over there," he suggested. (*Original*)
2. **Try and behave** better next time.
3. I will **try and come** early regarding the traffic.
4. You must **try and eat** something before you go.

b)

5. Make an effort to get there on time.
6. Attempt to understand my position.
7. Make an effort to finish the report by Friday.
8. Attempt to be a bit more patient with him.

c)

9. **Спробуй заспокоїтися і розповісти нам усе.**
10. **Давай спробуємо знайти інший шлях.**
11. **Я спробую зателефонувати йому пізніше.**
12. **Спробуй поспати хоча б годину.**

7. Let's make it + Time / Date. Use this pattern to propose or agree on a specific time or date for an appointment.

a)

1. "Good. **Let's make it Monday**, Wednesday and Friday." (*Original*)
2. "Shall we meet at 3?" – "No, **let's make it four o'clock.**"
3. **Let's make it next week**, I am busy now.
4. **Let's make it Tuesday** morning, if that suits you.

b)

5. Let's agree to meet on Saturday.
6. Let's change the meeting time to 10:30.
7. Let's schedule the appointment for tomorrow morning.
8. Let's agree on 7 PM for dinner.

c)

9. **Давай домовимося на п'ятницю.**
10. **Може, давай о сьомій?**
11. **Давай перенесемо це на наступний місяць.**
12. **Давай зустрінемося о пів на дев'яту.**

Exercise 4.14. Translate into English using Speech Patterns.

1. На жаль, ми **нічого не могли вдіяти** з його впертістю; його відмова продавати акції **виявилася** фатальною для компанії, хоча це **була не**

проста ситуація для всіх нас. 2. Я **просто** хотів переконатися, що ти отримав листа, **от і все**, тому що ми **багато працювали над плануванням** цієї зустрічі й не хотіли б усе скасувати в останню мить. 3. Давай **спробуємо бути** реалістами: це **було не якесь дрібне** досягнення, але проєкт **виявився** занадто дорогим, тому давай домовимось **на п'ятницю**, щоб переглянути бюджет. 4. Вона **займалася серйозним читанням** у бібліотеці, коли зрозуміла, що **нічого не може вдіяти** з шумом за вікном, який **виявився** звуком будівельних робіт. 5. Цей діамант **виявився** підробкою, хоча продавець запевняв, що це **була незвичайна** прикраса; тепер поліція **нічого не може вдіяти** з шахраями, бо вони зникли. 6. Я **просто не маю бажання** сперечатися з тобою, **от і все**; давай **спробуємо знайти** компроміс або просто домовимось **на наступний тиждень**, коли всі заспокояться. 7. Він **багато бігав** по лікарнях, але лікарі **нічого не могли вдіяти** з його дивним симптомом, який урешті-решт **виявився** рідкісною алергією на ананаси. 8. Підготовка до виставки **була нелегкою** справою: ми **багато сперечалися**, але фінальна картина **виявилася** справжнім шедевром, тож наші зусилля були не марними.

WORD COMBINATIONS AND PHRASES

The Path to Professionalism

A Lifetime Dream
A deep, long-held ambition or major goal maintained throughout a person's life.

A Mature Artist
A fully developed professional who has mastered their craft and unique artistic style.

To Be Accepted for the Show
Successfully passing an official selection process to have work displayed in an exhibition.

The Public Stage

To Exhibit in a Show
To publicly display works of art in a gallery for an audience.

To Become a Laughing-Stock
Becoming the object of public mockery due to a foolish failure or mistake.

To blush to the top of one's ears
Turning completely red in the face due to extreme embarrassment or shyness.

An inconspicuous place
A spot that is hidden or out of the way to avoid attention.

The close of the exhibition
The official end or final day of a public art display.

To award a prize (a medal)
To officially give a reward or honor for achieving something outstanding.

The Artist's Toolkit and Process

A Tube of Oil paint

A Box of Water-colours
Come in palettes, while "oil paint" is held in squeezable cylindrical tubes.

To Execute a Picture or Statue
This means to formally create or complete a professional work of art using technical skill.

Engagement and Maintenance

To Send to the Cleaner's
Taking dirty fabrics to a professional dry-cleaning shop for treatment.

To Become Involved
To start participating in or becoming associated with a specific activity or group.



Word Combinations and Phrases. Exercises

Exercise 4.15. Paraphrase the following sentences using Word Combinations and Phrases.

1. Only a **master of his craft** can truly capture the complex play of light and shadow on a canvas. 2. After months of hard work, only two of his paintings **were selected for the exhibition** by the committee. 3. Why don't you **start painting as a hobby** to distract yourself from business? 4. This stain is terrible; you must **have this suit dry-cleaned** immediately. 5. I advise you not to **get mixed up in** that scandalous affair. 6. He was proud to **show his works** in the city gallery. 7. His **greatest ambition** was to win the Lathrop prize. 8. Everyone will make fun of you; you will become **an object of ridicule**. 9. The painting was hung in a **hidden corner where nobody noticed it**. 10. She was so embarrassed that her **face turned completely red**. 11. At the **very end of the show**, the gallery owner made an announcement. 12. The jury decided to **give him the first place medal** for his landscape.

Exercise 4.16. Fill in the blanks using Word Combinations and Phrases.

- Before starting the portrait, the artist squeezed some blue paint from a _____.
- If you want to be _____, you should exercise regularly and eat well.
- The critic looked at the amateur painting _____ but didn't say a word.
- Buying this gallery has been his _____ since he was a child.
- Please, don't _____ this argument; it doesn't concern you.
- The painting was so bad that he feared he would become a _____ of the art community.
- Fortunately, the firefighter managed to _____ and saved the burning house.

8. She bought a new _____ because she wanted to try painting landscapes outdoors.
9. Only a _____ could understand the complex play of light and shadow in this masterpiece.
10. To everyone's surprise, his work was _____ the prestigious summer show.
11. He placed the valuable statue in an _____ so that thieves wouldn't spot it easily.
12. When the teacher praised him, the shy boy _____ to the top of his ears.
13. It is difficult to _____ a large mural without proper scaffolding.
14. At the _____ of the exhibition, many paintings were already sold.
15. The committee voted unanimously to _____ to the unknown artist.

Exercise 4.17. Translate using Word Combinations and Phrases.

1. Він вирішив зайнятися мистецтвом, щоб заспокоїти нерви після напруженої роботи. 2. На жаль, він досяг успіху ціною власного здоров'я. 3. Подивись на цей піджак! Тобі треба терміново віддати його в хімчистку. 4. Вона почервоніла до вух, коли зрозуміла, що зробила дурну помилку. 5. Ми повинні зробити все можливе, щоб відвернути катастрофу. 6. Лікар сказав, що пацієнт у хорошій формі, і операція не знадобиться. 7. Він подивився на мене оцінюючим поглядом, ніби вирішував, чи можна мені довіряти. 8. Моя мрія всього життя – щоб мою картину прийняли на виставку. 9. Не вплутуй себе в сумнівні фінансові операції. 10. Картина висіла в непомітному місці, тому відвідувачі часто проходили повз неї. 11. Йому вдалося виконати картину всього за два дні. 12. Я боюся, що якщо я вийду на сцену в цьому костюмі, я стану посміховиськом. 13. На столі лежали коробка акварелі та кілька порожніх тюбиків олії. 14. На момент закриття виставки всі чекали, кому ж присудять головний приз. 15. Тільки зрілий художник може передати такі глибокі емоції на полотні.

Exercise 4.18. Fill in the blanks using Speech Patterns, Word Combinations and Phrases of Unit Four.

1. I'm afraid I _____ with this boy; he refuses to listen to anyone.
2. Before making a decision, we need to _____ serious thinking to avoid mistakes.
3. The masterpiece was hung in such an _____ in the hallway that most gallery visitors simply walked past it.
4. It was no small achievement for him to _____ at the National Gallery; it marked a turning point in his career.
5. Don't worry, I _____ wanted to see how you are, _____.
6. The stains were so bad that he had to _____ the suit _____ the

cleaner's.

7. It was his _____ to see his works in the Louvre one day.
8. Let's _____ be reasonable and discuss this without shouting.
9. After years of practice, he finally became a _____ whose works were consistently _____ the show.
10. The task _____ to be much harder than we had anticipated.
11. She decided to _____ painting to occupy her free time.
12. When he realized his mistake, he _____ of his ears.
13. This is _____ ordinary case; it requires a special approach.
14. "Shall we meet at five?" – "No, let's _____ six o'clock."
15. He feared he would become a _____ if anyone saw his clumsy drawings.
16. Don't become _____ shady business deals.
17. At the _____ of the exhibition, the jury announced the winner.
18. The committee decided to _____ the first prize to Mr. Ellsworth.
19. _____ one must exercise regularly.
20. Our first consideration must be not to let them sit close, it's the only thing which is likely to _____ disaster during the rehearsal dinner.

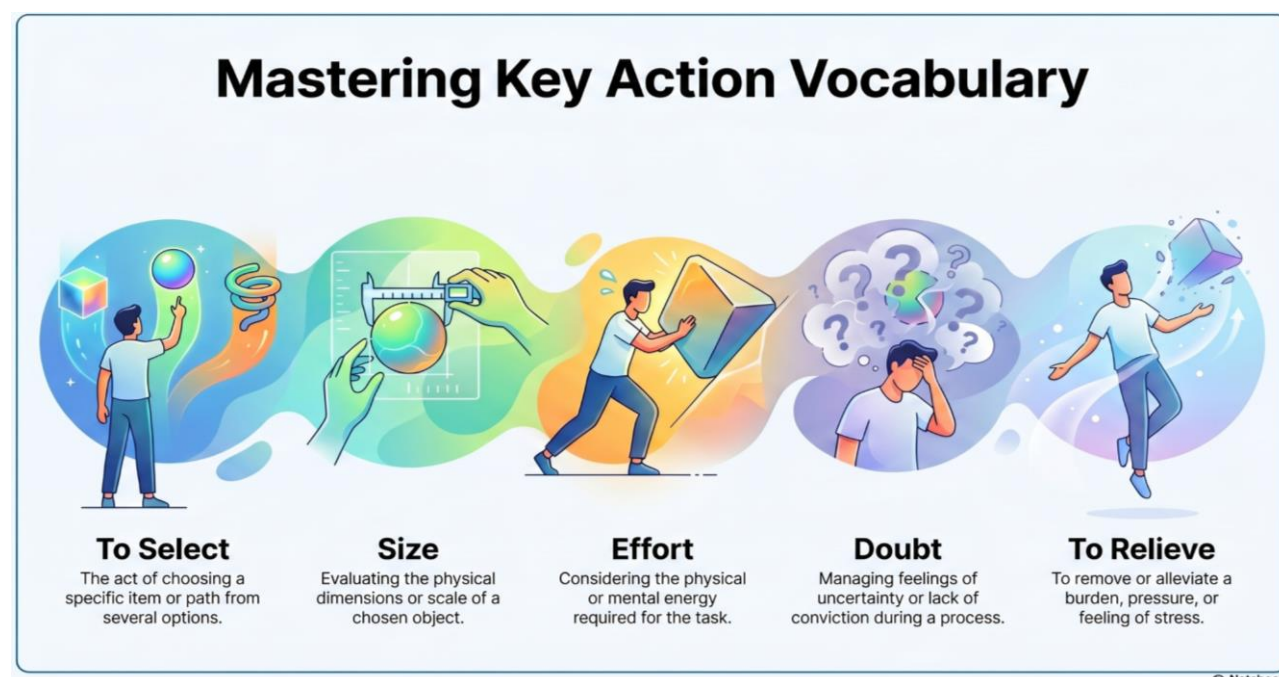
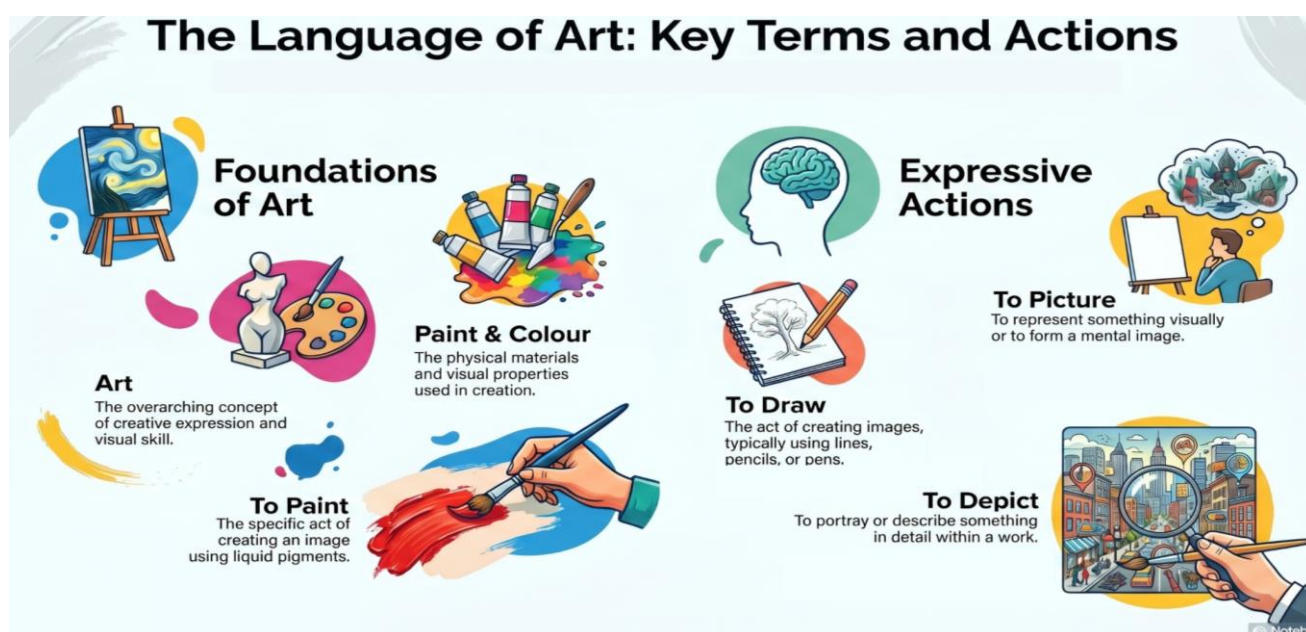
Exercise 4.19. Translate the sentences using Speech Patterns, Word Combinations and Phrases of Unit Four.

1. Ми нічого не могли вдіяти з його бажанням вплутатися в цю сумнівну справу, хоча знали, що це ризиковано. 2. Він виконав картину всього за годину, але вона виявилася справжнім шедевром, а не просто мазаниною. 3. Я просто хотів допомогти тобі відвернути катастрофу, от і все, не треба на мене кричати. 4. Це було непросте завдання, але він впорався і довів, що він зрілий художник. 5. Давай спробуємо домовитися на п'ятницю, щоб я встиг віддати смокінг у хімчистку. 6. Вона саме займалася садівництвом, коли побачила сусідку, яка оцінююче розглядала її паркан. 7. Його мрія всього життя – щоб його роботи прийняли на виставку, навіть якщо їх повісять у непомітному місці. 8. Ти повинен почати займатися спортом (або хобі), щоб бути в хорошій формі, інакше ти працюєш ціною власного здоров'я. 9. Вона помітно почервоніла, коли дізналася, що їй присудили приз. 10. Ця ідея виявилася повною нісенітницею, і він став посміховиськом для всього офісу. 11. Я багато читав про цього автора; він незвичайна людина. 12. Купи мені коробку акварелі та кілька тюбиків олій; в школі задали спробувати намалювати пейзаж. 13. На момент закриття виставки ми зрозуміли, що нічого не можемо вдіяти з натовпом відвідувачів. 14. Він просто втомився від бізнесу, от і все, тому він почав виявляти невгамовну цікавість до мистецтва. 15. Давай спробуємо не зациклюватися на минулому; те, що сталося, виявилася

корисним уроком. 16. Цей хлопець — багатообіцяючий студент, але я **нічого не можу подіяти** з його поведінкою. 17. Вона потайки пробралася в кімнату, щоб подивитися на подарунок, але це **був не сюрприз**. 18. **Обміркувавши** стратегію лікування дуже **зважено**, лікар застеріг його не працювати так багато, але пацієнт **лише** буркнув у відповідь і все. 19. Виставка **виявилася** успішною, хоча організатори багато сперечалися щодо вибору картин, які до неї **включити**. 20. **Давай домовимось на шосту**, будь ласка, бо я маю ще **пакувати речі**.

VOCABULARY NOTES

Essential Vocabulary



Exercise 4.20. For this exercise, you are required to: a) Go through the vocabulary nest; b) Replace the bold words or phrases with the correct expression using active vocabulary; c) Insert the correct preposition or word to complete the phrase; d) Translate the sentences using active vocabulary.

1. RELIEVE

a)

relieve 1) (vt) to make pain, distress, or a problem less severe; to alleviate. Syn: to ease, to lessen. CC: **to relieve one's feelings** (to release strong emotion by shouting, crying, etc.); **to feel relieved** (to calm down) **to hear / at hearing / to see / at the sight of / to know / on knowing**. E.g. Doctor Caswell hoped that painting would **relieve** the old man's nervous tension. Ellsworth **felt relieved** to hear that the gallery wanted to buy his painting (or so he pretended). After the argument with the lawyer, he slammed the door to **relieve his feelings**.

relieve 2) (vt) to take over a duty or responsibility from someone. CC: **to relieve a sentry / a nurse / a driver**. E.g. The night nurse came at 8 p.m. to **relieve** the day nurse who was watching over Mr. Ellsworth.

relieve 3) (vt) to take something (usually heavy or burdensome) from a person. CC: **to relieve smb. of smth.** E.g. "Let me **relieve** you **of** that heavy canvas, sir," said Koppel, the valet.

relief (n) a feeling of reassurance and relaxation following release from anxiety or distress; the removal of pain. CC: **to sigh with relief; to bring / give relief to smb.; What a relief!** Syn: comfort. E.g. It was a great **relief** to the doctor when his difficult patient finally agreed to try art. The medicine gave him no **relief**, so they tried art therapy instead. "**What a relief!**" thought Frank when the gallery exhibition was finally over.

b)

1. The doctor gave him a sedative to **lessen** his anxiety. 2. Let me **take** that heavy bag from you. 3. She burst into tears, and that made her **feel better emotionally**. 4. The soldier came to **take the place of** the guard at the gate. 5. It was a **great comfort** to know that the treatment was working. 6. He **sighed happily** when he heard the good news. 7. **How wonderful** that the trouble is over! 8. This ointment will **ease** the pain of the burn immediately.

c)

1. Doctor Caswell _____ to hear that Ellsworth was buying the gallery.
2. Koppel offered to _____ the old man _____ his coat.
3. She couldn't hold it in anymore; she had to scream to _____ her _____.
4. The medicine brought immediate _____ the patient.
5. At midnight, the second guard arrived to _____ the first one.

6. When the deal was signed, the businessman sighed _____.
7. Nothing could _____ his anxiety about the upcoming exhibition.
8. _____ to find out that the "Trees Dressed in White" was actually sold!

d)

1. Лікар сподівався, що мистецтво полегшить його страждання. 2. Яке полегшення чути, що операція пройшла успішно. 3. Дозвольте мені звільнити вас від цього важкого пакунка. 4. Вона розплакалася, і це полегшило її душу. 5. Ми зітхнули з полегшенням, коли дізналися правду. 6. Ці ліки не принесли йому полегшення. 7. Вартовий прийшов змінити свого товариша на посту. 8. Він відчув полегшення, побачивши, що картина висить на стіні.

2. ART

a)

art 1) (n) the creation of works of beauty (painting, sculpture, etc.). CC: **a work of art; the Fine Arts; an art-lover; an art critic; graphic / applied / folk art.** E.g. "I don't know much about **art**, but I know what I like," said Mr. Ellsworth, looking at his own painting. The doctor believed that engaging in **the Fine Arts** would cure the old man's nerves.

art 2) (n, pl) the Humanities (subjects like history, literature, philosophy). CC: **a Bachelor/Master of Arts** (university degrees). E.g. Tom Johnes didn't have a **Bachelor of Arts** degree, but he was smart in business.

art 3) (n) a skill or special craft. CC: **a lost art.** E.g. The **art** of making money was something Ellsworth had mastered perfectly. The making of pysanka in this technique has become **a lost art.**

artist (n) a person who creates art (painter, sculptor, etc.). CC: **a professional / amateur / prominent artist.** E.g. Ellsworth became an enthusiastic **amateur artist**, covering huge canvases with paint. Reynolds was the most **prominent artist** of his day, unlike the student the doctor hired.

artistic (adj) showing skill and good taste; relating to art or artists. CC: **artistic skill / taste / temperament.** E.g. Koppel did not think his patient had any **artistic talent** whatsoever. The gallery was arranged with great **artistic taste.**

artificial (adj) made by humans, not natural; insincere. CC: **artificial flowers / light / silk / respiration / smiles.** E.g. The doctor used **artificial respiration** to revive the patient in the emergency room. The critics gave the painting **artificial praise** (insincere), knowing the old man was rich. I prefer fresh roses to **artificial flowers.**

b)

1. He is a **person who paints for pleasure, not for money.** 2. History and Literature are among the **Humanities.** 3. Her smile was **not genuine**, and I didn't trust her. 4. He has a degree of Bachelor of **Humanities.** 5. This vase is a true

creation of beauty. 6. Making such intricate lace has become a **forgotten skill**. 7. He is a very **skilled and tasteful** person when it comes to decorating. 8. These flowers are **made of silk / plastic**, not real.

c)

1. Mr. Ellsworth fancied himself a great _____, even though he was just a beginner.
2. The room was filled with _____ because the patient was allergic to real ones.
3. To save the drowning man, they had to apply _____.
4. Do you have _____? I need help choosing curtains for my new flat.
5. Conversation is becoming a _____ in the age of smartphones.
6. He received his Master of _____ degree from Harvard.
7. The _____ wrote a devastating review of the exhibition.
8. Her excitement seemed forced and _____.

d)

1. Містер Елсворт ніколи не був професійним художником, він був художником-аматором. 2. Ця «Мазанина» (scrawl / daub) навряд чи є витвором мистецтва. 3. У неї така штучна посмішка, що я їй не вірю. 4. Він отримав ступінь бакалавра у галузі гуманітарних наук минулого року. 5. Мені не подобаються штучні квіти, вони не мають запаху. 6. Чи вважаєте ви себе артистичною натурою? 7. Мистецтво ведення переговорів було його сильною стороною. 8. Він справжній шанувальник мистецтва і часто відвідує галереї. 9. Лікарям довелося зробити штучне дихання.

3. DRAW / PICTURE / DEPICT

a)

draw 1) (vt/i) to make lines on paper. CC: **to draw well / in pencil / a bunch of flowers**. E.g. She **drew the bunch of flowers in pencil** when talking on the phone with Lilly. "If you want **to draw** you will have to look at what you're **drawing**, sir." – said Frank Swain".

draw 2) (vt/i) to pull or move something; to take something out. CC: **to draw a chair nearer; to draw out** (a weapon, money, an object). E.g. Frank **drew** his chair closer to the old man to hear him better. Ellsworth **drew** a checkbook **out** of his pocket to pay for the gallery.

draw 3) (vt) to make someone speak (who is silent); to attract attention / people. CC: **to draw smb. out; to draw crowds / attention**. E.g. It was difficult to **draw** the grumpy old businessman **out**, but mentioning art helped. The exhibition of the "Trees Dressed in White" is sure to **draw huge crowds**.

draw 4) (vt) to obtain or derive; to form a conclusion. CC: **to draw inspiration / conclusions from**. E.g. He **drew** his inspiration not **from** nature, but from a

desire to prove the doctor wrong. What conclusion did you **draw from** his strange behaviour?

draw 5) (vi) to move towards a time or place (of time or events). CC: **to draw to a close** (to end). *E.g. The exhibition was **drawing to a close**, and the painting was awarded the prize.*

draw (n) smth that attracts attention. *E.g. The exhibition turned out to be a great **draw**.*

drawing (n) the art of making pictures. *E.g. The former resident left a vast mass of work, boxes of water-colours, tubes of oil paint and **drawings**.*

picture 1) (vt) to imagine or visualize. *E.g. Frank could not **picture** his apprentice as a gentle artist.*

picture 2) (vt) to make a picture, describe in words. *E.g. The novel **pictures** life in Paris before the Industrial Revolution.*

picture (n) a painting, drawing, film, or photograph; an embodiment of something.

CC: **a picture gallery; in the foreground / background; the picture of health.**

Syn: piece (e.g., a flower piece). *E.g. “This **picture** represented nothing but a confused salad,” thought Koppel. Since he started doing sports, the old man looked like **the picture of health**.*

picturesque (adj) visually attractive (like a picture), vivid, or romantic (usually about places). *E.g. They lived in a **picturesque** cottage near the sea, unlike Ellsworth’s gloomy city apartment.*

depict (vt) to represent or show in a picture or words. Syn: to portray, to represent. *E.g. The artist tried to **depict** the mood of the winter forest. The canvas **depicted** trees in a picturesque valley, glowing under the artificial light of the gallery.*

b)

1. The concert season is **coming to an end**. 2. The new play proved to be a great **attraction for the public**. 3. He looks the **perfect embodiment** of health after his vacation. 4. Turner left a vast mass of **paintings and sketches**. 5. I can’t quite **imagine** you as a teacher; you are too impatient. 6. The exhibition is sure to **attract** crowds of tourists. 7. He put his hand in his pocket and **pulled out** a gold watch. 8. The literary piece **describes** life in London during the war. 9. It is very difficult to **make** him **talk**; he is so shy. 10. Who lives in that **beautiful and scenic** house on the hill?

c)

1. The meeting was _____ when the argument started.
2. Every detail _____ the _____ plays its part in the composition.
3. He _____ his inspiration _____ nature and folklore.
4. She looked the _____ misery standing in the rain.
5. Try to _____ him _____; he knows more than he says.
6. In the foreground _____ the _____, we see a group of peasants.

7. I can _____ a map _____ the area for you if you are lost.
8. They _____ different conclusions _____ the same facts.
9. Please _____ your chair nearer _____ the fire.

d)

1. Ця виставка, безумовно, приверне натовп. 2. Він витяг з кишені олівець і почав малювати. 3. Вона виглядає як саме здоров'я. 4. Я не можу уявити його за роботою в саду. 5. Сезон наближається до кінця. 6. Цей мальовничий котедж був побудований у 19 столітті. 7. Художник зобразив на картині своїх дітей. 8. Дуже важко розговорити його, коли він у поганому настрої. 9. Він черпає натхнення з музики. 10. На передньому плані картини ми бачимо дерево.

4. PAINT

a)

paint (n) a coloured substance spread over a surface. *E.g. Koppel bought boxes of loud, bright **paint** for the old man. Lawrence sometimes used a palette knife instead of a brush to apply the **paint**.*

paint (vt/i) to cover with paint; to create a picture with paint; to describe vividly. CC: **to paint from nature; to paint the situation too dark; to paint a rosy picture of smth.** *E.g. They **painted** the walls of the gallery a neutral grey to highlight the artwork. Ellsworth didn't **paint from nature**; he painted from his own strange imagination. The doctor **painted a rosy picture of** the patient's recovery to the family.*

painter (n) an artist who paints pictures. CC: **a landscape / portrait / genre painter; a painter of battle-pieces.** *E.g. Ellsworth fancied himself a great **landscape painter**, equal to the masters.*

painting (n) the act or art of using paint; a painted picture. Syn: a canvas. CC: **oil / still life paintings; an exquisite piece of art.** *E.g. **Painting** became the old man's only interest. "Trees Dressed in White" was a large **oil painting** that looked like a salad to Koppel. The beauty faded out of the **painting** when getting too close.*

b)

1. Turner excelled in **creating pictures of** marine subjects. 2. You are **describing the situation too pessimistically**. 3. He is a famous **artist who paints portraits**. 4. This is a magnificent **painted picture** dating back to the 18th century. 5. He used a brush to **put the coloured substance on** the canvas. 6. **The art of laying on colours** has become his whole world. 7. The artist sat in the park to **draw and colour looking at real trees**. 8. He stared at the **canvas**, trying to understand the artist's idea.

c)

1. I think you are _____; it's not that bad.

2. He decided to _____ the door green.
3. She prefers water-colours, but he likes _____.
4. It is difficult to _____ nature when the weather is changing so fast.
5. The museum has a wonderful collection of _____ by Dutch masters.
6. He is a well-known _____ of battle-pieces.
7. The _____ on the wall was crooked.
8. When he touched the bench, he realized the _____ was still wet.

d)

1. Він купив тюбики з фарбою і пензлі. 2. Вона змалювала ситуацію в дуже похмурих тонах. 3. Це полотно коштує мільйони. 4. Він пейзажист, а не портретист. 5. Живопис став його пристрастю. 6. Вони пофарбували паркан у білий колір. 7. Цей художник любить малювати звичайні повсякденні дії людей. 8. Він наніс фарбу мастикіном. 9. У цьому музеї багато олійних картин. 10. У місцевій галереї виставлена колекція натюрмортів слобожанських майстрів.

5. COLOUR

a)

colour 1) (n) a quality of objects (red, blue, etc.); a combination of shades. CC: **warm / cool / dull / faded / dark / rich colours; colour scheme** (combination). E.g. "I want something loud," said Ellsworth, rejecting the **dull colours**. The **colour scheme** of "Trees Dressed in White" was a strange mix of blue and yellow.

colour 2) (n) to paint materials; a rosy look of health / to blush. CC: **water-colour; to have very little colour** (pale). Idioms: **off colour** (unwell / sad); **to paint smth. in bright / dark colours** (describe favourably / unfavourably). E.g. Mr. Ellsworth had been feeling rather **off colour** before the doctor suggested art. Frank tried to **paint** the gallery's financial situation **in bright colours** to please the old man. Turner used **water-colour** for his sketches, but Mirriam preferred oil paint. The cool morning air gave her a healthy **colour**.

colour (vt) to bias or exaggerate; to blush / change colour. E.g. His judgment of the painting was **coloured** by the fact that the artist was his boss. Events are often **coloured** on social media.

coloured (adj) having colour. CC: **flesh-coloured, cream-coloured, multicoloured, a coloured print**. E.g. The valet bought him a **multicoloured** scarf, but he wanted a plain one.

colourless (adj) pale; uninteresting / boring. CC: **a colourless story**. Ant: **colourful**. E.g. Before he started painting, his days were grey and **colourless**. He was a **colourless** person until he discovered his "talent". Upon retiring she finally started living a **colourful** happy life.

colouring (n) style of choosing or applying colours. CC: **gaudy** (too bright / tasteless) / **subtle colouring**. *E.g. The drawing was bad, and the **colouring** was **gaudy**.*

colourist (n) an artist skilled in using colour. *E.g. Even the kindest critic could not call Mr. Flint a great **colourist**. If you want a perfect blonde without damaging your hair, you should go to a professional hair **colourist**.*

b)

1. He has been feeling **unwell and depressed** lately due to business troubles. 2. The **combination of shades** in this room is very relaxing. 3. The report was **biased** by the journalist's personal opinion. 4. She is a person **without any distinct character**. 5. Gainsborough was a magnificent **artist skilled in the use of paints**. 6. The headmaster **described** the school's achievements **very favourably**. 7. He looks pale; he has **no pinkness in his cheeks** today. 8. I don't like this **too bright and tasteless style of painting**.

c)

1. I am feeling a bit _____ today; I think I'll stay in bed.
2. The nurse painted the patient's condition _____ dark _____.
3. We need to choose a _____ for the living room.
4. Turner is famous for his _____ and oil paintings.
5. His life seemed _____ and empty before he met her.
6. Don't let your personal feelings _____ your judgment.
7. The walls were painted in a soft cream-_____ shade.
8. As a _____, he is superior to many of his contemporaries.

d)

1. Він почувався недобре протягом тижня. 2. Її життя було нудним і безбарвним. 3. Цей художник – чудовий колорист. 4. Новини часто прикрашають у пресі. 5. Мені не подобається ця колірна гама; вона надто темна. 6. Він змалював майбутнє компанії у світлих фарбах. 7. Він купив набір акварелі для своїх ескізів. 8. У неї сьогодні зовсім немає рум'янцю. 9. Це кремова сукня. 10. Художній критик похвалив майстра за його витончений колорит, який створював дуже спокійну атмосферу.

6. DOUBT

a)

doubt (n) a feeling of uncertainty or lack of conviction. CC: **no** / **not much** / **little** / **not the slightest** / **some** / **great** / **slight doubt**; **doubts as to** (concerning) / **have doubts about smth.** *E.g. There was **no doubt** in Ellsworth's mind that "Trees Dressed in White" was a masterpiece. Koppel had grave **doubts as to** the sanity of the whole art project. **no doubt** (adv. phr.) certainly; probably. *E.g. He will **no doubt** buy another gallery if this one fails.**

doubt (vt/i) to feel uncertain about something; to distrust. CC: **to doubt the truth / facts / honesty / smb.'s ability to do smth.**; **doubt if / whether** (in affirmative sentences); **not doubt that** (in negative / interrogative sentences). *E.g. The doctor **doubted whether** (or **if**) the old man would ever recover fully. Frank did not **doubt that** the critics would laugh at the painting. Do you **doubt his ability** to run the business?*

doubtful (adj) uncertain, hesitating, or suspicious. CC: **doubtful character; doubtful weather; to be / feel doubtful as to**. *E.g. The artistic value of the painting was highly **doubtful**. Frank felt **doubtful as to** how to tell the old man the truth.*

b)

1. I **am uncertain about** his intentions to sell the business. 2. The weather looks **uncertain**, so let's take umbrellas in case rain catches us on a hike. 3. He is **certainly** the best doctor in town. 4. I **don't believe in** his honesty; he looks like a **suspicious** character. 5. There is not the slightest **uncertainty** that he will succeed. 6. I **am not sure** if he will come to the exhibition. 7. She felt **hesitant** regarding what she ought to do with the money. 8. I **am sure** that he is right.

c)

1. I have my _____ his ability to draw properly.
2. There is no _____ it; the painting is a disaster.
3. I _____ he will listen to our advice.
4. He is a very _____ character; I wouldn't trust him with my money.
5. She was _____ which road to take.
6. Do you _____ he is telling the truth?
7. He will _____ finish the work on time.
8. We never _____ he would win the prize.

d)

1. У мене немає жодних сумнівів, що він купив цю галерею. 2. Я сумніваюся, чи варто говорити йому правду про його талант. 3. Це сумнівна пропозиція; я б не погоджувався. 4. Без сумніву, він одужає, якщо буде малювати. 5. У лікаря були сумніви щодо ефективності цього лікування. 6. Я не сумніваюся, що він прийде. 7. Він підозрілий тип, краще триматися від нього подалі. 8. Чи ви сумніваєтеся в його чесності? 9. Успіх виставки виглядає дуже сумнівним.

7. SELECT

a)

select (vt) to choose carefully, especially for superior qualities. Syn: choose, pick. CC: **to select a gift / a suitable person / a site; to select the best samples / singers / the most typical cases**. *E.g. The jury had to **select** the winner from hundreds of*

submissions. Ellsworth carefully **selected** the loudest colours for his masterpiece. They **selected** a site for the new gallery in a prestigious area.

selection (n) the act of choosing; a collection of specially chosen examples. CC: **natural** / **artificial** / **poetry** / **prose selection**; **selections from** (Shakespeare, Ukrainian composers etc.); **a good selection of** (paintings, goods). *E.g. The Lathrop Gallery boasted a fine **selection** of modern art. Darwin's theory of **natural selection** is well known. This book contains **selections from** 19th-century American prose.*

b)

1. We need to **pick out** a suitable frame for this canvas. 2. The shop offers a wide **choice** of art supplies. 3. She **chose** the biggest apple from the dish. 4. The committee **picked** the most typical cases for the study. 5. This volume contains **chosen pieces** from Ukrainian poetry. 6. The process of **survival of the fittest** governs evolution. 7. I need to **choose** a birthday present for my brother.

c)

1. The art critic helped to _____ the best paintings _____ the exhibition.
2. We have a wide _____ silk ties in our store.
3. They _____ a site _____ the new monument near the park.
4. _____ his early diaries were published last year.
5. _____ is often used in agriculture to improve crops.
6. It took him hours to _____ a suitable tie _____ his suit.
7. The jury made their final _____ yesterday.

d)

1. У цьому універмазі чудовий вибір капелюхів. 2. Вони вибрали місце для пам'ятника в центрі міста. 3. Журі відібрало найкращих співаків для фіналу. 4. Це видання включає вибрані твори Шекспіра. 5. Ми повинні вибрати подарунок для ювіляра. 6. Природний відбір – це ключове поняття в біології. 7. Він ретельно добирав слова, щоб не образити старого. 8. Я покладався на твій вибір.

8. SIZE

a)

size 1 (n) the physical magnitude or dimensions of something. CC: **the size of** (a pea-nut, a house). *E.g. The "God-awful smudge" was a canvas about **the size of a billboard**. The tumour was small, about **the size of a walnut**.*

size 2 (n) a standard measure for clothes, shoes, etc. CC: **What size** (shoes / gloves)? **Size 36**; **a size smaller / larger**; **a smaller / larger size**; **a size too large / small**. *E.g. "What **size** does he wear?" the shop assistant asked. These shoes are **a size too small** for me; they pinch my toes.*

-sized (*adj*) having a specific size (in compounds). CC: **medium-sized; life-sized**. *E.g. Sean wanted to paint a **life-sized** portrait of the doctor. The Lathrop Gallery was a **medium-sized** establishment, not too big, not too small.*

b)

1. I want a hat **one number** larger. 2. The hail stones were **as big as** golf balls. 3. He ordered a portrait **of the natural height** of his wife. 4. What **number** gloves do you wear? 5. They bought him a coat two **numbers** too big for him. 6. We live in an **average scale** house. 7. The swimming pool is the **dimensions** of an Olympic pool.

c)

1. What _____ collar do you wear? – _____ 15.
2. This shirt is a _____ for me; the sleeves are too long.
3. He painted a huge canvas, about the _____ a door.
4. I need a medium-_____ box to pack these books.
5. Do you have these shoes in _____ 38?
6. The statue was _____, looking exactly like the real human.
7. Can I change this dress for one a _____? This one is too loose around the waist.

d)

1. Який розмір взуття ви носите? 2. Мені потрібні рукавички на розмір менші. 3. Цей піджак мені на два розміри завеликий. 4. Це був портрет у натуральну величину. 5. Град був розміром з горіх. 6. Ми шукаємо квартиру середнього розміру. 7. Ви можете дати мені цю сорочку 40-го розміру? 8. Ця рамка не того розміру.

9. EFFORT

a)

effort (*n*) a vigorous or determined attempt; a physical or mental exertion. CC: **a heroic / strong / tremendous / great / desperate / last / vain effort; continued / constant efforts**. *E.g. Despite the doctor's **constant efforts**, the old man's health was deteriorating. Koppel watched his master's **vain efforts** to paint a tree and sighed.*

to make an / every / no effort: *E.g. "You must **make an effort** to interest him in something," said the doctor to Frank. Frank **made every effort** to praise the awful painting.*

to do smth. with / without effort: *E.g. Ellsworth signed the check **with an effort**, his hand trembling. Later, he seemed to splash paint on the canvas **without effort**.*

to cost smb. much effort: *E.g. It **cost** Frank **much effort** to keep a straight face when he saw "Trees Dressed in White."*

to spare no effort(s) to do everything possible: *E.g. Doctor Caswell promised to **spare no effort** to cure his patient.*

It is / was such an effort to...: *E.g. It was **such an effort** for the weak old man to hold the brush at first.*

b)

1. The doctor **tried very hard** to find a hobby for Mr. Ellsworth. 2. He lifted the heavy frame **easily**. 3. She **collected herself forcing her will** and stopped crying. 4. The police promised to **do everything possible** to find the stolen masterpiece. 5. All his **attempts were useless**; the painting was a failure. 6. It **was very difficult** for him to admit he was wrong. 7. It was **hard work** to get up on those dark winter mornings.

c)

1. He spoke slowly and _____ an _____ after climbing the steep stairs.
2. I will _____ to help you with the exhibition even though I have a lot on my plate.
3. The firemen _____ to save the burning gallery.
4. It _____ him _____ to give up smoking, but he did it.
5. Despite his _____, he couldn't save the company.
6. He lifted the heavy box _____, as if it were empty.
7. Please, _____ to be polite to the artist.
8. His _____ to please the critics were pathetic.

d)

1. Він зробив над собою зусилля і посміхнувся. 2. Ми не пошкодуємо зусиль, щоб зробити цю виставку успішною. 3. Це коштувало мені великих зусиль не розсміятися. 4. Він підняв пензлик без жодних зусиль. 5. Всі її зусилля були марними. 6. Я докладаю всіх зусиль, щоб закінчити портрет вчасно. 7. Йому було так важко вставати з ліжка. 8. Лікар докладав постійних зусиль, щоб заспокоїти пацієнта.

VOCABULARY NOTES.

Exercises

Exercise 4.21. Translate the following sentences into Ukrainian.

1. The doctor hoped that the new treatment would relieve the patient's anxiety and bring him some peace of mind. 2. We all sighed with relief when we heard that the operation had been successful. 3. Conversation is seemingly becoming a lost art in the age of digital communication. 4. I don't like artificial flowers; I prefer fresh ones even if they fade quickly. 5. The exhibition of modern art is sure to draw crowds of tourists to our city. 6. I can't quite picture him as a strict teacher; he has always been so gentle. 7. The writer depicted the life of the working class with brutal honesty. 8. You shouldn't paint the situation in such

dark colours; there is still hope for success. 9. He has been feeling a bit off colour lately and has very little colour in his cheeks. 10. Her account of the incident was heavily coloured by her personal dislike for the manager. 11. There is no doubt that he possesses a great artistic talent. 12. I am doubtful as to whether we should trust such a doubtful character. 13. The shop offers a wide selection of medium-sized frames for paintings. 14. The jury had to select the winner from a large number of applicants. 15. This coat is a size too large for me; do you have it in a smaller size? 16. The rescue team promised to spare no effort in searching for the missing climbers. 17. It cost him much effort to suppress a smile when he saw the “masterpiece”. 18. Despite his constant efforts, he failed to draw the old man out of his gloom. 19. The portrait was life-sized and represented the general in his uniform. 20. He draws his inspiration from nature, which is why his landscapes are so picturesque.

Exercise 4.22. Paraphrase the sentences using the active vocabulary.

1. The doctor gave him a sedative to lessen the pain and calm his nerves. 2. I was very happy and comforted to hear that the difficult negotiations had ended successfully. 3. Let me take that heavy suitcase from you; you look tired. 4. She burst into tears, and that helped her release her emotional tension. 5. Making such intricate lace is a skill that is almost forgotten nowadays. 6. He is not a professional painter; he paints only for his own pleasure. 7. Her smile was forced and insincere, so I knew she was hiding something. 8. The new shopping mall is expected to attract thousands of visitors on the opening day. 9. I tried to make him talk, but he remained silent and grumpy. 10. Can you imagine yourself living in a house the dimensions of a shoebox? 11. The writer described the poverty of the region with brutal realism. 12. You look the perfect embodiment of health after your holiday by the sea. 13. You are describing the future too pessimistically; things aren't that bad. 14. This artist is famous for creating pictures of marine subjects. 15. I think the news report was biased by the journalist's political views. 16. He has been feeling unwell and depressed for a few days. 17. She has no pinkness in her cheeks today; is she ill? 18. There is certainty that the painting is a fake. 19. I am not sure whether he is telling the truth or lying. 20. He is a suspicious person; I wouldn't lend him any money. 21. We offer a wide choice of woollen fabrics in our store. 22. The committee chose the most suitable candidate for the position. 23. These shoes are too big for me; do you have a smaller pair? 24. The police promised to do everything possible to catch the thief. 25. It was extremely difficult for him to get out of bed after the surgery.

Exercise 4.23. Translate the following sentences into English using the active vocabulary.

1. Лікар сказав, що ці ліки полегшують біль та знімають тривогу. 2. Коли ми дізналися, що картину продали, ми всі зітхнули з полегшенням. 3. Я не можу уявити його професійним художником; у нього зовсім немає художнього смаку. 4. Її посмішка здалася мені штучною, і я відчув сумнів щодо її щирості. 5. Ця виставка, без сумніву, приверне увагу преси та натовпи відвідувачів. 6. Автор правдиво зобразив життя простих людей у своєму романі. 7. Не варто змальовувати ситуацію в таких темних фарбах; у нас ще є шанс на успіх. 8. Останнім часом він виглядає нездоровим, і я маю сумніви щодо того, чи зможе він закінчити роботу. 9. У цьому магазині гарний вибір взуття, але ці черевики мені на розмір замалі. 10. Журі довелося відібрати лише три картини з сотні для фіналу конкурсу. 11. Вона доклала всіх зусиль, щоб розговорити цього мовчазного старого. 12. Це був портрет у натуральну величину, виконаний у теплих тонах. 13. Мені коштувало великих зусиль не розсміятися, коли я побачив його «шедевр». 14. Поліція пообіцяла, що не пошкодує зусиль у пошуках зниклої колекції. 15. Він сумнівна особа, і його історія звучить як суцільна вигадка. 16. Мистецтво вести світську бесіду – це майже втрачене мистецтво. 17. Якого розміру рукавички ви носите? – Мені потрібні на розмір більші. 18. Після місяця відпочинку в горах вона виглядала як саме здоров'я. 19. Всі його спроби намалювати пейзаж з натури були марними. 20. Він черпає натхнення зі своїх спогадів, тому його картини такі мальовничі.

Exercise 4.24. Fill in the gaps with the essential vocabulary, phrases, and patterns. Change the form of the words if necessary.

1. The doctor admitted that he could not _____ the old man; he was too stubborn to take his medicine.
2. After the heart attack, he was not in _____, so the doctor suggested he should _____ up a quiet hobby like painting.
3. Koppel managed to avert a _____ by hiding the fact that the "masterpiece" was just a scrawl.
4. The critic stood in front of the canvas and looked at it _____, trying to decide if it was worth anything.
5. "I've spilled paint all over my best trousers!" – "Don't worry, just send them _____."
6. Since he became _____ the art world, he has been doing a _____ of travelling.
7. It takes years of practice to _____ a picture with such skill; he is clearly a _____ artist.
8. He was afraid he would become a _____ if he showed his bad paintings to the public.

9. To everyone's surprise, his work was _____ the show and even hung in a prominent place.
10. They found an _____ place in the corner for the small sketch, so nobody would notice it immediately.
11. When she realized her mistake, she blushed to _____.
12. At the _____ the exhibition, the judges decided to _____ a prize to the youngest participant.
13. He continued working at a great _____ to his health, ignoring the doctor's warnings.
14. Buy me a box of _____ and a tube of _____, I want to try mixing different media.
15. This is no _____ case; the patient requires immediate surgery to _____ the pain.
16. The new business venture _____ to be a failure, and he lost all his money.
17. "Why are you here?" – "I _____ came to say hello, _____."
18. You must _____ get some rest, otherwise, you will collapse.
19. "Can we meet on Tuesday?" – "No, I'm busy. _____ it Friday."
20. He has been doing _____ painting lately, hoping to fulfil his lifetime _____.
21. There is no _____ that the exhibition will be a success; it is sure to _____ crowds.
22. The portrait was life-_____, but the face looked artificial and _____ (without expression).
23. I can't quite _____ him as an artist; he has never shown any _____ talent.
24. We need to select a frame of a suitable _____ for this canvas.
25. It cost him a great _____ to keep a straight face when looking at the gaudy _____ (style of painting).
26. The writer _____ the scene in such dark _____ that I felt depressed reading it.
27. He is no _____ fool; he knows exactly how to make money.
28. The purchase of the gallery _____ a sound investment, bringing huge profits.
29. She looked the _____ after spending a month by the sea.
30. I doubt _____ he will come; he is feeling a bit off _____ today.

Exercise 4.25. Study the information about synonyms below. Choose the right word to complete the sentences, translate them into Ukrainian.

Drawing vs. Painting: Understanding the Core Differences

While drawing and painting often overlap, they are distinct disciplines defined by their materials and execution. Drawing relies on dry media to create linear structures, whereas painting utilizes liquid media to build color and texture.

DRAWING

Tools and Materials

Dry vs. Wet Media
Drawing uses dry tools like graphite and charcoal.

Tool Applicators
Drawing involves direct tools like markers.

Technique and Visual Focus

Lines vs. Layering
Drawing focuses on linear form.

Surface Texture
Drawing results in smooth surfaces.

PAINTING

Tools and Materials

Dry vs. Wet Media
Painting uses liquid oils or watercolors.

Surface Variations
Paintings utilize canvas, wood, or metal.

Tool Applicators
Painting requires brushes, knives, or applicators.

Technique and Visual Focus

Lines vs. Layering
Painting emphasizes building layers and blending colors.

Surface Texture
Painting creates tactile texture with visible brushstrokes.

Drawing	Feature Comparison	Painting
Lines, Form, Structure	Primary Focus	Color, Texture, Layers
Dry (Pencil, Charcoal)	Media State	Wet (Oil, Acrylic, Watercolor)
Monochromatic / Smooth	Visual Result	Polychromatic / Textured

The Shared Foundation

Despite their differences, many paintings are built upon an initial sketched drawing.

1. She placed the paper and pencil before me and told me I could _____ anything I liked. 2. The portrait was _____ so skilfully that the eyes seemed to follow you no matter where you were. 3. It is difficult to _____ a straight line without a ruler. 4. He decided to _____ the door green to match the colour of the window frames. 5. Turner loved to _____ marine subjects using water-colours and oils. 6. The child took a piece of charcoal and started to _____ funny figures on the pavement.

COMPARISON OF LIGHT AND PIGMENTS

COLOR IS A SENSORY PERCEPTION

PAINT IS A PHYSICAL MIXTURE

COMPOSITION & BEHAVIOR

RESULT VS. ACTION
Color is the final visual result we see after the action of painting is complete.

COMPOSITIONAL DIFFERENCE
Paint requires a binder to adhere to surfaces, whereas color is the raw visual effect.

ADDITIVE MIXING

It is the brain's response to light wavelengths reflecting off objects into the retina.

Mixing light (color) creates lighter results.

SUBTRACTIVE MIXING

A liquid or paste composed of pigments, binders, and solvents that creates a coating.

Mixing paint results in darker, muddier tones.

FEATURE	COLOR (LIGHT)	PAINT (PHYSICAL)
Mixing Method	Additive (RGB)	Subtractive (RYB)
Mixing Result	Becomes Lighter	Becomes Darker
Physical State	Wavelength/Light	Liquid, Paste, or Solid Coating

1. Don't touch the bench, the _____ is still wet! 2. “I want something loud,” said the old man, rejecting the dull _____ and asking for bright reds and blues. 3. You have a smudge of _____ on your cheek;

have you been working in the studio? 4. She described the situation in such gloomy _____ that we all felt depressed. 5. He went to the art supply shop to buy some brushes and a few tubes of oil _____. 6. The _____ scheme of the room was a strange mixture of yellow and purple.

Portray, Picture, or Represent: Choosing the Right Word

A guide to clarifying the subtle differences in emphasis and usage between three common synonyms for "showing" or "describing."

Portray: Acting and Artistic Interpretation



Focuses on playing a role, describing words, or showing someone in a specific light.

Use This Word When Showing: A character, attitude, or role.

Picture: Creating Visual or Mental Images



Used for bringing descriptions to life through vivid art or mental visualization.

Use This Word When Showing: A vivid scene or mental image.

Represent: Symbols and Functional Proxies



Signifies standing in for another, such as a symbol for an abstract idea.

Use This Word When Showing: A symbol, group, or idea.

Contextual Nuances

Depict vs. Portray



Depict is for direct visual representations;



Portray is for acting or abstract descriptions.

Portrayal vs. Portrait/Presentation



Portrayal is an interpretation;



a **portrait** is an image;



presentation is a raw display.

NotebookLM

1. I simply cannot _____ him as a father; he is too irresponsible. 2. The actor _____ the villain with such terrifying realism that the audience was scared. 3. In this painting, the white dove _____ peace and purity. 4. Try to _____ yourself walking along a tropical beach at sunset. 5. The novel _____ life in Victorian England with great accuracy. 6. The media often _____ the politician as a hero, ignoring his past mistakes. 7. The three figures in the monument _____ Faith, Hope, and Charity. 8. It is hard to _____ the chaos that followed the earthquake; you had to be there. 9. In his early works, the artist preferred to _____ mythological scenes. 10. This abstract sculpture is meant to _____ the struggle of man against nature.

Choose vs. Select: Picking the Right Word

CHOOSE

Casual and Subjective

Reflects personal preference and broad decision-making in everyday contexts.



EXAMPLE:
"I'll **choose** the blue shirt."

Highlights a personal, informal decision based on taste.

SELECT

Formal and Objective

Implies a careful decision-making process based on specific, predetermined criteria.



THE STANDARD FOR USER INTERFACES.

Used for technical actions like picking from menus or limited lists.

EXAMPLE:
"Select your preferred language."

Demonstrates a formal, precise action within a professional or technical setting.

Quick Reference Guide

Feature	Choose	Select
Tone	Casual / Informal	Formal / Technical
Basis	Personal Preference	Objective Criteria
Common Use	Daily Conversations	UI Menus & Systems

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1. The jury had to _____ the best painting from hundreds of submissions. 2. You can _____ any book you like from this shelf; they are all free. 3. They carefully _____ a site for the new gallery near the city centre. 4. It is always difficult to _____ between two evils. 5. We need to _____ a suitable candidate for the position of manager. 6. "I didn't _____ this life; it _____ me," said the artist dramatically. 7. The store offers a carefully _____ range of wines from France. 8. Why did you _____ to wear this dress today?

Exercise 4.26. Translate into English. Use all the active components of this Unit.

1. *М'яко кажучи, це не було звичайною справою. Я застав Джека, коли він стояв біля моїх дверей. Не знаючи, навіщо він прийшов, я чекав, поки він заговорить. «Давайте постараємося зберегти все в таємниці і не будемо ні в що втручатися», – я бачив, як Джек посміхнувся, зітхнувши з полегшенням, і навіть почервонів до коренів волосся. Я зробив висновок, що його складно розговорити, і не став наполягати на продовженні розмови. «Мистецтво – це ніщо, коли ти можеш придбати картинну галерею, не докладаючи зусиль». Власне кажучи, було безглуздо сперечатися про це.*

2. *Взагалі-то кажучи, мрією всього його життя було показати одну зі своїх картин у натуральну величину на виставці. Нехай навіть полотно повісять в найбільш непримітному місці, нехай навіть і мови бути не може про отримання призу, він дуже хотів опинитися серед зрілих художників, нехай навіть і з великим збитком для здоров'я.*

3. – Чудово, домовимося на понеділок. Я повинен переконати тебе відмовитися від ідеї почати займатися живописом. Виявляється, ти не знаєш, що таке палітра кольорів, навряд чи відрізниш коробку акварелей від тюбиків з олійними фарбами. Поза всяким сумнівом, цій катастрофі необхідно запобігти. – Припустимо, це так, але мені необхідно добре подумати. Чесно кажучи, я не можу нічого з собою вдіяти. Але, здається, ти все-таки згущуєш фарби.

4. Не можу не визнати, що Білл завжди був у хорошій формі, ну просто втілення здоров'я, хоча останнім часом він виглядає кепсько. Напевно, йому більше немає звідки черпати натхнення. Його улюблені штучні квіти і черевики 42 розміру теж перестали допомагати. Треба підібрати щось нове, що дозволило б йому знову писати картини, зображуючи мальовничі куточки природи. – Так, ти правий. Очевидно, він став посміховиськом навіть для всіх своїх родичів, коли його виставка не привернула відвідувачів. Вони ж тільки запропонували не шкодувати сил на роботу, от і все. Це виявилось занадто для його художньої натури, і ніщо не могло його втішити.

5. Хоча я досить довго міркувала над тим, яку колірну палітру вибрати для портрета моєї племінниці, виконаного в натуральну величину, я все ще сумніваюся в правильності прийнятого рішення. Чесно кажучи, немає ніякого бажання стати посміховиськом і червоніти до самих вух, ховаючись від усіх в непримітному місці. – Можу зняти твою напругу. Маючи прекрасний художній смак, ти напевно створиш шедевр.

6. Не можу нічого вдіяти зі своїм необачним чоловіком – м'яко кажучи, це незвичайний випадок. Коли він розмовляє по телефону, він не дивиться, куди сідає, і я не в змозі запобігти катастрофі. Пам'ятаю, нещодавно він розчавив коробку акварелей на дивані і наступив на тюбик олійної фарби на кремовому килимі. Мені довелося відправити килим до хімчистки, де, до мого полегшення, його вдалося врятувати. Але я не можу змиритися з тим, що доведеться викинути диван, після того, як я цілий день, не шкодуючи зусиль, намагалася відмити його. – Так ось чому ти засмучена. Тобі потрібно просто дати вихід своїм почуттям, ось і все. Спробуй змусити чоловіка самого вичистити диван.

7. Не підозрюючи, що вже багато років цей зрілий художник працює над втіленням мрії всього свого життя, часто жертвуючи здоров'ям, я зробив помилковий висновок про те, що він став якимось прісним і втратив інтерес до живопису. – Я втомився від твоєї звички згущувати фарби. Він, можливо, ще напише полотно, яке буде виставлено на найпрестижніших виставках, і мистецтвознавці будуть дивитися на нього оцінююче.

8. Власне кажучи, виставка, яка проводиться зараз у місцевій картинній галереї, наближається до закриття, а ще ніхто не знає, коли буде оголошено, які роботи отримали нагороду.

9. Не можу сказати, що Філ – втілення здоров'я. Якийсь він блідий останнім часом. – Він страждає від сильних головних болів, які не може полегшити ніякими ліками. Я знаю, що він звернувся до лікаря, який обіцяв підібрати ефективне лікування.

10. Вчора я застав Джона у його кабінеті жахливо засмученим. Проєкт, у якому задіяно пів відділу, виявився провальним. Навіть доклавши масу зусиль, щоб запобігти нещастю, він відчуває себе винуватим. Я нічого не можу з ним вдіяти. Схоже, ніщо не може втішити його. – Припини згущувати фарби. Анітрохи не сумніваюся у його надійності. Він завжди прийде на допомогу, навіть жертвуючи своїм здоров'ям, навіть якщо його про це не попросити. Але, мушу визнати, він, без сумніву, в поганій формі, блідий, схуд на два розміри, і далекий від того, щоб бути втіленням здоров'я. Чому б не спробувати відправити його у відпустку? Нехай це буде у червні.

11. Оскільки подарунок був нареши́ті обраний, усі зітхнули з полегшенням. Ми сподівалися, що бабусі сподобається штучна норкова шубка, ось і все. Ми знали, що це мрія всього її життя. І тільки мій старший брат заперечував проти купівлі такої, м'яко кажучи, «марної» речі. Трохи подумавши, ми прийшли до висновку, що можемо проігнорувати його думку.

12. Я здивована, що мазь миттєво зняла біль у спині. – Мені шкода тебе засмучувати, але тепер у тебе пляма на новій кремовій сукні, і її доведеться відправити до хімчистки.

13. Ти часом не знаєш, у чому була причина мовчання Стіва на вчорашньому прийомі? – Нічого не знаючи про живопис, він не міг не відчувати себе ніяково під час розмови про акварелі, колірну палітру, портрети у натуральну величину або нанесення масляних фарб на полотно. Він мовчав, боячись сказати дурість і стати посміховиськом. – Його завжди було важко розговорити.

14. Не обов'язково бути зрілим художником для того, щоб твою картину взяли на виставку, повісили у примітному місці і, можливо, нагородили, якщо вона приверне увагу.

15. Виставка наближається до завершення, а ми все ще не відвідали її. – Її не варто відвідувати. Останнім часом мені не доводилося бачити жодного твору сучасного мистецтва, виконаного зі справжньою майстерністю.

Для нотаток

Навчальне видання

Власова Валерія Павлівна
Язловицька Олена Володимирівна

**АНАЛІТИЧНЕ ЧИТАННЯ:
ДЕКОДУВАННЯ ЗНАЧЕНЬ ТА КОНТЕКСТІВ**

Навчально-методичний посібник
для здобувачів вищої освіти 3 курсу факультету іноземних мов

У двох частинах

Частина II

(Англ., укр. мовами)

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