

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Чернівецький національний університет імені Юрія Федьковича
Кафедра комунікативної лінгвістики та перекладу

ЗАВДАННЯ З ДОМАШНЬОГО ЧИТАННЯ
(на матеріалі оповідань Вільяма Сомерсета Моема)

Навчальний посібник
для студентів спеціальності
“Філологія (англійсько-український переклад)”

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Рецензенти:

Зубрик А.Р. – кандидат педагогічних наук, доцент кафедри англійської філології та методики навчання англійської мови Тернопільського національного педагогічного університету імені Володимира Гнатюка

Куца О.І. – кандидат педагогічних наук, доцент кафедри теорії і практики перекладу Тернопільського національного педагогічного університету імені Володимира Гнатюка

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Відповідальний за випуск В.Д. Бялик, доктор філологічних наук, професор, завідувач кафедри комунікативної лінгвістики та перекладу Чернівецького національного університету імені Юрія Федьковича

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A Casual Affair

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- caustic
- to chaff
- constabulary
- cheroot
- dowdy
- festoon
- bazaar
- picturesque
- awning
- frowsty
- singlet
- sarong
- to jeopardize
- altercation
- incoherent
- to put up with
- infatuation
- peevishly
- to get on

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to pull oneself together
- to be on one's guard
- to take a fancy to smb
- to keep an eye on
- to get one's knife into smb
- to cross one's mind
- to be fond of smb
- to have a down on smb
- to let one's imagination run away
- to be frightened out of one's wits
- to burn one's boats behind
- to get a bit of one's own back
- to make good
- to put on frills
- to give smb a cold shoulder
- not to care a row of pins

3. Read the descriptions of appearance of the characters of the story. Make up a list of words related to appearance descriptions. Supply their Ukrainian equivalents.

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.
2. Translate the sentences from Ukrainian into English paying special attention to the words highlighted:
 1. Цей просторий ресторан відмінно підійде як для неформального ланчу, так і для затишної вечері.
 2. Він уїдлиий, відвертий, прямолинійний, і завжди дає слушні поради для поліпшення вашого бізнесу.
 3. З вікон більшості номерів відкривається чудовий краєвид на море або мальовничий замок єпископа.
 4. Крім того, всі будинки були побудовані на палях, оскільки, вони, як правило, розташовуються в зонах, де часто відбуваються повені.
 5. Близько 7 мільйонів людей у цих регіонах померли від голоду в 1932 і 1933 роках.
 6. Ви маєте бути дуже сильно налякані.
 7. Джон був кремезним хлопцем з гладким чорним волоссям, веселим і гучним голосом, та маленькими проникливими очима.
 8. Я намагаюся вирішити це з гідністю.
 9. Ми розглядаємо нинішній стан справ в країні швидше як виклик, ніж як похмурий вирок для наших надій.
 10. Цікаво, чи може щось вивести його з себе? Він виглядає дуже спокійним.
 11. Вона має схильність до мов: вона говорить французькою та італійською мовами без акценту.
 12. Мій батько вирішив покинути свою роботу заради свого здоров'я.
 13. Ви постежте за дитиною, поки я сходжу в магазин?
 14. Ця людина спалила за собою мости, і зараз не може працювати в тій же галузі.
 15. Я холодно поставився до цієї жінки на вечірці.
3. Do a literary translation of the passage (*"Well, I think that during those first..." up to "He'd been cheated, and it broke him"*).

3. Creative activity:

1. Find 8 unfamiliar words in a story. Write sentences showing how the surrounding text helps explain each word's meaning.

4. Outline and Discussion:

1. Answer the questions:

1. What did the District Officer's house look like?
2. Had the Lows ever met the narrator before?
3. Did Jack Almond leave any possessions after he had died?
4. How did he spend his last years?
5. What kind of relations did Jack Almond and Lady Kastellan have?
6. What sacrifice did Jack Almond bring to his mistress?
7. Why was Mr. Low shocked so much after visiting Lady Kastellan?
8. What did Mrs. Low think of Lady Kastellan?
9. When and under what circumstances did Mr. Low and the narrator meet Jack Almond?
10. Why did Jack Almond go from bad to worse after his visit to London?
11. Describe Mr. Low speaking about his visit to the house of a Chinese woman.
12. Mr. Low speaking about his first visit to Mrs. Kastellan house and about the party.
2. Imagine the unnamed woman writing a final letter to the narrator before she leaves for America. Reflect her inner thoughts about the affair, her emotional struggles, and how she views the narrator now. Let the letter reveal what Maugham leaves unsaid.

“A Friend in Need”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- to puzzle
- startling
- slender
- mild
- frail
- to nod
- a namesake
- to sip
- a chap
- to be all to pieces
- a creek
- to drown
- to chuckle
- to rub
- to pawn

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to be down and out
- to commit suicide
- on account of
- to be taken aback
- to shrug one's shoulders
- to have bad (good) luck
- to draw a conclusion
- catch sight of (someone or something)
- go broke
- in vain

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.
2. Translate from Ukrainian into English (pay attention to highlighted words):
 1. Ця пропозиція може деяких здивувати, але її логіка проста і незаперечна.
 2. У мене є деякі вражаючі новини, які ви, можливо, захочете знати.
 3. Ви дуже стрункі.
 4. Це був лагідний і приємний чоловік.
 5. Він був занадто слабкий для цього.
 6. Якщо не можеш говорити, спробуй кивнути - так чи ні.
 7. Він говорить про свого старшого брата, твого дядька й тезку.
 8. Він зробив ковток кави і потім продовжив.
 9. Повірте на слово, він хороший хлопець.
 10. Далі по дорозі є струмок, в пару милях на північний захід.
 11. Для нього було загадкою, як такий хороший плавець міг потонути.
 12. Дівчата хихикали під час розмови.
 13. Ми можемо закласти мою обручку.
 14. Я намагаюся переконати її не вчиняти самогубство.
 15. Не знизуй плечима – я хочу почути відповідь
 16. Йому ніколи не щастить.
 17. Чи можемо тепер зробити висновок?
 18. Ви можете мигцем побачити наш будинок з поїзда.
 19. Його обдурили і він розорився.
 20. Ви хоробро билися, але марно.
3. Do a literary translation of the passage (*“For thirty years now ... in accordance with his age and station.”*)

3. Creative Activity:

Pick 10 adjectives or verbs. Find synonyms and rewrite sentences replacing the original words.

4. Outline and Discussion:

1. Answer the questions:

- 1) What thoughts occurred to the author when he read in the newspaper about Mr. Burton's death?
- 2) Why did Mr. Burton interest the author?
- 3) Where did the author make Mr. Burton's acquaintance? What did they use to do together?
- 4) What did the author know about Mr. Burton?
- 5) What did Mr. Burton look like? What attracted the author in Mr. Burton?
- 6) When and where did Mr. Burton tell the author the story of his namesake?
- 7) What kind of man was young Burton?
- 8) Why did he once come to Mr. Burton?
- 9) What was the situation he found himself in?
- 10) What idea did Mr. Burton suddenly have when his namesake said he had swum for his university?
- 11) Why was young Burton taken aback?
- 12) Why was young Burton drowned?
- 13) What was the author's reaction to the story?
- 14) Why did Mr. Burton say he offered his namesake the job?
- 15) Why would the author never have believed that Mr. Burton was capable of such an action if he had not heard the story from his own lips?
- 16) What's your main impression of the story?

2. Write a fictional diary entry by Mr. Burton the night after the swimmer's death. The tone should be calm and reflective - but hint at his rationalization of what happened. Explore: Did he feel guilt? Was it all strategic? Echo his polite, "friendly" demeanor with a dark undercurrent.

"A Marriage of Convenience"

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- to encounter
- colonel
- tenor
- proprietor
- to accompany

- consequence
- moustache
- diminutive
- skyscraper
- guitar
- convenience
- to withdraw
- predecessor
- to expostulate
- adamant
- aspirant
- hideous
- boulevard
- inducement
- exile
- quarter
- outrageous
- lunatic
- adorable
- to pause

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to tower over somebody
- with death in one's heart
- to lose one's temper
- to make up one's mind
- to withdraw one's offer
- to set eyes on somebody
- by no means
- to come as a surprise
- to be on tenterhooks

1. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.
2. Translate from Ukrainian into English (pay attention to highlighted words):
 1. На початку ми зіткнулися з численними проблемами.
 2. Мене звуть Джеймс Грейді, і я власник цього закладу.

3. Ми супроводжували її назад до її готелю.
4. Корабель перекинувся, з катастрофічними наслідками.
5. Він був лисий і повний, з вусами.
6. Моя бабуся була маленькою жінкою, заввишки менше ніж 5 метрів.
7. Ресторан знаходиться на вершині одного з великих хмарочосів у центрі міста.
8. Мій попередник працював на цій роботі дванадцять років.
9. Я сказав їй, що вона повинна залишитися вдома і відпочивати, але була непохитна, що вона йде.
10. Я повинен вибачитися за цей жахливий сервіс.
11. Король відправився у вигнання через політичну ситуацію в країні.
12. Те, що ви говорите, просто нечувано.
13. Він їде, як божевільний.
14. Після паузи він дав обережну відповідь.
15. Новий готель здіймається над горизонтом Шанхаю.
16. Діти поводитися так погано, що я втратила самовладання.
17. Це може бути сюрпризом для тебе, але мені цей хлопець дійсно подобався.
18. Ми були як на голках, чекаючи весь ранок поки задзвонить телефон.

3. Do a literary translation of the passage (“*I had gone on board...*” up to “*... have been at the beginning*”)

3. Creative Activity:

1. Choose 10 words and their antonyms. Write paragraphs contrasting ideas using these pairs.

4. Outline and Discussion:

1. Answer the questions:

1. What kind of people were there on board the ship?
2. How did the author guess that the Governor was a person of consequence?
3. What did the Governor and his wife look like?
4. How did it happen that the Governor started telling his story?
5. What impulse did the Governor have to marry?
6. Why was it essential for the next Governor to be married?
7. What did the Governor suddenly decide to do?
8. What kind of response did the Governor get after he had handed in the advertisement?
9. Why did he give up reading letters?
10. Where did the Governor meet his friend?
11. What did his friend suggest?
12. Did the Governor agree to follow his advice? How?
13. What impression did the lady produce upon the Governor?
14. What reaction did the lady have to his proposal?
15. Was the Governor persistent? Support your opinion.

16. What happened in the end?
17. What piece of advice did the Governor give to the Belgian colonel?
18. How did the lady sum up the story?

2. Write a series of three fictional letters between Gustave and Louise, written after the narrator has left. These can reflect: Their personal reflections about their “arrangement”; Whether real affection ever existed; Their worries or hopes about how others perceive their marriage. One letter can be a “never sent” letter revealing a secret truth.

“Gigolo and Gigolette”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- | | |
|---------------|-----------------|
| • refinement | • to vex |
| • to plunge | • fraud |
| • blank | • filthy |
| • to subside | • marvelous |
| • torture | • funk |
| • frock | • a spotlight |
| • to gamble | • miserable |
| • deprecating | • condescending |
| • bluff | • a compatriot |
| • puzzled | • to conceal |
| • integrity | • to pawn |
| • the slump | • exaggeration |
| • to bash | |

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to catch sight of sb.
- to be a dud
- to steady the old nerves
- to make a packet
- to get on terms
- to run through one's money
- to be as tight as drums
- packet of fun
- to be smartly dressed
- to make a packet
- to be in the progress

- to give a sigh
- to pay one's bill
- to come to the rescue
- to get sick of sth
- to throw money about
- to lose control of oneself
- in great spirits
- to burst into a storm of tears
- cheer up
- to strike while the iron is hot
- to be the last straw
- for a rainy day
- to go through hard times
- to break one's heart
- to do a stunt

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.

2. Translate from Ukrainian into English (pay attention to highlighted words):

1. Він був досить чесний, щоб не стягувати високі податки з мешканців.
2. Він виступає проти війни.
3. В його характері була якась певна витонченість, за яку його всі любили.
4. Його спантеличила нікчемна людина своєю безтактністю.
5. Куй залізо, поки гаряче.
6. Він виглядав нещасним і розгубленим. Тому він замовк і лише зрідка ловив погляд оточуючих.
7. Сукня Ліз була чудовою, хоча камінці і стрази виявилися підробленими.
8. У країнах третього світу часто назріває економічна криза.
9. Дурні балачки можуть і святого вивести з себе
10. Він швидко збанкрутував, оскільки нерозважливо все протринькав.

3. Do a literary translation of the passage (*Mrs. Barrett....to be a dud*).

3. Creative Activity:

Map 15 words that describe a character's personality or behavior. Use each in a sentence.

4. Outline and Discussion:

1. Answer the questions:

- 1) Describe the main heroes of the story.
- 2) Why did the gigolo Syd persuade Stella in diving?
- 3) Who said the following proverb “strike while the iron’s hot” and for what event?
- 4) Why was Stella called as “human cannon-ball”?
- 5) Which type was their Syd and Stella’s “old life”?
- 6) What is the denouement of the story? (open or close)

2. Write three journal entries from Stella’s point of view: Entry 1: The night before a performance, as fear grows Entry 2: After her conversation with the narrator Entry 3: After she performs again — or after she refuses to perform In each entry, explore:

Her internal conflict (fear vs. duty vs. love)

Her view of Syd (as partner, protector, or exploiter?)

Her sense of identity outside the role of “Gigolette”
“**Louise**”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- to gall
- humbug
- crook
- to dismay
- strenuous
- well-off
- husky
- to dote on smb
- to excel
- to give in
- submissive
- tussle
- plaintive
- inconsolable
- upstanding
- to be badly off
- to resign one’s commission
- stamina
- to brace oneself

- to distract
- convalescent
- to do one's bit
- to grudge
- precarious
- on no account
- tiresome
- on smb's account
- to remonstrate (with)
- to consent
- distress
- hard on smb
- full and square
- stupendous
- bluff
- to fly into a passion
- compassion
- trousseau
- magnificence

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to lose the opportunity of doing sth
- to make one's meaning plain
- to seek sb's acquaintance
- to have an inkling that...
- to dote on sb
- by a coincidence
- to give in to sb
- to hang on a thread
- to be at death's door
- to stir a finger
- to bring up sb
- to be out of the question
- to resign one's commission
- to do one's bit;
- on no account
- on smb's account
- in great distress;
- to fly into a passion
- to be a burden to smb

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.
2. Translate from Ukrainian into English (pay attention to highlighted words):
 - 1) Вона втратила шанс на підвищення, коли відмовилася від роботи помічника менеджера.
 - 2) Коли ви їдете на Ямайку, спробуйте познайомитись з місцевими жителями.
 - 3) Я навіть не здогадувався, що вона нещасна.
 - 4) Вона обождює цього маленького хлопчика.
 - 5) Просто за збігом обставин я зустрів свого старого однокласника через 50 років.
 - 6) Моє життя ніби висіло на нитці, поки він не відповів.
 - 7) Минулої ночі, ви майже не померли.
 - 8) Ви і пальцем не поворухнете, хіба що скажете "Я ж казав"
 - 9) Вибачте, мадам, але це навіть не оговорюється.
 - 10) Якщо ти не зробиш свою частину роботи, наша презентація ніколи не буде закінчена вчасно.
 - 11) Працівники ні в якому разі не повинні здійснювати особисті дзвінки з офісу.
 - 12) Після війни він був у великому смутку.
 - 13) Марафонцям потрібно багато витривалості.
 - 14) Тому що він самий чесний чоловік, якого я коли-небудь зустрічала
 - 15) Знаєте, вона була в розпачі.
3. Do a literary translation of the passage ("*Louise outlived...*" up to "*frail little thing*").

3. Creative Activity:

1. List 10 words about the story's setting. Write a detailed paragraph using at least 7.

4. Outline and Discussion:

1. Answer the questions:
 - 1) Who is the main character of the story?
 - 2) What can you say about the relations between the author and Louise?
 - 3) When did the author know Louise? How did he describe her at the time?
 - 4) Why did Louise's parent entrust her daughter to Tom Maitland?
 - 5) What kind of man was Tom Maitland?
 - 6) What would you say about the relations between Louise and Tom Maitland?

- 7) Why was Louise at death's door? But what was her spirit?
- 8) Was Louise quite strong enough to do the things she wanted?
- 9) Why did Louise's first husband die? What did he leave her?
- 10) Why did Louise's friends redouble their attentions towards her? How did they take care of her?
- 11) Why did Louise make up her mind to marry again? Who led her to the altar?
- 12) What sort of man was George Hobhouse?
- 13) What did Louise manage to do for the next two or three years?
- 14) Which was George's habit at the time?
- 15) Why did he die?
- 16) Why did Louise turn her villa at Monte Carlo into a hospital?
- 17) What did Louise do in Paris when the author met her there by chance?
- 18) How many husbands did Louise survive?
- 19) Why must she be prepared for the worst?
- 20) Where did Louise settle when the war came to an end? Who came to live with her?
- 21) Which was Iris's attitude towards her mother?
- 22) Why did Iris much prefer to stay at home?
- 23) Why did Iris decide to get married?
- 24) Why did the author make the opportunity to go and see Louise?
- 25) What did they talk about?
- 26) When did Louise die? How did she die?

2. Write a private confession by Louise (like a secret diary entry or a chapter from her unpublished memoir). She reveals:

Her reasons for pretending to be ill

How she truly feels about her husbands, friends, and reputation

Whether she sees herself as victim, survivor, actress, or mastermind

“Mr. Know-all”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- accommodation
- loquacious
- to exclude
- overweening

- ebony
- acrimonious
- sturdy
- interminable
- lustrous
- to bulge out
- sleek
- demeanour
- exuberant
- peal
- prohibition
- vehement
- bone-dry
- rot
- tumbler
- deprecating
- exasperating
- swarthy

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to put up with
- to look upon with dismay
- to play patience
- a bit of luck
- to the backbone
- to be born under a bluer sky
- to have a pal
- to put on airs
- like a flower on a coat
- to go to somewhere on an errand
- to get a chance of easy money

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.
2. Translate from Ukrainian into English (pay attention to highlighted words):

- Що стосується тебе, то я не збираюся жити в таких умовах. Я ні за що не змирюся.

Подивися, як можна насолоджуватися двотижневим вояжем в такий темної каюті з жорсткими полками. Я не вірю, що це відбувається! А, ти, мій друг?

-Так ?! Невдача!

-Видно, ми народилися не під щасливою зіркою! Думав, що хоч тут буду спокійний і забуду про зовнішні подразники. Все відбувається так, ніби мені випав шанс заробити шалені гроші.

- Слухай! Може, нам заберти голову?! І тоді удача повернеться до нас обличчям!

- Нісенітниця! Нічого не вийде! Всі кращі місця вже зайняті.

3. Do a literary translation of the passage (*king Georgeto say the word*).

3. Creative Activity:

1. Write a dialogue between two characters using at least 12 vocabulary words from the story.

4. Outline and Discussion:

1. Answer the questions:

1. Why does he disdain Mr. Kelada? What makes him to kick Kelada downstairs or even to slam the door in his face? (indicate the reasons)
2. What did Mr. Kelada run?
3. Why was Mr. Kelada called “everywhere and always”?
4. Does the title coincide with the main idea of the story and why?
5. Why did the author use the superlative adjectives with the adverbs “too” and “enough” for description Mr. Kelada?
6. What was the point of conversation between Kelada and Ramsay? What’s the climax and the denouement of it?
7. Why did Ramsay say to Kelada: “Perhaps that’ll teach you not to be so cocksure another time, my young friend”?

2. Imagine the narrator writes a letter to Mr. Kelada a few months after the cruise, reflecting on:

His initial prejudice

What he learned about character and judgment

Whether he regrets his coldness

An apology—genuine or awkward?

“The Ant and the Grasshopper”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- fable
- burden
- to be devised to do smth
- scapegrace
- industry
- to chuck
- giddiness
- expostulation
- laborious
- rumour
- store
- unscrupulous
- to beg for smth
- enticement
- larder
- amendment
- perversity
- to blackmail
- disapproval
- gamble
- to prosecute
- to philander with
- prudence
- gloom

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to bring home to smb
- Reconcile oneself to smth
- Couldn't help doing smth
- wear an expression of
- sit on one's shoulders
- to be in hilarious spirits
- to cause trouble
- to make friends
- to make a fresh start
- look as if one had just come out of a bandbox
- to make a point of doing smth
- to rub one's hands

3. Explain the meaning of the idiom in form of a mini situation:
“*Every family has a black sheep.*”

4. Find juridical terms and translate them, make up sentences with them.

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.

2. Translate from Ukrainian into English (pay attention to highlighted words):

1) Життєвий девіз гульвіси - курити і фліртувати з красунями. Його обличчя завжди виражає безпечність та холодний розрахунок.

2) Не завжди вдається впоратися з нудьгою в важку хвилину.

3) Працьовитість нагороджується, а легковажність карається в формі гіркового випробування.

4) Спокуса породжує непомірний інтерес і прагнення до оволодіння джерела збудника.

5) Він як справжній денді завжди одягнений з голочки і ввічливий з дамами.

6) Не дивлячись на мінливості долі, він зміг почати заново свій професійний шлях.

7) Нелегальні дії караються законом.

8) Він засуджений за шантаж рідного брата.

9) Життя - випробування, яке потрібно вистояти або опинишся за його межами.

10) Мстива людина не може зважитися на відступ, оскільки змінить свій життєвий принцип.

3. Do a literary translation of the passage (*I suppose spent on luxuries*).

3. Creative Activity:

List 5 root words and their forms (noun, verb, adjective). Use each in story-related sentences.

4. Outline and Discussion:

1. Answer the questions:

1) Who was a black sheep in the Ramsay?

2) Why did Tom begin to blackmail his elder brother George?

3) Describe two personages: Tom and George (mention about their traits, appearances, way of life etc.)

4) How do you reveal the proverb: “Industry is rewarded and giddiness is punished”?

2. Write an alternate version of the ending in which Tom’s luck runs out—perhaps the wealthy widow dies early, leaves him nothing, or he faces a reckoning.

How does George react?

Does Tom finally regret his life choices?

Or does he bounce back anyway?

“The Escape”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- to be convinced
- prudence
- confess
- instant
- suffering
- pathetic
- loom
- hefty
- to wring
- fickle
- hazard
- shrewd
- fled
- persuade
- solemn
- to extricate oneself
- callous
- oath
- careful
- rotten
- to induce
- render
- scheming
- to jilt
- dispossessed
- lamb
- to reconsider
- peevish
- inspect
- assiduous
- behave

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to make up one's mind
- to fall in love with smbd.
- common sense
- to be on the point of doing
- plenty of money
- upon my word
- as hard as nails
- well up into smth.
- fall out of love
- to be in a quandary
- to be in possession of smth.
- to deal with
- to be apt to do smth
- to lose one's temper
- by the way
- to take care of
- to get over the blow

3. Find and built up a chain of synonyms from the text and with the use of dictionary (more than 3):

- to convince
- plenty
- hazard
- lovely
- callous
- common sense
- house-hunting
- lodging

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.
2. Translate from Ukrainian into English (pay attention to highlighted words):

1) Чесне слово, я не знав, що вона настільки вперта в своїх судженнях. Ти був правий. Вона непохитна.

2) У будь-якій ситуації потрібно прислухатися до здорового глузду.

3) Не гризи її серце нездійсненими обіцянками. Дуже важко буде оговтатися від такого удару.

4) Настав важкий час. У країні панує нестабільна система управління. Народ не знає що робити з гнилим урядом.

5) Якщо збираєшся досягти успіху, то дій рішуче і обдуманно.

6) Я визнаю, що дитина поводитися огидно.

7) Страждання крає душу і серце.

8) Трагічний погляд схиляє до милосердя і співчуття.

9) Зло може залишити безпомічним.

10) У будь-який момент можна перебувати у владі почуттів і емоцій, але потрібно вміти контролювати їх, а не втрачати самоконтроль.

3. Do a literary translation of the passage (*They visited house....lost her temper*).

3. Creative Activity:

1. Rewrite a simple paragraph from the story, replacing common words with advanced vocabulary.

4. Outline and Discussion:

1. Answer the questions:

1) Why can Ruth Charing render most men defenseless?

2) What's the reason of Roger's hefty situation between the hazards of life and his "helpless little thing like Ruth"?

3) Why does he call her as "helpless little thing" if she was as hard as nails?

4) Is the marriage hefty, rotten, happy or instant moment between Ruth and Roger?

5) How did they separate in spite of Roger's gallant and assiduous courts to Ruth?

2. Write a dramatic scene in which the woman and man actually confront each other before either can escape.

Does one confess?

Does the other double down on the act?

Do they call each other's bluff?

"The Fall of Edward Barnard"

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- to be at ease;
- a sense of disillusion;
- to be destined;

- to repress the exclamation of delight;
- to introduce smb. to society;
- to resign;
- to shoot oneself;
- to be all smiles;
- to be arrested on a charge of fraud;
- to be homesick;
- to hear in a round-about way;
- to be fired;
- to take somebody by surprise;
- in one's shirt sleeves;
- to keep body and soul together;
- to make oneself at home.

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to cast bread upon the waters
- to give smb.
- a wide birth
- a black sheep
- all and sundry
- to see eye to eye

3. Find the antonyms to the lexics from ex.1-2.

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.
2. Translate from Ukrainian into English (pay attention to highlighted words):

1. Повертаючись в Чикаго, Бейтман Хантер відчував, що він зробив не все можливе, і його совість була неспокійна.

2. І Бейтман, і Едвард закохалися в Ізабель, але дівчина вибрала Едварда. Бейтман прирік себе на роль наперсника.

3. Батько Едварда розорився. Він не міг винести почуття гіркоти і розчарування і застрелився. Оскільки Едвард залишився без грошей, він змушений був почати заробляти на життя. Йому запропонували на рік-два поїхати на Таїті, і він погодився. Ізабель сказала, що чекатиме його.

4. Дядько Ізабель був паршивою вівцею в сім'ї, тому що його заарештували за звинуваченням у шахрайстві, а в жилах всіх членів сім'ї Лонгстаф текла блакитна кров. Про нього ніколи не згадували.

5. Обхідним шляхом Бейтман почув, що Едварда звільнили, тому що він був ледачий і некомпетентний.

6. Бейтман відправився на Таїті, щоб з'ясувати питання про повернення Едварда в Чикаго. Там в одному з магазинів він зустрів Едварда. Едвард працював продавцем. Бейтман був збитий з пантелику, але його друг здавався цілком впевненим у собі, він був радий бачити Бейтмана. Едвард сказав, що задоволений, що заробляє достатньо, щоб зводити кінці з кінцями.

3. Do a literary translation of the passage (*Bateman Hunter slept badly...Longstaffe's cool grey eyes*).

3. Creative Activity:

1. Write a diary entry from a character's perspective using at least 12 story vocabulary words.

4. Outline and Discussion:

1. Answer the questions:

1. What did Bateman Hunter feel returning home to Chicago?
2. What did Bateman think of Chicago?
3. Where did Bateman and Edward meet Isabel?
4. Who fell in love with the girl? Who did Isabel prefer?
5. Why did Bateman resign himself to the role of confidant?
6. What happened to Edward's father?
7. What were Edward's plans?
8. How did Isabel behave under the circumstances?
9. Why did Isabel's father want to have a word with Edward?
10. Why didn't the Longstaffes ever speak of Arnold Jackson?
11. What letters did Edward write to Isabel?
12. What did Bateman hear about Edward in a round-about way?
13. What was the journey made by Bateman? Why did he start for Honolulu, Sidney and Wellington?
14. What did Bateman learn about Edward?
15. What was Edward's behaviour when he met Bateman?

2. Rewrite the story in a modern context:

Edward goes on a work assignment to Bali or Costa Rica

He "drops out" of corporate life, joins a slow-living/artistic community

Bateman visits to convince him to come back; Isabel waits for news

“The Force of Circumstance”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- to chuckle
- to tear off
- mellifluous
- ravenous
- to remonstrate
- to exacerbate
- wan
- frenzied
- pallor
- to waylay sb
- to slink out of
- to have a row
- stray
- insipid
- palatable
- a lark
- to distress
- somber
- ominous
- confinement

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to pension sb off
- to form an impression
- to take away one's breath
- to offer a smiling welcome
- as pleased as punch
- to have a jaw
- at the end of one's tether
- to make a clean breast of smth
- to make a nuisance of oneself
- to take the matter out of one's hands

3. Find and built up a chain of the synonyms from the dictionary (more than 3):

- confinement
- lark

- somber
- gracious
- dreary
- to stroll

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.

2. Translate from Ukrainian into English (pay attention to highlighted words):

1. Його жарт засмутив її і призвів до того, що вони почали сваритися.
2. Її солодкозвучний голос захоплює подих.
3. Від її зловісного погляду не міг ніхто вислизнути.
4. Ув'язнення його ворога зробило його повністю задоволеного.
5. Її похмурий вигляд та блідість були признаками повного виснаження.
6. Він підстерігав його, щоб вкотре насміятися.
7. Його несамоविта злість ускладнила ситуацію.
8. Смачна вечеря чекає його щодня.
9. Вона завжди привітно вітала своїх гостей.
10. Вони хочуть змусити його піти швидше на пенсію.

3. Do a literary translation of the passage (*He disappeared...her type at all*).

3. Creative Activity:

1. Write a poem incorporating 10 vocabulary words from the story.

4. Outline and Discussion:

1. Answer the questions:

1. In what ways is this story dated? Does it still retain the interest and sympathy of the modern day reader, and if so, how?
2. What makes for a happy marriage? Alone or in pairs, write down four preconditions for a happy marriage?
3. What might jeopardize happiness in a marriage?
4. Express your attitude to the story.
5. Which character do you sympathise?

2. Write an alternate ending where the husband confronts Marta openly or takes a different course of action.

How does the story change?

What new tensions or resolutions arise?

Does the couple survive or break apart?

“The Happy Man”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- to flounder
- hazardous
- to surmise
- forcible
- cursory
- stout
- livelihood
- intently
- to concern
- indisposition
- squeamish
- dissipated
- sympathetic
- boldly
- voluptuously

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to alter manners (habits, points of view, plans, one's way of living, a dress)
- to be littered with books (papers, lumber, etc.)
- a ring at the bell (a knock at the door)
- to have not the least notion (of smth.)
- to remind smb. of smth.
- to reach out (up, down) for smth.
- a dim recollection
- to have a fancy for smth.
- to keep body and soul together
- to be (feel, make oneself) at home somewhere
- to drive up to a house (come up to the door)
- shabby clothes (house, man, street)
- to exchange smth. (for smth.)

3. Complete the following sentences using the word combinations and phrases:

1. When one is no longer young, it is not an easy thing ... one's habits. 2. The coat is a size too large for you, you must ... 3. I'm tired of ... my plans every time you change your mind. 4. She had scarcely finished speaking before there was a... and a knock. 5. Without a word she ... pen and paper. 6. Lora ... the letter, but the man was quick enough to catch hold of it. 7. She daren't even ... the switch lest the movement should wake the child. 8. Clare is easily carried away; when she ... she cannot think of anything else. 9. "Some more cake?" -"Thank you, I have quite ... chocolate cake." 10. Dave had to do all kinds of odd jobs that came his way to 11. The moment David saw the car ... the house, he rushed out to meet his friends. 12. I found myself in a room ... books, papers and all kind of lumber. 13. I'm at my wits' end. I have not ... of where to look for him. 14. I have ... what he's hinting at. Do his words make sense to you? 15. I wish you it just slipped my mind. 16. The moment he mentioned the incident, a ... came back to me. 17. The clothes the man wore were terribly ... , but that evidently did not bother him. 18. Ed had some difficulty in finding the place, a ... building in an evil-smelling slum. 19. Let's ... for you to have a better view of the stage. 20. The three friends ... a glance. They were unanimous in their disapproval. 21. They ... ideas before reaching a decision. 22. If you don't ... me of it, I'll forget. 23. Her friendly sympathetic smile made me

4. Paraphrase the following sentences using the word combinations and phrases:

1. A number of things happened to me and caused a change in the course of my life. 2. English spelling is appalling, but in time it will be partially changed. 3. He heard the bell ring and went to open the door. 4. She held out her hand to take the letter. 5. Dobbin stretched out his hand and caught the vase before it fell to the floor. 6. Jane's salary was hardly sufficient to make both ends meet. 7. I saw a cab approach and stop at the door of my house. 8. There were test-tubes and phials scattered about on the table. 9. He was left alone in the unkempt study with books, papers and what not thrown about. 10. I haven't the faintest idea of what you're talking about. 11. I have only a vague idea of the street I used to live in. 12. It was a poor, ill-furnished small bedroom. 13. The man was wearing a much worn grey suit. 14. The boy did not feel at ease in such a splendid house.

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.

2. Translate the following sentences from the first passage into Ukrainian, paying attention to the metaphors:

- a) "Each of us is a prisoner in a solitary tower."
- b) "But there are men who flounder at the journey's start."
- c) "I have been forced to point the finger of fate."
- d) "I have seen myself for a moment wrapped in the dark cloak of Destiny."

3. Do a literary translation of the passage (*It is a dangerous thing to order...*)

3. Creative Activity:

- 1. Sort 30 vocabulary words into categories: emotions, actions, settings, personality traits.

4. Outline and Discussion:

1. Answer the questions:

- 1. Who is the narrator of the story "The Happy Man"?
- 2. What can you say about the structure of the story?
- 3. What conclusions as to Somerset Maugham's attitude towards life and relations between people can you draw from the first passage? Do you share his views?
- 4. What made Stephens come to the narrator for advice? Why does he want to alter his life?
- 5. What words and phrases are used to describe Stephens at the beginning and at the end of the story? How can the reader gather that Stephens was happy in Spain? What was it that attracted him to Spain?
- 6. How does the author draw the main-character: by describing him or by showing him through his actions and conversation?
- 7 What traits of character did the doctor possess that appealed to the author?
- 8. How would you explain the title of the story?
- 9. What is the message of the story and by what devices did the author achieve the effect?

2. Write a dialogue imagining a deeper conversation between the Happy Man and the narrator, exploring:

Their differing views on happiness

What freedom means to each of them

Whether happiness is an internal state or dependent on external circumstances

“The Lotus Eater”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- serenity
- resignation
- to exaggerate
- to and fro
- get-up, n
- prim, adj
- tittle-tattle, n
- emaciated, adj
- amiable, adj
- to jabber
- an acolyte
- hanky-panky, n
- gratuity, n
- annuity, n
- a lean-to
- to play patience
- to be affronted
- to neglect
- to confide in someone
- asylum
- bewildering

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- round pegs in square holes
- to give someone a second thought
- once in a blue moon

3. Check pronunciation of the following proper names:

- Capri
- Piazza
- Naples
- Ischia
- Suetonius

- Marseilles
- Pompeii
- Vesuvius
- Venus
- Aphrodite
- Beethoven
- Schumann
- Schubert
- Bach
- Chopin

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.
2. Do a literary translation of the passages:
 - “A money was rather a bother... for twenty-five years”.
 - “Wilson’s plan ... day to day”.

3. Creative Activity:

1. Create a multiple-choice quiz with definitions and sentence completions.
2. Think about your future adult independent life. What do you see? What do you want to achieve in your life? What are your goals and values? Or write a letter to yourself 5 years older. What do you expect from yourself 5 years older? What do you need to do during these 5 years? What do you need to learn/ to read? Etc. Write it on the separate paper (approx. 15 sentences, without your name on it). Please write it in proper English. In class we’ll exchange these papers and read them, making the suggestions whose ‘future’ it is.

4. Outline and Discussion:

1. Answer the questions:
 1. Who is the lotus eater?
 2. How can you describe the character of Thomas Wilson (his appearance)?
 3. What is the lifestyle of the main character? Is he existentialist or hedonist?
 4. Did Wilson’s plan work? What was his mistake?
 5. Do you think what happened to him, was punishment for leaving his daughter? Or midlife crisis?
 6. Was it worth to live 25 years in ‘paradise’ and then 6 years in ‘hell’?
 7. Why couldn’t Wilson wait for his pension?

8. If you could, would you make the same choice Wilson made?
9. What are the most delightful and tragic moments in the story?
10. What is your dream place? Where would you spend the rest of your life?

2. Compose a letter from Thomas to an old friend or colleague back home, explaining and defending his choice to live simply and without work.

Include his philosophy on money, happiness, and freedom

Address potential criticism or misunderstandings

“The luncheon”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- to beckon
- to flatter
- to cut out
- devastating
- to incline to do smth
- salmon
- digestion
- effusive
- flash
- marvel
- to mortify
- succulent
- virtuous
- voluptuous
- mean
- revenge
- vindictive
- complacency

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to catch sight of smbd
- how time does fly!
- to have a chat with smbd

- in fact

3. Name the species for the following categories (from the text):

- Fish=
- Delicacy of the seafood=
- Meat=
- Beverage=
- Vegetables=
- Dessert=
- Fruits=

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.

2. Translate from Ukrainian into English (pay attention to highlighted words):

- 1) Самовдоволеність не завжди радує душу.
- 2) Мене зовсім не тішать твої пишні фрази.
- 3) Самотність спустошує і притуплює чуттєве сприйняття.
- 4) Доктор порадив йому виключити жирну рибу (лосось) зі свого раціону.
- 5) Він не стриманий в своїх емоціях. Змусь його контролювати їх на людях.
- 6) При вигляді соковитого шматочка м'яса у мене пробуджується вовчий апетит.
- 7) Зазвичай вважається, що напівсире м'ясо засвоюється гірше, ніж варене або смажене.
- 8) Вона зробила мені знак іти слідом. Кругом пастки. Один невірний крок може обернутися трагедією.
- 9) Спалах блискавки символізує блискавичне рішення в критичній ситуації.
- 10) Вона думала, що зможе змусити сина змінитися, принижуючи на очах чужих.

3. Do a literary translation of the passage (*It was 20 years agowell enough*).

3. Creative Activity:

1. Write an interview with a story character, using vocabulary words in the questions and answers.
2. Develop a voluptuous and eloquent mini reasoning concerning the following expression from the Bible:
"The nostrils of Jehovah were tickled by the burned offerings of the virtuous Semites".

4. Outline and Discussion:

1. Answer the questions:

1. How did they get acquainted?
2. In what way was there a luncheon at Foyot's?
3. What did she and he order for the meal?
4. Did she advise anything about food, meal and diet?
5. Do you follow the principle like the main heroin of the story: "One should always get up from a meal feeling one could eat a little more"?
6. What is the perilous moment during the luncheon?
7. How much does she weigh? (if 1 stone=6.34 kg, and she weighs 21 stones=....)

2. Write a first-person memoir chapter from the narrator's point of view, years after the event.

Reflect on how that luncheon shaped his view of social etiquette, wealth, or revenge

Include reflection on the final irony (her current weight)

Add details of other "revenge by patience" moments

"The Unconquered"

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- | | | |
|----------------|--------------|--------------|
| • to mislead | • mongrel | • derision |
| • guttural | • errand | • anguish |
| • conqueror | • to grudge | • aghast |
| • to declare | • armistice | • ringleader |
| • deliberately | • refinement | |
| • spree | • temptation | |

2. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

- | | | |
|--------------|--------------------|-----------|
| • to despise | • to fling oneself | • to make |
| • to conquer | on smb | amends |
| • hostility | | |

3. Find the following expressions, supply their Ukrainian equivalents and recall the situations in which they occur in the story under discussion:

- | | |
|--------------------|---------------------|
| • at a gulp | • to feel at ease |
| • to give a shriek | • to treat smb well |

- to know smth like the palm of one's hand
- to be nasty
- to fling oneself on smb
- to get on smb's nerves
- to cross one's mind
- to set one's mind on doing smth
- greed for food
- to cope with smth
- to cry one's eyes out
- to ruin one's life
- to bring smb to knees
- to be on one's side
- to let bygones be bygones
- to bear smb malice
- with all one's heart and soul
- to get over the shock
- to tear to pieces
- to give way to one's feelings

4. State whose utterances these are. Recall the whole situation.

1. Don't get excited. I'm not going to hurt you. Look, I've brought you some silk stockings.
2. I don't want your presents. I'll starve before I touch the food you swine have stolen from us
3. It's our own food that they've stolen from us. Look at the sardines. They're Bordeaux sardines.
4. What's done can't be undone.
5. She hated him, yes, God, how she hated' him, but pork was pork, and cheese was cheese.
6. He could never have borne the shame of defeat.
7. That's the bitterest thing of all that we were beaten by fools, by such fools.
8. That changes the case. It's a proposition to consider.
9. I think I should die happy if I could find a way to wound him as he's wounded me.
10. You've been clever; with your presents, with your promises, you've got around them.

5. Paraphrase or explain:

1. There was a sort of distinction about her.
2. She had a refinement that suggested the city-dweller rather than the peasant.
3. We shall bring the English to their knees in the spring.
4. Hasn't he done everything he could to make amends?

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.
2. Do a literary translation of the passages: from "*Others may despise me...*" up to "*can change it*".

3. Creative Activity:

1. Write a summary of the story incorporating 20 vocabulary words.

4. Outline and Discussion:

1. Answer the questions:

1. Where does the story take place, and what is the historical context of the setting?
2. Who is Annette, and what is her initial attitude toward the occupying German soldiers?

3. How does the German soldier first interact with Annette, and what does he do to her?
 4. How does Annette's behavior change after the assault, especially in relation to the soldier?
 5. What is the soldier's response to Annette's silence and coldness?
 6. How do Annette's parents respond to the situation between their daughter and the soldier?
 7. What does the soldier plan to do when he finds out Annette is pregnant?
 8. How does Annette react to the soldier's offer to marry her and raise their child together?
 9. What eventually happens to the soldier in the story?
 10. What is the final image or impression the story leaves about Annette?
2. Imagine the German soldier writes a confession letter to a friend, a chaplain, or his superior officer.

Does he justify his behavior?

Does he reveal shame, confusion, or self-delusion?

How does he describe Annette and his feelings toward her?

“The Verger”

1. Lexical stratum:

Comments

- to be a comedown – to be not as good as something else that one has just done or had
- to run smth (a shop, business, organization, etc.) – to be in charge of something
- to render to Caesar the things that are Caesar's. — віддавати кесарю кесарево.

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

complacence

clad

vestry

genuflect

to hang about

to preach sermons

to have one's finger in every pie

whimpering

churchwarden

to hush things up

clean-cut (features)

disconcerting

infirm

chancel

cassock

clergyman

parishioner

congregation

to compliment smb on smth

refectory (table)

a look of resolute benignity

obsequious (attitude)

ecclesiastical
irreproachable
briskly
to have the knack for smth
lamentable (ignorance)
nipper
to quiver (about lips)
evensong
latitude
to make money hand over fist

deportment
unimpeachable
to impart smth to smb
sallow (face)
prudence
to be harsh with smb
to take the right/wrong turning
abstainer
to want a fag (colloquial)
to bring smb in a better rate of interest

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1 and translate them into Ukrainian.

3. Plot Interpretation:

1. The short story takes place in several different places. Choose the right ones in the correct order:

a) a bank b) a shop c) the streets of London d) a village square e) under fruit trees f) a church.

2. Eight characters are mentioned in the story. Name them, specifying which ones actually take part and in which of the above places they appear.

3. Which of the characters have the following points of view? Be careful, one is not held by any of them:

a) Reading and writing are not useful occupations for the young. b) Being illiterate can be dangerous. c) Working in a church is far superior to working in a shop. d) Learning is almost impossible for the old. e) Illiteracy and business success are totally incompatible. f) Church is the ideal place to learn how to read. g) You can get by in modern life without reading skills.

4. Only two of the following expressions could be used to describe Foreman in the short story. Which ones? Justify by quoting the text.

gentlemanly • incompetent • rude • a heavy smoker • noble-looking • keen to learn.

5. Which one of the following plays a key role in the development of the plot? Explain how.

a letter • a newspaper • a dog • a cigarette • a sweet • a pen • a prehistoric monster

4. Outline and Discussion:

1. Answer the questions

1. What is a “verger”? What does he do? 2. Find evidence in the story that proves that Foreman’s illiteracy did not hold him back from being a good verger. 3. Find evidence in the story that proves that Foreman was proud of his job as a verger. Use a quote from the story to answer this question. 4. What two reasons are given for Foreman's dismissal? In your opinion, are they justified? Can you that prove that the churchwardens are more embarrassed than Foreman. Explain why this is so. How did Foreman decide upon becoming a shopkeeper? 5. Why was Albert dismissed as verger of the church? 6. Look carefully at the story where Foreman speaks. What is interesting about his dialogue? Why was it written that way? 7. Explain the theme of this story. 8. What “moral” could you write at the end of the story?

2. Rewrite the ending imagining that instead of starting a business, Foreman decides to learn to read.

What changes in his life?

Does he return to the church or pursue a different dream?

Is he happier—or not?

“The three fat women of Antibes”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- spinster
- slender
- delicate
- lustre
- amiably
- noble lineage
- to upbraid
- to swear
- filthy
- bloody
- obtrusive
- luncheon
- to stifle
- the light of nature
- mountainous

- plump
- nourishing
- equanimity
- to persevere
- forlorn

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to be well off
- to be disinclined to smth
- to be sympathetic to smth/smb
- to bring smb together
- to take advantage of smb/smith
- to bombard smb with smth
- in the twinkling of an eye
- to put right under one's nose
- to drive smb frantic
- to brace oneself to the fray
- to quell the indignation
- to ask with icy deliberation
- to be sullen
- have a good square meal on the sly
- to stop dead still
- to catch a sight

3. Reread the descriptions of appearance of the characters of this story. Make up a list of words related to appearance description. Supply the Ukrainian equivalents.

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.

2. Translate from Ukrainian into English (pay attention to highlighted words):

- 1) Чоловік виділив значну суму грошей на благодійність, оскільки він вважався заможним паном.
- 2) Її ніжні риси обличчя зачаровували багатьох юнаків.
- 3) Вона люб'язно привіталась із подругою, з якою посперечалась напередодні, а її інтуїція підказувала, що це був правильний крок.

- 4) Надокучливий сусід завжди чекав на мене біля будинку, коли я поверталась з роботи, щоб знову розповісти про все на світі.
- 5) Ті, хто постійно звинувачують інших у своїх проблемах, ніколи не стануть господарями своєї долі.
- 6) Вона вперто дотримується дієти і вірить, що зможе скинути зайву вагу всього лише за кілька тижнів.
- 7) Марта стала як вкопана, коли побачила величезну собаку, намагаючись подавити свій страх.
- 8) Ніку вже уривається терпець, тому він вимагає у свого друга повернути йому борг якомога швидше.
- 9) Місцева влада не в змозі погасити обурення народу.
- 10) Джон так наминав пампушки за обидві щоки, ніби бачив їжу вперше.

3. Do a literary translation of the passage (*"It was for this reason that on the occasion with... - in the twinkling of an eye to pounds and ounces."*)

3. Creative Activity:

Write sentences pairing vocabulary words with their opposites, reflecting story themes.

4. Outline and Discussion:

1. Answer the questions:

- 1) How did Mrs. Sutcliffe get her name "Arrow"? What personality traits suited this name?
- 2) Why did she like Beatrice Richman and Frances Hickson's company?
- 3) What brought them together?
- 4) Why did Frances (Frank) invite Lena Finch to Antibes?
- 5) What were 4 women talking about at luncheon?
- 6) Did the women regret inviting Lena Finch? Why so/ Why not?
- 7) How did Arrow offend Frank?
- 8) Did the relationships between 3 friends change? What was Lena's part in this?
- 9) What were they saying about each other after their controversy?
- 10) Describe Beatrice and Frances's conversation after Lena left.
- 11) Why did Arrow forget about her date with Prince Roccamare?
- 12) Did 3 women stay friends in the end?

2. Imagine the cook writes a letter to a friend describing her experience preparing food for the three dieting ladies.

She comments on their behavior, contradictions, and obsessions

She includes her take on the cake catastrophe

"The facts of life"

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- indulgent
- to pucker
- demeanour
- offspring
- to foster
- plaudits
- to gamble
- muddle
- to saunter in
- thriftily
- chip
- to grunt
- a light sleeper
- ajar
- interminable
- to conceal
- vigour
- deceitful
- pipe
- drivelling

2. Find the following expressions, supply their Ukrainian equivalents and recall the situations in which they occur in the story under discussion:

- to think the world of smb
- to be quick on one's feet
- to have a powerful serve
- to knock spots off smb
- to keep an eye on someone
- to work like blazes
- to blush scarlet
- to cross one's mind
- to be light as a feather
- to make one's heart go pit-a-pat
- to take someone for a mug
- to get away with smth
- to make a packet

3. Find and build up a chain of synonyms using the dictionary (more than 3):

- evident
- glum
- to revoke
- as a matter of fact
- eminent
- nasty
- assiduous
- to conquer
- to occur
- to infuriate

4. State whose utterances these are. Recall the whole situation.

1. How's your boy, Henry? I see he's done pretty well in the tournament.
2. I'd rather not talk about it if you don't mind.
3. I shall be there. I'm going as the non-playing captain of the English team. I'll keep an eye on him.
4. After all the boy's eighteen. Nicky's never got into mischief yet and there's no reason to suppose he will now.
5. That's my last word to you. I know the world pretty well and believe me, my advice is sound.
6. I can hardly believe it. It's the first time I've ever played.
7. You'll never see that again.
8. I was in a fever, I didn't know what you'd think of me.
9. It serves her damned well right.
10. My belief is that your boy's born lucky, and in the long run that's better than to be born clever or rich.

5. Complete the following sentences using the word combinations and phrases:

1. It was surprising then this occasion to hear him telling his partner with unnecessary sharpness that he had never seen a hand worse played. 2. His brows were crossly puckered and there was a sulky about his mouth. 3. He himself together. 4. They all out laughing. 5. This was a game that his father not only was fond, but played very well, and when he discerned in the boy the promise of a tennis-player he fostered it. 6. He was tall,

he had a long reach, he was quick on his, and his timing was perfect. 7. Oh, I don't think he's good for that. He's not nineteen yet, he only went up to Cambridge last October; he wouldn't a chance against all those cracks. 8. I think it would be a very bad precedent to let him the end of term. 9. Supposing, just the sake of argument, that Nicky had a of luck like that—then there would be no doubt that he would be chosen to play for Cambridge. 10. I don't want to play the father, but there are three things especially that I want to warn you against. 11. Chips of different sizes were scattered the green cloth in what looked like a hopeless muddle. 12. I don't suppose it will, but my father wasn't any too keen my coming at all and one of the three things he particularly advised me not to do was to gamble. 13. Oh well, it didn't matter, he still had six thousand francs, he'd just his luck once or twice more and if he didn't win he'd go home. 14. I'm going back to London air. 15. Nicky was not an immodest youth, but it did cross his that perhaps she had borrowed that thousand francs in order to scrape acquaintance with him. 16. Nicky watched her now with his eyes open. 17. She was to the world. 18. She was sleeping like a 19. Talk of a cat a canary.

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.
2. Do a literary translation of the passage (*Nicky was a light sleeper... - crept across the room and slipped back into bed.*)

3. Creative Activity:

1. Write short scenarios or mini-stories using 5 specific vocabulary words that reflect a key moment or theme from a story.

4. Outline and Discussion:

1. Answer the questions

Why does Nicky Garnet's father call him in for a serious talk before his trip to Monte Carlo?

What specific warnings does Mr. Garnet give his son before he leaves?

What is Nicky's reason for going to Monte Carlo?

Does Nicky follow his father's advice while in Monte Carlo?

What unexpected outcome does Nicky experience after gambling at the casino?

Who is the woman Nicky meets, and what happens after they spend the evening together?

How does Nicky respond when the “brothers” demand money from him?

What is Nicky’s attitude when he returns and tells his father the story?

How does Mr. Garnet react to Nicky’s story?

What is the main irony in the story’s ending?

2. Write a dialogue scene between Nicky and his father after the story ends.

The father probes deeper into what happened

Nicky responds with a mix of pride, innocence, and cheek

Include hidden tension, subtle generational irony

“The romantic young lady”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- to foresee
- splendid
- to drown
- strident
- to seize
- consternation
- coachman
- vivacity
- countess
- duchess
- feudal
- suitor
- butler
- eligible
- convent
- to implore
- archbishop
- to summon
- pious
- ruffian
- consent

- betrothed

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to give up hope
- to hand something to someone on a platter
- to make up for smth
- to take one's breath away
- to catch up
- to get over smth
- to bid farewell to smd
- at a snail's pace
- to be on bad terms with somebody
- to get wind of smth
- to be in a fit state (to do smth)
- in the course of the day

3. Check pronunciation of the following proper names:

- Seville
- Guadalquivir
- Salamanca
- Sierpes
- Delicias
- Andalusia
- Goya
- San Sebastian
- San Esteban
- Marbella
- Triana
- Manzanilla

2. Translation Assignments:

1.1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.

2. Translate from Ukrainian into English (pay attention to highlighted words):

1.Неможливо було передбачити, що в результаті, ми потрапимо до розкішного замку зі старовинною архітектурою.

- 2.Відома будівельна компанія не втрачала надію отримати дозвіл на будівництво об'єктів нерухомості.
- 3.Взявши графиню в полон, бандити почали вимагати викуп.
- 4.Фанати на трибунах затамували подих в очікуванні улюбленої команди.
- 5.Жвавість та спритність дівчинки захоплювала всіх присутніх в залі.
- 6.Пронизливий крик одразу привернув увагу Джека. Він довго не міг прийти до тями.
- 7.Президент Японії благав не скасовувати зустріч, а перенести її на невизначений термін.
- 8.Свідків злочину викликали до суду для давання показань.
- 9.Поліція дізналась про план втечі злочинців та влаштувала засідку.
- 10.Впродовж дня, кількість присутніх суттєво збільшилась.

3. Do a literary translation of the passage (*During the daily drives... she should go into a convent.*)

3. Creative Activity:

1. Write a scene where characters use vocabulary words in unexpected or ironic ways—e.g., polite words during an argument—to create humor or tension.
- ### 4. Outline and Discussion:

1. Answer the questions:

1. Where did the author stay after arriving in Seville? Was it the same place he always stayed?
2. Who wanted to meet the author and why?
3. Describe the Marquesa de San Esteban.
4. What was the author concerned with after he remembered the Marquesa de San Esteban?
5. Did the Countess de Marbella have enemies?
6. Who was Doña Pilar? Describe her. Who was her mother?
7. Who did Pilar meet during the daily drives in the Delicias? Talk about the origin of this person.
8. How did the Duchess de Dos Palos react to her daughter's marriage?
9. What was the Archbishop's advice for the Duchess de Dos Palos?
10. What were the Duchess and the Countess de Marbella talking about?
11. How did the story end?

2. Rewrite the story in a modern context:

Catalina becomes a social media influencer obsessed with romantic fiction

Don Salvador is a stable but "boring" IT professional or café owner

Doña Dolores is a sharp, modern mother trying to keep things realistic

“A man from Glasgow”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- to overtake
- inclination
- quay
- hardy
- irksome
- baccy
- restlessness
- stork
- to crack
- to frizzle
- glorious
- foul
- a chuckle
- pail
- shriek
- madman
- gale
- to reckon
- pebble
- cautiously
- lantern
- to slam

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to chill someone's blood
- to walk backwards and forwards
- to speak in a business-like way
- to gasp for breath

- not get a wink of sleep
- to crawl up
- a belly laugh
- to be at the point of death
- to give someone a nudge
- to strain one's ears
- to put two and two together
- to make up one's mind
- to take to one's heels

3. Check pronunciation of the following proper names:

- Naples
- Calabria
- Algeciras
- Gibraltar
- Andalusia
- Jerez
- Seville
- Cadiz
- Bobadilla
- Havana
- Glasgow
- Ecija

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.

2. Translate from Ukrainian into English (pay attention to highlighted words):

1. Готель має власний причал, звідки можна відправитися оглядати визначні пам'ятки на човні.

2. Я повністю розумію твоє занепокоєння, проте сильний дощ не є приводом, щоб відкласти наші плани та залишитись вдома. Просто перечекаємо його.

3. Через землетрус, деякі будинки в цій місцевості були зруйновані, а земля взагалі розкололась навпіл.

4. Його раптове хихотіння, а потім пронизливий крик, налякали всіх присутніх під час проведення зборів.

5. Підприємці повинні розраховувати свої сили і знати, що держава їх не обдурить і захистить.

6. Припини ходити туди-сюди весь час, мені важко зосередитись та знайти вирішення цієї проблеми.

7. Кожен раз після перегляду фільму жахів, я не можу заснути. В такі моменти, я завжди вмикаю заспокійливу музику.

8. Іноді, людину потрібно підштовхнути в правильному напрямку, щоб здобути успіху.

9. Хулігани кинулися навтьоки, коли почули сирену поліцейської машини.

10. Вона з роздратуванням grimнула дверима та вийшла на вулицю, щоб заспокоїтись.

3. Do a literary translation of the passage (*I felt I didn't much want to sleep...sixty miles away from Ecija.*)

3. Creative Activity:

2. Take a paragraph from a story and rewrite it using only synonyms for the original vocabulary words, changing the tone or mood.

3. Make up sentences with the following phrases:

- with one blow
- to tower over smb
- to turn somebody out
- to crawl up
- to toss and turn
- to be startled

4. Outline and Discussion:

1. Answer the questions:

1. What incident did Shelley witness in Naples?
2. What was the hotel landlord's reaction to Shelley?
3. What would you say about Robert Morrison?
4. What did Robert Morrison do for a living?
5. Where did Robert Morrison move from Seville? What was the reason for such a step? Where did he stay?
6. Did he feel comfortable in that house?
7. What strange thing happened one of those nights?
8. What did he find out the next morning?
9. What were such strange events connected with? What were his actions when it happened for the third time?
10. What was Robert Morrison afraid of after moving to Seville?
11. How did the story end?

2. Write an inner monologue of the Glasgow man as he prepares to leave the restaurant, full of thoughts about what a good friend he's made.

Include dramatic irony—he has no idea what's coming

Let readers feel both sympathy and tension

“The Consul”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- consul
- exasperation
- vexatious
- conscientious
- extravagant
- absent-minded
- disorder
- compound
- ardent
- brass
- sojourning
- vanity
- frail
- shabby
- consulate
- trifle
- precision
- to deprive
- amenity
- to bid
- affront
- preposterous
- disheveled
- obstinacy

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to be at a loss
- to fly into a passion with
- to pay through the nose
- to shrug one's shoulders
- to dry one's tears
- to wash one's hands of all responsibilities

- to remain steadfast in smth
- to get rid of smth/smbd
- to put up with
- to lose one's temper
- on earth
- the last straw

3. Paraphrase the following sentences with your own words:

1. Mr. Pete was in a state of the liveliest exasperation.

2. He was a mild-mannered man, but for no reason he flew into a passion with his writer.

3. His boys gave him to eat what they liked and for everything he had made him pay through the nose.

4. But while he talked Miss Lambert dried her tears.

5. If you like to stay here with a man who isn't your husband it's your own look-out, but I wash my hands of all responsibility.

6. I refuse to put up with your nonsense any longer.

7. It was then, in answer to his final, desperate question, that she had made the remark which had entirely robbed him of his calm.

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.

2. Translate from Ukrainian into English (pay attention to highlighted words):

1. Його відношення до навколишніх залишило неприємний осад.

2. Мати розгнівалась на дітей, через влаштований ними безлад в квартирі.

3. Її тимчасове перебування в нашому будинку викликало приємні емоції.

4. Вона засмутилась через дрібницю, проте, швидко заспокоїлась та витерла сльози.

5. Учні боялись, що їх позбавлять можливості на участь у міжнародному конкурсі.

6. Герцогиня наказала розшукати злочинця та відправити його до в'язниці.

7. Твоя впертість завжди створює проблеми в нашому колективі.

8. У відповідь, він лише знизив плечима та попрямував до маєтку не бажаючи продовжувати розмову.

9. Попри всі докази, ми залишились непохитними у своїх судженнях.

10. Наш теперішній стан допомагає нам не втрачати самовладання і не піддаватися на провокації.

3. Do a literary translation of the passage (*He was a man who took his work hardly...with a cockney whine.*)

3. Creative Activity:

2. Select 5 vocabulary words and transform them into different parts of speech, then write sentences showing each form in context.

4. Outline and Discussion:

1. Answer the questions:
 1. What things did Mr. Pete collect?
 2. What soothed him? Why did he need this?
 3. Who irritated him? What was the reason for such visit?
 4. What event shocked Mr. Pete?
 5. What was the end of the story?
2. Write a diary entry or series of entries from the consul's perspective.

Reflect on his feelings of isolation, duty, and frustration

Show the conflict between his official role and personal desires or doubts

Include thoughts about the people he serves and his own future

“French Joe”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- tramp
- jetty
- kit
- to knock
- stick
- dressing-gown
- stoutish
- sea-faring man
- caution
- lingo
- vivacious
- lieutenant

- to thrust
- dripping
- to undergo
- prosperous
- shelter
- to sentence
- contrivance

2. Find the following expressions, supply their Ukrainian equivalents and recall the situations in which they occur in the story under discussion:

- to push off
- to set out
- to be accustomed to
- to have a keen eye
- to get off
- a queer fish
- to sleep like a top
- to fade away
- to flame out
- an eerie feeling
- to come into collision with someone

3. Make up sentences with the following phrases:

- to pass the night
- to put ashore
- a pitch dark
- to strike a match
- to fall upon smb

4. Paraphrase the highlighted words and phrases:

1. I went there since they told me in Sydney that it was the last place God ever made.

2. One of the sailors who landed my kit told me that if I turned to the left I should presently come to a two-storey building and this was the hotel.

3. Now you sit down,' she said, 'and I'll make up the bed before you can say Jack Robinson.

4. A queer fish he was and no mistake.

5. He used English words as though they were French, making verbs of them with French terminations.

6. You know, of course, that Napoleon Bonaparte was a connexion of mine.

7. But eventually he came into collision with the British, and his sovereignty passed from him.

8. Anyhow, I have not got much longer in this filthy world and then I shall go and see for myself what is the real truth of the whole business.

9. The nurse told me it was time to leave the old man and I took his hand to bid him farewell.

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.

2. Translate from Ukrainian into English (pay attention to highlighted words):

1. Неподалік острова було знайдено уламки затонулого вантажного судна.

2. Для уникнення погіршення ситуації, не слід ігнорувати застереження лікарів.

3. Жваві рухи спортсменки та її зовнішній вигляд, мотивують людей зайнятися спортом.

4. Зрадника, який встромив меч в спину короля, було викрито та засуджено до страти.

5. Він пережив найстрашніший етап свого життя, який змусив його змінитись до непізнаності.

6. Після того як мандрівники вирушили в дорогу, вони відкрили для себе величезну кількість нових локацій, де можна було зробити багато фотографій.

7. Завдяки своєму гострому зору, навіть незначна деталь не могла залишитись непоміченою.

8. Його незвичайна поведінка вказує на те, що він справжній дивак.

9. Раптом, в мене з'явилося моторошне відчуття, що за мною стежать.

10. Після того, як двоє партнерів не порозумілись, угода між ними була розірвана.

3. Do a literary translation of the passage (*For the last two years... five years in New Caledonia.*)

3. Creative Activity:

1. Write 5 tweets from a character's point of view, each tweet including at least one vocabulary word reflecting their feelings or situation.

4. Outline and Discussion:

1. Answer the questions

Who is French Joe, and what role does he play in the story?

How does the narrator describe his first meeting with French Joe?

What qualities or characteristics make French Joe stand out to the narrator?

What is the nature of the friendship between French Joe and the narrator?

During the war, what actions demonstrate French Joe's bravery or loyalty?

How does French Joe's background or nationality affect his experiences in the story?

What challenges or dangers do French Joe and the narrator face together?

How does the story depict the emotional impact of war on French Joe and the narrator?

What event or moment in the story highlights the theme of sacrifice?

How does the narrator reflect on French Joe's influence or legacy by the end of the story?

2. Write a reflective essay or monologue from the narrator's point of view about his friendship with French Joe.

Consider how Joe's character influenced him

Explore feelings of guilt, admiration, or loss

"The Four Dutchmen"

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- dingy
- snooker
- to devour
- cargo
- tiffin
- to patter
- anchor
- to allure
- vigorously
- enchanted

- trick
- to boast
- susceptible
- to mock
- to disembark
- prosecution
- admirable
- conjecture
- fellowship
- to obtain
- untoward
- deck
- to avenge

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to vanish into
- to tell someone apart
- to know smth by heart
- to be stand-offish with smb
- to be fond of
- to get a peep at someone/something
- to score smb off
- to grow sentimental
- to be all of a flutter
- to have a philosophic soul
- to blow one's brains out
- to take place
- to be eager to
- to tumble out of smth
- to flash across one's mind

3. Explain the meaning of the idiom in form of a mini situation:

"Good riddance to bad rubbish."

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.

2. Translate from Ukrainian into English (pay attention to highlighted words):

1. Після прибуття до готелю, ми очікували побачити прекрасний номер, натомість, ми отримали занедбану маленьку кімнатку.
2. За сніданком, ми обговорювали важливі питання, які стосувались подальшого розвитку нашої компанії.
3. Сонячна Іспанія зачаровує туристів своїми краєвидами, пропонуючи їм різноманітні туристичні напрямки по всій країні.
4. Хвастаючись своїм вмінням грати в бридж, Пітер був певен, що переможе. Як виявилось, він поспішив з висновками.
5. Це було лише здогадкою, що сторона обвинувачення підкупила свідків.
6. Раптом, вона відчула на собі пильний погляд. Обернувшись, вона побачила постать, яка розчинялась в повітрі на її очах.
7. Він не знаходив собі місця, очікуючи на зустріч з нею після стількох років розлуки.
8. Нам кортіло перемогти в цьогорічному турнірі та здобути титул, за який ми боремось вже цілих 5 років.
9. Лілі підхопилась з крісла, почувши дивний звук, який лунав знадвору.
10. Мені спало на думку приховати від них правду, щоб не засмучувати їх ще більше.

3. Do a literary translation of the passage (*At first they were... shook your opponents.*)

3. Creative Activity:

2. Compose a story, a dialogue or a situation with the lexics from the ex.1-2.

4. Outline and Discussion:

1. Answer the questions:

1. What were the travelers doing during the stopovers on the islands?
2. What duties did four travelers perform? How did the author describe them?
3. Why were they stand-offish with the author? For what reason did they change their attitude?
4. What can you say about them? How did other people perceive them?
5. What disease did the captain have?
6. What news shocked the author?
7. What did the author find out about that case? What has changed in the captain's behavior?
8. What happened on the boat?
9. What happened to the Malay girl? What was enigmatic about that?

2. Write a first-person confession from the perspective of the fourth Dutchman, who plays a critical but mysterious role in the story.

Describe his motivations, fears, and justifications

Reflect on his feelings about loyalty and betrayal

“A Woman of Fifty”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- solemn
- maternal
- uneventful
- dreary
- to occupy
- tedious
- frivolous
- divinely
- reckless
- neglected
- spare
- count
- tolerable
- placid
- mischief
- grimness
- marble
- to dismay
- ill-mannered
- to intercede
- to plead
- confinement
- to perjure
- asylum
- boisterous
- illicit

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- to run across somebody
- to doze off
- to be comfortably off

- to be accustomed to (doing) smth
- to be satisfied with smth
- to fall in love with someone/something
- to turn out
- to give up smth
- to cut down
- to put one's finger on smth
- to go mad
- red as a turkey-cock
- to catch smb's eye

3. State whose utterances these are.

1. Has Wyman told you that you're dining with us tomorrow night?
2. He's not a professor; he's an instructor. A fine scholar. He's her second husband. She was married to an Italian before.
3. He's very attractive to women and he knows it.
4. I was hoping she was not quite indifferent to the boy.
5. Mrs. Clayton, Papa, Laura has consented to be my wife.
6. It may interest you to know that Tito was in last Thursday.
7. You are mistaken. So long as you are in my house you will treat her with the respect which is her right and your duty.
8. Very well,' she said at last, 'if that's the only way to save him I'll do it.
9. Think what the poor little thing's future would have been with a murderer for his father.
10. What's the joke? I think you're pretty safe not to be disturbed for many a long night.

4. Complete the following sentences using the word combinations and phrases:

1. Mrs. Greene is married to a member of our faculty and she gives a on the Renaissance and Italian literature.
2. I supposed that I had across her on one of my frequent visits to Florence and because it was perhaps the only time she had been there our meeting made more of an impression on her than on me.
3. Even if they're genuine, which they seldom are, they look ill-at-ease and out of
4. Laura's story appealed to their sympathies, and people were glad on that to do what they could for the two women, but they were in themselves nice and quickly became liked for themselves.
5. He acts as though money were something beneath his
6. Not on your
7. Anyhow there's no doubt about its being a love on his side,' said Bessie Harding, when we were talking it
8. He'll into tears and say he loves her

and it's a debt of honour and unless he can get the money he'll his brains out. 9. They appeared to have a great deal to say to one another, but he got the impression that he was being edged of their conversation. 10. He to the conclusion that she said this only to be rid of him. 11. I felt myself grow as red as a

2. Translation Assignments:

1. Find sentences with the words and word combinations from ex. 1-2 and translate them into Ukrainian.
2. Do a literary translation of the passage (*It was just after... not entirely frivolous.*)

3. Creative Activity:

1. Create a chart comparing pairs of vocabulary words that show contrasting ideas or emotions in the story, with example sentences.

4. Outline and Discussion:

1. Answer the questions:

1. What did the author feel when he went to the campus?
2. How many marriages did Laura Greene have?
3. Why did she and her mother come down to Italy?
4. What was the reason for keeping Laura's admirers at a distance?
5. Talk about Tito and Laura's life after the wedding.
6. What did Tito get carried away with? Was Laura okay with that?
7. How has the relationship between Laura, Tito and his father changed?
8. How did Tito behave? What act did he dare to do?
9. What did she agree to do to save Tito from jail?
10. What happened to Tito next?
11. What do you think Laura wanted to say to Bessie Harding with the phrase: "What makes you think his father was a murderer"?
12. What is your attitude to this story?

2. Rewrite the story in a contemporary context, addressing current issues around aging, career, and self-identity for women over fifty.

Incorporate modern settings, challenges, and social media

Highlight continuity and change from the original story

“The Portrait of a Gentleman”

1. Lexical stratum:

1. Translate the following words into Ukrainian and find them in the story, then reproduce the laconic content with each word used:

- ware
- treatise
- volume
- to induce
- ace
- contemptuous
- chimney–pot hat
- wary
- to remark
- stake
- rectitude
- common sense
- to devote
- to exclude
- interminable
- foible
- fictitious
- recreation

2. Interpret the word combinations. Give their Ukrainian equivalents and find them in the text:

- sb's heart sinks
- to be stranded
- a winning smile
- to be obliged to (do smth)
- to bet on someone/something
- to catch smb on the raw
- for the sake of sth
- to bear upon
- to abstain from

3. Find and built up a chain of the synonyms from the text and the dictionary (more than 3):

- eminent
- disfavour
- rigour
- to condemn
- agreeable
- to aid

2. Translation Assignments:

1. Translate the sentences into Ukrainian (find all sentences with the words and expressions from ex. 1-3 and translate them literally).

2. Translate from Ukrainian into English (pay attention to highlighted words):

1. Підтримка рідних та друзів завжди спонукає людину вдосконалюватись, йти вперед та досягати своїх цілей.

2. Навіть найбільш недовірливі та насторожені люди часто втрачають пильність, количують, як хтось говорить їхньою мовою.

3. Для здійснення цих заходів і програм, держава повинна виділити необхідні фінансові ресурси.

4. Вона відчула розчарування, коли зрозуміла, що проект, над яким вона працювала 3 місяці, не стане успішним.

5. На прохання суду, поліція була зобов'язана представити необхідну інформацію.

6. Її нескінченні спроби взяти все під свій контроль, зазнали невдачі та зруйнували всі її плани.

7. Не підведи мене. Я зробив на тебе ставку.

8. Світові новини, за якими ми спостерігаємо щодня, зачіпають за живе кожного.
9. Він був готовий піти на співпрацю зі своїм найбільшим ворогом заради бізнесу.
10. Раджу вам утриматись від ігор в казино. Ви вже програли значну суму грошей.

3. Do a literary translation of the passage (*I do not remember... those who make them.*)

3. Creative Activity:

1. Take the original title of a story and rewrite it using 3–5 vocabulary words from the story that capture its theme or mood. Then write a brief explanation of your new title choice.
2. Write an essay on the topic: *“Promises are never forgotten by those to whom they are made, usually by those who make them.”*

4. Outline and Discussion:

1. Answer the questions:

Who is the gentleman described in the story, and how does the narrator first encounter him?

What are the gentleman’s most noticeable physical and behavioral traits?

How does the gentleman’s appearance influence other people’s perceptions of him?

What is the narrator’s initial impression of the gentleman, and how does it change?

What specific incidents reveal the true nature or character of the gentleman?

How does Maugham use irony in portraying the gentleman?

What role does social class or status play in the story?

How does the narrator reflect on the difference between appearance and reality?

What is the significance of the “portrait” in the story’s title?

What overall message or moral does the story convey about judging others?

2. Write a conversation between the gentleman and the narrator after the story’s main events.

Include discussions about social roles, reputation, and identity

Reveal underlying tensions or mutual understanding