

Київський національний університет імені Тараса Шевченка

О. В. Дмитрук

***Навчальний посібник***

*з позалекційного читання та відео*

Для студентів I–IV курсів

Інституту філології

*Harry Potter and the Prisoner of Azkaban by J. K. Rowling*

*Bridget Jones's Diary by Helen Fielding*

*Starter for Ten by David Nicholls*

*Ghost Stories by M. R. James*

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У посібнику пропонується широкий підбір вправ з розвитку навичок самостійного читання художньої літератури та удосконалення майстерності літературного перекладу творів з англійської на українську мову на основі творів англомовної художньої літератури ХХ ст. та популярних кінофільмів.

Посібник призначений для студентів I–IV курсів факультетів іноземних мов, а також усіх, хто вивчає англійську мову самостійно.

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Навчальне видання

ДМИТРУК ОЛЬГА ВІКТОРІВНА

**НАВЧАЛЬНИЙ ПОСІБНИК З ПОЗАЛЕКЦІЙНОГО ЧИТАННЯ ТА  
ВІДЕО для студентів I–IV курсів Інституту філології (*Harry Potter and the  
Prisoner of Azkaban by J. K. Rowling, Bridget Jones's Diary by Helen Fielding,  
Starter for Ten by David Nicholls, Ghost Stories by M. R. James*)**

**ВСТУП**

Різноманітність жанрів творів, що пропонуються для опрацювання, забезпечує охоплення широкого спектру лексичного матеріалу й стилістичних засобів, які використовуються авторами. Художні фільми, що супроводжують відповідні твори, забезпечують наочність й логічно доповнюють опрацьовані роботи.

Вправи, запропоновані у посібнику, передбачають вивчення лексичного матеріалу в безпосередньому зв'язку з текстом, у якому він використовується. Це є передумовою для кращого засвоєння слів та словосполучень.

Речення на переклад, що становлять вагому частину вправ, поданих у посібнику, покликані розвивати навички літературного перекладу у студентів, які вивчають англійську мову. Наявність текстів, перекладених українською мовою висококваліфікованими спеціалістами, допомагає порівняти різні варіанти перекладів, що пропонуються студентами, з варіантом професійного перекладача.

Запропоновані у посібнику питання для перевірки розуміння тексту надають викладачу можливість з'ясувати, наскільки добре студенти зрозуміли конкретні ситуації, описані в текстах. В той же час, даний вид роботи розвиває навички усного мовлення у студентів й сприяє засвоєнню лексичного матеріалу, який використовується автором в даному уривку тексту.

Вправи, в яких пропонуються питання для обговорення прочитаних уривків, сприяють розвитку комунікативних навичок у студентів, розвивають творче мислення.

Завдання, в яких пропонуються теми для написання творів, розраховані на формування у студентів навичок письма. Темами для творів виступають цитати з текстів, однак передбачають творчий підхід у їх переосмисленні.

Запропонований навчальний посібник розроблений та апробований на кафедрі англійської філології Інституту філології Київського національного університету імені Тараса Шевченка.

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**3MICT**

Вступ .....	4
Harry Potter and the Prisoner of Azkaban by J. K. Rowling .....	5
Video Comprehension .....	32
Bridget Jones's Diary by Helen Fielding .....	36
Video Comprehension .....	52
Starter for Ten by David Nicholls .....	54
Video Comprehension .....	66
Ghost Stories by M. R. James .....	71

352/ to be resourceful	356/ to keep orders
353/ to break a record	356/ to break into a scream
353/ Sakes alive!	357/ to draw nearer
354/ fluttering rags	356/ at a swift pace
354/ to ponder on sth	357/ to pull oneself together
355/ in one's prime	357/ to take sth in
355/ to shrug one's shoulders	358/ to dash down the hill
355/ infernal nuisance	358/ a spark of fire
355/ clump of trees	

### Reading Comprehension

#### 3. Answer the following questions:

- 1) Why does the author introduce the two boys in the story together?
- 2) What kind of person was Arthur Wilcox?
- 3) Why did Stanley Judkins attract the attention of the authorities?
- 4) What happened at the beginning of the Midsummer Holidays?
- 5) How did Stanley behave with the shepherd?
- 6) What happened when Stanley had left?
- 7) Did Stanley's rescuers find him? Was he alone?
- 8) Why didn't the rescuers manage to help Stanley?
- 9) What was done with the Wailing Well?

### Translation

4. Translate into Ukrainian in written form the paragraph on p.351 ("As a Scout...to rescue him").

### Speaking

5. Retell the most interesting episode from the text.

### Writing

6. Write an essay on the topic:

*They were so much alike in appearance, but how different were they in their inward man!*

## K.J.Rowling Harry Potter and the Prisoner of Azkaban

### Task 1 (Chapters 1-2)

### Translation

1. Translate the following sentences from the text paying special attention to the italicized words.

- 1/ It was nearly midnight, and he was lying on his stomach in bed, the blankets drawn right over his head like a tent, a *flashlight* in one hand and a large *leather-bound book* (A History of Magic by Bathilda Bagshot) *propped open against* the pillow.
- 1/ Harry's dead parents, who had been a *witch* and *wizard* themselves, were never mentioned under the Dursleys' roof for years, Aunt Petunia and Uncle Vernon had hoped that if they kept Harry as *downtrodden* as possible, they would be able to *squash* the magic *out* of him.
- 8/ Hedwig and Errol watched interestedly as Harry *clamped* the struggling book tightly in his arms, hurried to his *chest of drawers*, and pulled out a *belt*, which he *buckled tightly around it*.
- 10/ Aunt Petunia, who was bony and horse-faced, *whipped around* and *peered intently* out of the kitchen window.
- 11/ At Dudley's fifth birthday party, Aunt Marge had *whacked* Harry around the *shins* with her walking stick *to stop him from* beating Dudley at musical statues.
- 18/ "As I expected!" said Aunt Marge, *taking a huge swig of brandy* and *wiping her chin on her sleeve*. "A no-account, *good-for-nothing, lazy scrounger* who -"
- 18/ Her great red face started to *expand*, her *tiny eyes bulged*, and her mouth stretched too tightly for speech - next second, several buttons had just burst from her tweed jacket and *pinged off the walls* - she was *inflating* like a monstrous balloon, her stomach bursting free of her tweed *waistband*, each of her fingers blowing up like a salami -
- 19/ He *wriggled out*, seized Hedwig's empty cage, and *dashed back downstairs* to his *trunk*, just as Uncle Vernon *burst out of* the dining room, his *trouser leg* in bloody *tatters*.

### Focus on Vocabulary

#### 2. Translate the following words and expressions and say in which situations they occur in the text.

2/ a spellbook, a wand, a cauldron	11/ to stand out horribly vividly in
2/ an expression of mingled fury and alarm	one's mind
2/ to be rooted to the spot	11/ to get things straight
3/ to be itching with tiredness	11/ to say through gritted teeth
4/ a bolt of lightning	12/ to stand one's ground
4/ to be relieved of one's burden	13/ to have a vein throbbing in one's temple
5/ a newspaper clipping	13/ to toe the line
5/ to scoop grand prize	14/ to stride past sb
9/ to strike sb as ominous	16/ to dare sb to do sth

#### 3. Find synonyms to the following words and expressions.

1/ for one thing... for another	10/ to squint into sth
1/ to shriek with pain	11/ to smirk
1/ to one's fury	12/ to get to one's feet
2/ to seize one's chance	13/ in next to no time
5/ flaming-red hair	17/ to be mentally subnormal

### Reading Comprehension

#### 4. Answer the following questions.

- 1) What happened on the night of Harry's birthday?
- 2) Why didn't Harry like Aunt Marge?
- 3) What was the last straw that exasperated Harry?
- 4) What did Harry do to Aunt Marge when she was visiting the Dursleys?

### Speaking

#### 5. Describe the characters who appear in the first two chapters (Harry Potter, Ron Weasley, the Dursleys, Aunt Marge).

#### 6. List the magic objects which are mentioned at the beginning of the book.

353/ All I know is, my old dog wouldn't go through that field, *let alone* me or anyone else that's got a *morsel of brains* in their heads.

354/ ...he had been talking *with his back to* him till this moment: he was an *ill-mannered boy*.

354/ *Such a thing he never done before as leave me*; but gone he had, and when I came up with him in the end, he was in that state he didn't know me, and *was fit to fly at my throat*.

355/ Be particular, not to *trespass* inside it.

355/ He turned and *spoke to* Mr Lambart *in a low voice*.

356/ Little *brute!* What the *deuce* does he mean by *pinching* stores like that!

356/ It *commanded the place completely*; the well inside the *clump* of bent and *gnarled* Scotch firs was plainly visible, and so were the four tracks *winding* about among the *thorns* and rough growth.

357/ The dreadful one that was standing *waving her arms* waved them again, but *in exultation*.

358/ He *mended his pace*.

#### 2. Translate into Ukrainian the word collocations; use them in the situations from the text and your own.

350/ in commendation of	351/ to have far-reaching effects
350/ to burst into tears	351/ to be of suitable dimensions
350/ claret-coloured case	352/ a severe fit of cramp
350/ to vote unanimously	352/ to distract attention
351/ giddy eminence	352/ to be in the habit of doing sth
351/ a course of conduct	352/ to take up much of one's valuable time with
351/ from a short way off	352/ to one's credit
351/ within reach	352/ on more than one occasion
351/ to introduce squibs into	352/ to prop one's chin on one's hands
351/ to dissuade from	
351/ pails of water	

- 8) Why weren't the sinners buried on the territory of the cemetery?  
 9) What was done with the cottage? Why?  
 10) What sort of illness were people in the area occasionally afflicted?

**Translation**

**4. Translate into Ukrainian in written form the paragraph on pp. 329-330 ("Hush!...there was something in it").**

**Speaking**

**5. Retell the most interesting episode from the text.**

**Writing**

**6. Write an essay on the topic:**

*Imagination, working on scattered hints, may be able to devise a picture of an evening's entertainment.*

**Task 12**

**Wailing Well**

**Focus on Vocabulary**

**1. Paraphrase the following sentences paying special attention to the italicized words. Say in what situations they occur in the text.**

350/ They were so much *alike in appearance* as to *cause anxiety* and trouble, and even irritation, to the masters who *came in contact with* them.

350/ As a Scout, Wilcox *secured every badge and distinction* for which competed.

351/ As a scout, Stanley Judkins *secured no badge save those* which he was able to *abstract from* members of other *patrols*.

352/ As it was, the Lower Master found it necessary to *take a firm line* and say that competition must be *discontinued*.

352/ It was *in vain* that Mr Beasley Robinson represented to him that in five competitions only four lower boys had actually *succumb*.

352/ This *course* was strongly *advocated* by Mr Lambart: but in the end milder *counsels prevailed*, and it was decided to give him another chance.

**Task 2 (Chapters 3-4)**

**Translation**

**1. Translate the following sentences from the text paying special attention to the italicized words.**

20/ He held it high over his head, and the *pebble-dashed* walls of number two suddenly *sparkled*; the garage door *gleamed*, and between them Harry saw, quite distinctly, *the hulking outline* of something very big, with wide, gleaming eyes.

21/ Close up, he saw that Stan Shunpike was only a few years older than he was, eighteen or nineteen *at most*, with large, *protruding* ears and *quite a few pimples*.

26/ Ern *slammed on the brakes* and the Knight Bus *skidded to a halt* in front of a small and shabby-looking pub, the Leaky Cauldron, behind which lay the magical entrance to Diagon Alley.

28/ Harry sat down, feeling *goose bumps* rising up his arms despite the glow of the fire.

32/ This *state-of-the-art* pacing broom *sports a stream-lined, superfine* handle of ash, treated with a diamond-hard polish and hand- numbered with its own registration number. Each individually selected *birch twig* in the broomtail has been *honed* to aerodynamic perfection, giving the Firebolt *unsurpassable* balance and *pinpoint precision*.

37/ It was smelly and very noisy because the occupants of these cages were all *squeaking, squawking, jabbering, or hissing*.

37/ A pair of enormous *purple toads* sat gulping wetly and feasting on dead *blowflies*. A gigantic *tortoise* with a *jewel-encrusted* shell was glittering near the window. Poisonous orange snails were oozing slowly up the side of their glass tank, and a fat white rabbit kept changing into a silk top hat and back again with a loud popping noise. Then there were cats of every color, a noisy cage of *ravens*, a basket of funny *custard-colored furballs* that were *humming* loudly, and on the counter, a *vast* cage of *sleek* black rats that were playing some sort of skipping game using their long, bald tails.

39/ The cat's ginger fur was thick and fluffy, but it was definitely a bit *bowlegged* and its face looked grumpy and oddly squashed, as though it had run headlong into a brick wall.

### Focus on Vocabulary

#### 2. Translate the following words and expressions and say in which situations they occur in the text.

19/ frantic thumping of one's heart	32/ a proprietor
21/ to stop abruptly	32/ a paving slab
22/ to say contemptuously	33/ to grapple with each other
23/ to stamp on the brake	34/ fortune-telling
23/ to elude capture	34/ palmistry, crystal balls, bird entrails
25/ Serves him right	35/ to say in a wheezy voice
27/ scraping and puffing	35/ to tell off
29/ to take sth into account	38/ to clamp one's arms tightly
31/ a venerable-looking wizard	41/ to heave a sigh
31/ a raucous dwarf	41/ a sumptuous chocolate pudding
32/ to squirt a nasty-smelling liquid	
32/ to test one's resolution most	

#### 3. Find synonyms to the following words and expressions.

23/ to ram the doors shut	35/ to run into sb
24/ to swivel in the armchair	36/ to snigger
25/ a gaunt face	37/ to scuffle
26/ to goggle at	37/ woebegone
28/ to be in a flap	38/ a show-off
29/ odd	39/ on closer inspection
31/ weird	40/ to be taken with sb
32/ to squeak	43/ to brood on sth
35/ to tramp up the stairs	44/ to scowl

#### 2. Translate into Ukrainian the word collocations; use them in the situations from the text and your own.

328/ to inspire with terror	332/ to be in two minds about
328/ sheeted specters	332/ to be out of one's wits
328/ pendulum	332/ to send off
328/ to meddle with the clock	332/ and what not
328/ to approve of doing sth	332/ to be a mockery of sth
328/ to conduct experiments	333/ in the meantime
328/ to impair	333/ hither and thither
329/ a suppressed outcry	333/ to rear up
330/ a little patch	333/ fore-feet
330/ to dawdle over	334/ a sin of idolatry
330/ to be taken aback	334/ to whimper with the fright
330/ to live to oneself	336/ to take up with each other
331/ in armour	336/ on a sudden
332/ to be no news to sb	336/ to take notice of sth
332/ to be up to no good	336/ lo and behold
332/ towards the turn of the year	336/ to take heed
332/ at a distance	336/ in the course of time

### Reading Comprehension

#### 3. Answer the following questions:

- 1) What kind of an ordinary evening is described at the beginning of the story?
- 2) Why does the grandmother decide to tell a story about the lane that goes up past Collin's cottage?
- 3) What kind of person was Mr Davis?
- 4) What kind of conversation happened between Mr Davis and the two men?
- 5) What did the people in the places described use to believe in?
- 6) What happened with a woodman in the forest?
- 7) What conclusion did the people make after visiting Mr David's house?

## Task 11

### An Evening's Entertainment

#### Focus on Vocabulary

**1. Paraphrase the following sentences paying special attention to the italicized words. Say in what situations they occur in the text.**

328/ Yet such things do not easily *die quite out*, and imagination, working on *scattered hints*, may be able to *devise a picture* of an evening's entertainment.

329/ Yes, I know: he'll be woundy *cross-tempered* and send us off to bed.

329/ Look here, mother, if you can't *keep them brats quiet*.

330/ She shook me and she *slapped* me, and says she, "You naughty, naughty child, haven't I forbid you twenty times over to *set foot in* that lane?"

330/ And then, to be sure, she was sorry she'd *been so short with me*, and *to make up* she told me the whole story after the supper.

330/ Of course I can't tell you half the foolish things that *the people got into their heads...*

331/ And then Mr Davis *cut in*, seeming *to be out of temper with the lad*.

332/ Why, what ever made me *stray off* like that?

332/ Well, then, you must promise not to get frightened and *go screaming out* in the middle of the night.

332/ Well, what *a terrible sight* that was for anyone *to come upon* in that lonely place!

333/ And then they saw what it was that had *given* the poor boy such *a fright*.

334/ ...there were papers and writings found in the drawers and cupboards that Mr White and some other clergymen *looked into*.

335/ Do you *make haste* and *fetch a basket or a barrow* full of clean earth out of the churchyard and *spread it over* these places, and I'll wait here till you come back.

335/ They built a pile of wood in the living-room and *loosened the thatch* so as the fire could *take god hold*, and then *set it alight*.

336/ ...but he would have *lingered about out of curiosity* if I'd let him.

## Reading Comprehension

**4. Answer the following questions.**

- 1) What happened in Magnolia Crescent the night Harry left the Dursleys' house?
- 2) What kind of conversation ensued between Harry and the Minister of Magic?
- 3) How was Harry taking advantage of his new freedom after leaving his relatives?
- 4) What happened in a book shop where Harry was buying the books for his new school year?
- 5) Where did Harry, Ron and Hermione go after they met for the first time after summer holidays and why?
- 6) How did Harry get to know that Black Sirius was after him? How did he feel about it?

## Speaking

**5. Describe the people who were in the Knight Bus, which Harry flagged down accidentally.**

**6. Give an account of the creatures that were on offer in the Magical Menagerie.**

## Task 3 (Chapters 5-6)

## Translation

**1. Translate the following sentences from the text paying special attention to the italicized words.**

46/ Mr. Weasley marched Harry across the short stretch of pavement toward the first of two old-fashioned dark green cars, each of which was driven by a *furtive-looking wizard* wearing a suit of *emerald velvet*.

50/ Ron made a *violent gesture in midair*.

50/ The train *rattled*, the rain *hammered*, the wind *roared*, but still, Professor Lupin slept.

52/ There was a hand *protruding* from the cloak and it was *glistening, grayish, slimy-looking, and scabbed*, like something dead that had *decayed* in water...

56/ Malfoy gave Professor Lupin *an insolent stare*, which *took in* the *patches* on his robes and the *dilapidated* suitcase.

62/ They watched in astonishment as the little knight *tugged his sword out of its scabbard* and began *brandishing* it violently, hopping up and down in rage.

65/ "You *need your Inner Eye tested*, if you ask me," said Ron, and they both had to *stifle their laughs* as Professor Trelawney gazed in their direction.

71/ "God, this place is *going to the dogs*," said Malfoy loudly.

72/ The hippogriffs were *tossing* their *fierce* heads and *flexing* their powerful wings; they didn't seem to like being *tethered* like this.

76/ One look told them that Hagrid had been drinking a lot; there was a *pewter tankard* almost as big as a bucket in front of him, and he seemed to be *having difficulty getting them into focus*.

77/ Tears leaked out of the *crinkled* corners of Hagrid's *beetle-black* eyes.

### Focus on Vocabulary

#### **2. Translate the following words and expressions and say in which situations they occur in the text.**

47/ to stalk off	69/ to kick the bucket
48/ to go haywire	70/ to last sb a lifetime
49/ a haunted building	72/ pinkish roan
51/ to come to a stop with a jolt	73/ to hold one's breath
52/ a hoarse voice	73/ to narrow one's eyes maliciously
54/ a bout of flu	75/ steak-and-kidney pudding
55/ to glint maliciously (about eyes)	76/ shirtsleeves
56/ to wear one's hair in a tight bun	76/ to back sb up
60/ a morsel of tart	77/ to grab sb and pull into a bone-breaking hug
61/ a contemptuous glance	77/ sopping wet
64/ palmistry	
65/ to pull oneself together	
68/ to say in a very matter-of-fact tone	

295/ to wear sb out

295/ to walk to and fro

296/ to interfere with

296/ to be reluctant

297/ to go from bad to worse

298/ to be alternately Plaintiff and defendant

### Reading Comprehension

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

- 1) What was the weather of the August afternoon at the beginning of the story like?
- 2) What was the narrator interested in as a reader?
- 3) What was known about Betton Wood?
- 4) Where did the narrator go to take a walk?
- 5) What did the narrator hear there and what kind of cry was it?
- 6) How did the narrator feel about the cry?
- 7) What happened at the old Mitchell's?
- 8) What story was connected with the Wood?
- 9) What did Phillipson's father write in his papers about it?
- 10) Was there any documentary proof of the case?

### Translation

**4. Translate into Ukrainian in written form the paragraph on p.297 ("Then he had gone...put it right again").**

### Speaking

**5. Retell the most interesting episode from the text.**

### Writing

**6. Write an essay on the topic:**

*Those who spend the greater part of their time in reading or writing **books** are, of course, apt to take rather particular notice of accumulation of books when they come across them.*

291/ He *muttered something else to himself*, and took some more tea, *thoughtfully*.

292/ I did not know *the lie of the land*.

292/ ... and that lane I *pursued at a leisurely pace* for as much as half a mile, and went to the field to which it lead.

292/ *All at once* I turned as if I had been stung.

292/ I *held my breath*, and covered my ear, and *shivered*.

293/ "With no language but a cry" was the *thought that flashed into my mind*.

294/ Mitchell slowly raised his hand and *pointed an accusing forefinger*.

294/ Just so, Mitchell, but if you don't know all about Betton Wood and won't tell me, why, I must do the *next best* I can, and try to *get it out of somebody* else.

295/ But *every now and again*, when she happened to be late with her work, she'd have to take the short road through the Wood.

295/ Why, to be sure I do; do you *take me for a fool*?

297/ Open your envelope, and let's hear what your father *made out*.

**2. Translate into Ukrainian the word collocations; use them in the situations from the text and your own.**

289/ to be apt to

291/ one old chap

289/ to appeal to

292/ every single thing

289/ by birth

292/ to offer resistance

290/ to fit into the scheme

292/ indistinct impulse

290/ to suspend one's work

292/ to urge sb to do sth

290/ to be in favour of

292/ forking of the path

290/ to settle oneself

292/ a downward slope

291/ to be discreet

292/ an attached friend

291/ to refrain from

293/ to take away every vestige

291/ a round or errands

293/ dank alleys

291/ on the crest of sth

294/ to know better than that

291/ to stub up (the wood)

295/ to clear away

291/ to break sth up

295/ to come about

**3. Find synonyms to the following words and expressions.**

47/ shabby

65/ soggy

48/ to say shrewdly

67/ to tilt one's head from side to side

51/ a yelp of pain

side

54/ to glide away

70/ a drawling voice

56/ to pass out

71/ crestfallen

60/ overcome with emotion

72/ to plot

62/ to get dizzy

77/ to stride

64/ to topple off sth

**Reading Comprehension**

**4. Answer the following questions.**

- 1) Who did the children meet on the train going to Hogwarts?
- 2) What happened with the children on the train during their way to the school?
- 3) How were the students welcomed at Hogwarts?
- 4) Did Harry, Ron and Hermione easily find the way to their new classroom? Why? Why not?
- 5) How did the Divination lesson pass?
- 6) What was Professor McGonagall's reaction to Trelawney's predictions?
- 7) What happened during the first class of Care of Magical Creatures?
- 8) What can you tell about hippogriffs?
- 9) Why did Harry, Ron and Hermione decide to go to the gamekeeper after their first class with him?

**Focus on Combinability**

**5. Write down the adjectives used in chapters 5–6 to describe Dementors', Professor Lupin's and Hagrid's a) clothes; b) attributes of character.**

### Task 4 (Chapters 7-8)

#### Translation

#### **1. Translate the following sentences from the text paying special attention to the italicized words.**

77/ He *swaggered* into the *dungeon*, his right arm covered in bandages and *bound up in a sling*, acting, in Harry's opinion, as though he were the heroic survivor of some dreadful battle.

83/ Filch was the Hogwarts *caretaker*, a bad-tempered, failed wizard who *waged a constant war* against the students and, indeed, Peeves.

83/ With the force of a bullet, the *wad* of chewing gum shot out of the keyhole and straight down Peeves's left nostril; he *whirled upright and zoomed away*, cursing.

85/ Trying to answer a question with Hermione next to him, *bobbing up and down on the balls of her feet* with her hand in the air, was very *off-putting*, but Harry had a go.

87/ Snape *stumbled*; he was wearing a long, *lace-trimmed* dress and a *towering hat topped with a moth-eaten vulture*, and he was *swinging a huge crimson handbag*.

91/ Okay, so we've *had the worst luck in the world* - injuries - then the tournament getting *called off* last year", Wood swallowed, as though the memory still *brought a lump to his throat*.

97/ Ron called Professor McGonagall a lot of names that greatly annoyed Hermione; Hermione *assumed an "all-for-the-best" expression* that made Ron even angrier, and Harry had to *endure* everyone in the class talking loudly and happily about what they were going to do first, once they got into Hogsmeade.

101/ He was carrying a *goblet*, which was smoking *faintly*, and *stopped at the sight of* Harry, his black eyes narrowing.

103/ "The dementors *send their love*, Potter!"

104/ The Fat Lady had *vanished* from her portrait, which had been *slashed* so *viciously* that strips of canvas *littered* the floor; great *chunks* of it had been torn away completely.

7) Was the attempt to reproduce it successful?

8) What happened the night a bachelor friend of Mr Denton came to stay?

9) What kind of pattern did it turn out to be?

10) What was done with the curtains?

#### Translation

#### **4. Translate into Ukrainian in written form the paragraph on p.229 ("After his aunt had gone...with his sample").**

#### Speaking

#### **5. Retell the most interesting episode from the text.**

#### Writing

#### **6. Write an essay on the topic:**

*We must occasionally be civil to our neighbours: you wouldn't like to have it said we were perfect bears.*

### Task 10

#### A Neighbour's Landmark

#### Focus on Vocabulary

#### **1. Paraphrase the following sentences paying special attention to the italicized words. Say in what situations they occur in the text.**

289/ - at Betton Court, where, generations back two country-house libraries had been *fused together*, and no descendant of either stock had ever *faced the task of* picking them over or *getting rid of* duplicates.

290/ Outside the window great trees were *stirring and weeping*.

290/ Between them the *stretches* of green and yellow country (for the Hall stands high on a hill side), and blue hills *far off, veiled with rain*.

290/ This *abuse* (for I think myself justified in calling it by name) is one which I am persuaded Your Lordship would (if 'twere known to you) *exert your utmost efforts to do away*.

291/ I *heaved myself out of* the deep chair, and *obeyed the summons*.

232/ They *yielded easily to steaming*, for the *paste* had lost much of its strength and they contained something *relevant* to the pattern.

**2. Translate into Ukrainian the word collocations; use them in the situations from the text and your own.**

225/ to be upon the view	228/ to throw away money on sth
225/ to be remarkable for	228/ a smothered expletive
225/ to hint obscurely	229/ a capital idea
226/ to content oneself	229/ to converge at the top
226/ all the same	229/ odd numbers
226/ four largish volumes	230/ in three to four weeks' time
227/ to throw up one's hands	230/ to look narrowly upon sb
227/ at some outrageous price	231/ over and over again
227/ to venture to	231/ to be much disposed to do sth
227/ to recede from one's decision	231/ to peep out
227/ an inevitable evil	232/ the arm of the chair
227/ to prevent sb from doing sth	232/ a horrible air of menace
228/ to bring to one's notice	232/ for good
228/ to be diverted from	

**Reading Comprehension**

**3. Answer the following questions:**

- 1) What was the sale-room of an old and famous firm of book auctioneers in London like?
- 2) What was Mr Denton looking for in particular?
- 3) What were Mr Denton and his aunt speaking about?
- 4) What was the reaction of Mr Denton's aunt to his new purchase?
- 5) What kind of cloth was there in the diary found by Mr Denton?
- 6) What was decided to do with the pattern?

**Focus on Vocabulary**

**2. Translate the following words and expressions and say in which situations they occur in the text.**

79/ mock sorrow	94/ to have it in for sb
79/ to give a huge fake sigh	96/ to look daggers at sb
79/ to go to pieces	96/ to egg sb on with vigorous nods
79/ on the verge of tears	99/ I daresay
81/ out of the corner of one's mouth	100/ a chipped mug of tea
83/ square meals	101/ a knock on the door
83/ to give/blow the raspberry	102/ to feel a bit off-colour
88/ to make one's hair stand on end	102/ to pull a face
90/ to be in a vindictive mood	103/ a second helping
92/ to add sth as an afterthought	103/ to talk animatedly
93/ to purse one's lips	104/ to adopt an oily voice
93/ to tear sth ferociously	
93/ a chest of drawers	

**3. Find synonyms to the following words and expressions.**

79/ loathing	92/ to speak dejectedly
79/ to show off	92/ to ebb away
80/ to catch sb single-handed	93/ insolently
81/ to seethe about sb	98/ to be in awe of sb
82/ to be crammed with	100/ to be taken aback
84/ to bully sb	101/ to concoct
84/ wobble	103/ to drop one's voice
89/ to come to a halt	104/ a cackling voice
90/ in no time at all	

**Reading Comprehension****4. Answer the following questions.**

- 1) What were the students talking about during Potions class?
- 2) What kind of person is Professor Snape?
- 3) What was the first Defense Against the Dark Arts lesson like?
- 4) What kind of person is Professor Lupin? Why did he start asking students with Neville Longbottom?
- 5) Why was this Quidditch season so important for Gryffindor?
- 6) Why did Ron fall out with Hermione?
- 7) What was the rule of visiting Hogsmeade?
- 8) How did Harry meet Professor Lupin?
- 9) Why did Lupin have to resort to Snape's help?
- 10) Who attacked the Fat Lady? What was her reaction to it?

**Focus on Combinability****5. Fill in the gaps with the appropriate words:**

to be in a vindictive / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
mood

to say in an offhand / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
voice

**Task 5 (Chapters 9-10)****Translation****1. Translate the following sentences from the text paying special attention to the italicized words.**

107/ Harry *opened his eyes a fraction* and *squinted* up to where they stood; Dumbledore's back was to him, but he could see Percy's face, *rapt with* attention, and Snape's profile, which looked angry.

**Task 9****The Diary of Mr Poynter****Focus on Vocabulary****1. Paraphrase the following sentences paying special attention to the italicized words. Say in what situations they occur in the text.**

225/ He *exchanged nods and greetings* with several, and then *settled down* to examine his catalogue and note likely items.

226/ Well, I must be *getting on*.

227/ I don't know whether you think I *get any pleasure of* it, but if so I can *assure you it's very much the reverse*.

227/ Mr Denton *interposed a moan of penitence*.

227/ But he was to some extent *cheered by* the arrival on the Friday morning of an *intimation* that he had *secured at the price of* 12 10s. the four volumes of Poynter's manuscript diary...

228/ She picked up one of the volumes – and opened it *at random*, *dashing* it to the floor *the next instant* with *a cry of disgust* as a earwig fell from between the pages.

229/ No one will have anything *in the least* like it, and mind. James, we won't allow it to be sold.

229/ "Our Mr Cattel" *took a fervent personal interest* in it.

230/ Do you think it would be popular if it were *generally obtainable*?

231/ At breakfast next morning he *was induced to* qualify his satisfaction to some extent – but very slightly.

231/ I think it would have been better to *leave that alone*.

231/ Perhaps it was only on my side of the house, but there was enough *to sway* my curtains and *rustle* them more than I wanted.

232/ Then he *dozed*, and then he woke, and *bethought* himself that his brown spaniel, which ordinary slept in his room, had not come upstairs with him.

118/ to do odd jobs	121/ a brief period of slumber
119/ a nasty chill	122/ to shut off the sun
119/ to be out of one's wits	122/ with an accuracy
119/ to be sound asleep	122/ to recede into the darkness
120/ to daunt sb	122/ to die of remorse
120/ to be appalling	123/ to piece out what happened
120/ a horrible villain	123/ to die out
121/ an execution for high treason	

### Reading Comprehension

#### 3. Answer the following questions:

- 1) What were the Anstruthers' plans for day in question?
- 2) Why did Collins discovered no enthusiasm as to the site for the rose garden?
- 3) What do we get to know about Miss Wilkins?
- 4) What kind of story did Miss Wilkins tell to Mr Anstruther?
- 5) What was Mr Anstruther dreaming of the following night?
- 6) What was the most frightening in Mr Anstruther's nightmare?
- 7) How did Mrs Anstruther explain her husband's dream?
- 8) Why did Mrs Anstruther remain in the garden till the dark?
- 9) Was it a mask that Miss Wilkins saw in the shrubberies? What was it?
- 10) Who was buried in the shrubberies?

### Translation

#### 4. Translate into Ukrainian in written form the paragraph on p.115 ("Within a few minutes ... had once stood there").

### Speaking

#### 5. Retell the most interesting episode from the text.

### Writing

#### 6. Write an essay on the topic:

Late summer weather is proverbially treacherous.

108/ Sir Cadogan spent half his time *challenging people to* duels, and the rest *thinking up ridiculously complicated passwords*, which he changed at least twice a day.

112/ Five more points from Gryffindor for being an *insufferable know-it-all*.

112/ Harry and Hermione left the room with the rest of the class, who waited until they *were well out of earshot*, then *burst into a furious tirade* about Snape.

114/ He pulled his right foot out of the *mud* with a *squelch* and *swung it over* his Nimbus Two Thousand.

116/ There was another *clap of thunder*, followed immediately by *forked lightning*.

120/ Harry *dozed fitfully*, *sinking into dreams* full of *clammy, rotted hands* and *petrified pleading*, *jerking awake to dwell* again on his mother's voice.

125/ So he *hauled us off* to his office and started threatening us with the usual *detention, disembowelment*, and we *couldn't help noticing* a drawer in one of his *filing cabinets* marked Confiscated and Highly Dangerous.

129/ Creamy *chunks* of *nougat*, *shimmering* pink squares of coconut ice, fat, honey-colored *toffees*; hundreds of different kinds of chocolate in neat rows; there was a large *barrel* of Every Flavor Beans, and another of *Fizzing Whizbees*, the *levitating sherbet* balls that Ron had mentioned; along yet another wall were "Special Effects" -- sweets: Droobles Best Blowing Gum (which filled a room with bluebell-colored bubbles that refused to pop for days), the strange, *splintery* Toothflossing Stringmints, tiny black Pepper Imps ("breathe fire for your friends!"), Ice Mice ("hear your teeth *chatter* and *squeak!*"), *peppermint* creams shaped like toads ("hop realistically in the stomach!"), *fragile sugar-spun quills*, and exploding *bonbons*.

131/ Hogsmeade looked like a Christmas card; the little *thatched cottages* and shops were all covered in a layer of *crisp* snow; there were *holly wreaths* on the doors and strings of *enchanted* candles hanging in the trees.

132/ Professors McGonagall and Flitwick had just entered the pub with a *flurry of snowflakes*, shortly followed by Hagrid, who was *deep in conversation* with a *portly* man in a *lime-green bowler hat* and a *pinstriped cloak* - Cornelius Fudge, Minister of Magic - 132

133/ "Hear, hear!" *squeaked* tiny Professor Flitwick, whose feet were *dangling* a foot from the ground.

### Focus on Vocabulary

#### 2. Translate the following words and expressions and say in which situations they occur in the text.

106/ to tell sb off	118/ a quaking voice
108/ to look abashed	121/ to burst into an explosion of complaints about sb's behavior
108/ to have a sombre expression on one's face	121/ to fill in
109/ outraged	124/ to bid good-bye to sb
110/ to look smug	126/ an uncanny impersonation of sb
110/ a twisted smile	129/ the most succulent-looking sweets imaginable
112/ to speak in turn/out of turn	132/ a neck of the woods
113/ to sit bolt upright	134/ a run for one's money
114/ a pep talk	136/ to hero-worship
115/ to be soaked to skin	137/ hems of cloaks
116/ sodden bangs	
116/ an eerie silence	
118/ to win fair and square	

#### 3. Find synonyms to the following words and expressions.

106/ to prowl	116/ a jolt of panic
108/ to cap it all	122/ foul creatures
109/ to oversee	123/ to take a definite upturn (about mood)
110/ to wrong-foot	125/ to wind sb up
110/ to set off at a run	127/ to float out of one's memory
111/ to flick through	131/ broodingly
113/ pensively	135/ a turncoat
113/ apprehensive	137/ lost for words
114/ every now and then	

116/ Mrs Anstruther received the report *with some discontent*, but did not *insist upon* any change of plan.

117/ I'm very glad to have seen just this spot before you *altered* it.

117/ ...someone seemed to be, as he said, *making something up* against him.

118/ All the time he felt, he said, the most intense *anxiety* and *oppression* and hopelessness.

118/ Well, so much for that.

118/ But, though I was *startled*, I had enough courage to look round and try *to make out* where the sound came from.

119/ Late summer *weather is proverbially treacherous*...

119/ Mrs Anstruther's morning *reflections* were not wholly *placid*.

119/ ...*I'm positive* one came and *perched* somewhere just outside our window.

120/ Yes; well, I was being tired, *for my life*.

120/ ...only that he seemed to be pitching into me most unfairly, and *twisting everything I said*, and *asking most abominable questions*.

120/ Oh, against me; he *saw to that*.

121/ *By George*, it was!

121/ Mr Anstruther *surveyed with faint interest* the site of the rose garden, where the *uprooted post* still lay, and the hole it had occupied *remained unfilled*.

122/ She remembers the *minute drops* of perspiration which were starting from its forehead: she remembers how *the jaws were clean-shaven* and the eyes shut.

#### 2. Translate into Ukrainian the word collocations; use them in the situations from the text and your own.

114/ common sense	116/ a farewell visit
114/ to credit sb with all ideas	116/ a person of mature years
115/ to get off	117/ at length
115/ on the way to the site	117/ to put into words
115/ in the habit of doing sth	118/ at any rate
115/ to be well advised	118/ at very short notice

- 9) Did the boys studying at the same class tell about what they saw? Why not?  
 10) What was the sequel of the story?

**Translation**

4. *Translate into Ukrainian in written form the paragraph on p. 109 (“One term...perhaps rather smaller”).*

**Speaking**

5. *Retell the most interesting episode from the text.*

**Writing**

6. *Write an essay on one of the topics:*

*There’s a subject for you, by the way – “The Folklore of Private Schools”*

*I think probably it was quite an attractive place, but boys seldom allow that their schools possess any tolerable features*

**Task 8**

**The Rose Garden**

**Focus on Vocabulary**

1. *Paraphrase the following sentences paying special attention to the italicized words. Say in what situations they occur in the text.*

114/ I think you had better take the car to Maldon and see if you can get any of those knitted things I was speaking about *which would do* for my stall in the bazaar.

114/ What *has that to do with* it, George?

114/ Why, when the work of the house is *arranged for*, I must see about *laying out* my new rose garden.

115/ Remains of *rustic seats* and an old and *corrugated oak post* somewhere near the middle of the *clearing* had *given rise to Mr Anstruther’s conjecture* that a summer-house had once stood there.

115/ Collins *advanced*, and shook the post with both hands: then he *rubbed his chin*.

**Reading Comprehension**

4. *Answer the following questions.*

- 1) What conversation did Harry overhear the night after Sirius Black’s intrusion?
- 2) Why were the Gryffindor team not playing Slytherin?
- 3) Why was the Defense Against the dark Arts class not a usual one the day before the match?
- 4) What happened to Harry when he was about to catch the Snitch?
- 5) Did The Gryffindor team win the match? Why? Why not?
- 6) What did Professor Lupin tell about dementors?
- 7) What did George and Fred give to Harry?
- 8) What kind of place was the shop called Honeydukes?
- 9) Where did Harry, Ron and Hermione go after Honeydukes?
- 10) What were the lecturers talking about at Madam Rosmerta's pub?

**Speaking**

5. *Describe the situation from your own experience when "nothing anyone said or did could make me feel any better, because they knew only half of what was troubling me".*

**Task 6 (Chapter 11-12)**

**Translation**

1. *Translate the following sentences from the text paying special attention to the italicized words.*

141/ They *made their way* slowly down the lawn, making a *shallow trench* in the *glittering*, powdery snow, their socks and the *hems of their cloaks* soaked and freezing.

142/ "You've heard?" he *bellowed*, and he *flung himself onto Harry's neck*.

142/ Hagrid allowed himself to be steered into a chair and slumped over the table, *sobbing uncontrollably*, his face *glazed with* tears that *dripped down* into his *tangled beard*.

142/ Further to our *inquiry into* the attack by a hippogriff on a student in your class, we have *accepted the assurances* of Professor Dumbledore that you *bear no responsibility* for the *regrettable* incident.

148/ Ron seized Scabbers by the tail and aimed a *misjudged kick* at Crookshanks that hit the *trunk* at the end of Harry's bed, *knocking it over* and causing Ron to *hop up and down*, howling with pain.

149/ She had put on a *green sequined dress in honor of the occasion*, making her look more than ever like a glittering, *oversized* dragonfly.

152/ He *was positive* that there was nothing wrong with the Firebolt now, but what sort of state would it be in once it had been *subjected to* all sorts of anti-jinx tests?

154/ Harry *had a sudden vision of* himself *crouching* behind a Hagrid sized figure holding a large *club*.

155/ Something *whooshed* suddenly *out* of the end of his wand; it looked like a *wisp of silvery gas*.

158/ He took a bite of the chocolate and watched Lupin *extinguishing* the lamps that had *rekindled with the disappearance of* the dementor.

159/ Even so, he was showing the *strain* nearly as much as Hermione, whose *immense workload* finally seemed to be *getting to* her.

161/ I suppose there must be some kind of mouth under there, because they *clamp their jaws upon* the mouth of the victim and – and *suck out his soul*.

162/ And Potter – do try and win, won't you? Or we'll be *out of the running* for the eighth year *in a row*, as Professor Snape *was kind enough* to remind me only last night.

165/ Lying on top of the *weird, spiky shapes* were several long, *ginger* cat hairs.

**2. Translate into Ukrainian the word collocations; use them in the situations from the text and your own.**

108/ a ghost's footmark	111/ of the same kind
108/ scanty crop	111/ dismal thing
108/ to be extensively drawn upon	111/ to take an oath
108/ to kneel	111/ to bag the extra paper
108/ to have a sequel	111/ locker
109/ to take to sb	111 / to make a finger-mark on sth
109/ frequent changes	112/ an uppermost paper
109/ to make one's appearance	112/ to sleep in a dormitory
109/ to be tallish	112/ to be inclined to do sth
109/ to be stoutish	112/ to wriggle
109/ dear me	112/ to feel cheap
109/ to construct sentences	112/ to come to light
109/ to be impertinent	113/ to reckon
110/ to think of something elaborate	113/ odds and ends
110/ to be sick with sb	113/ rags of the clothes
110 / to be jolly odd	
111/ to be pretty sure	

**Reading Comprehension**

**3. Answer the following questions:**

- 1) What is particular about boys telling ghost stories at private schools?
- 2) What was wrong with the house in Berkley Square?
- 3) What kind of school was the teller of the story in?
- 4) What do we get to know about Sampson?
- 5) What was the first strange thing that happened during Sampson's lesson?
- 6) What happened during the lesson of learning Conditional sentences?
- 7) What happened with the extra paper?
- 8) Why did McLeod wake the narrator up and what did they see?

## Task 7

## A School Story

Focus on Vocabulary

1. *Paraphrase the following sentences paying special attention to the italicized words. Say in what situations they occur in the text.*

108/ I imagine, if you were to *investigate* the cycle of ghost stories, for instance, which the boys at private schools tell each other, they would all *turn out* to be *highly-compressed versions* of stories our of books.

109/ I think we liked him: he had travelled *a good deal*, and had stories which *amused* us on our school walks, so that there was some competition among us *to get within earshot of him*.

109/ I think probably it was quite an attractive place, but boys seldom *allow that* their schools possess *any tolerable features*.

110/ The rest of us wanted *to have our sentences passed*, and *get on to something else*, so some kicked him under the desk, and I, *who was next to him*, *poked him* and whispered to him *to look sharp*.

110/ What *silly rot!*

111/ Next day McLeod *took to his bed* with a chill or something of the kind, and it was a week or more before he was in school again.

111/ At last there came a day when we were going through those *dismal things* which people call Conditional Sentences, and we were told to make a conditional sentence expressing a future consequence.

111/ Of course I thought someone must have *put down some nonsense* or other, and Sampson had *gone off to report him*.

112/ I was *cross* enough, and should have *called McLeod plenty of names*.

113/ He glanced at the object and then took off his spectacles to *examine it more narrowly*.

Focus on Vocabulary

2. *Translate the following words and expressions and say in which situations they occur in the text.*

138/ end-of-term high spirits

149/ to help oneself to

138/ a best man

152/ to ward sb off

138/ a sunken and waxy face

153/ to say haughtily

142/ leather vest

156/ big, blurred shapes

142/ to get off

158/ to take a detour

143/ not to be able to bring oneself to do sth

159/ to get a grip on oneself

145/ to be laden with

160/ to screw up one's face

146/ to give a great whoop of laughter

160/ to hover like a semitransparent cloud

146/ to laugh one's head off

148/ to stand on end (about hair)

162/ to walk headlong into sb

149/ moldy-looking tailcoat

162/ to grin from ear to ear

149/ to swap sth for sth

164/ close-up

3. *Find synonyms to the following words and expressions.*

143/ to chomp on sth

159/ to fathom a mystery

143/ to see eye to eye with sb

159/ to get shirty with sb

145/ to brood constantly on sth

160/ to badger sb

149/ to fume about

160/ to say dispiritedly

150/ to rove around sth

162/ to dash toward sb

151/ to scramble to one's feet

162/ to make up with sb

156/ to obscure one's senses

164/ utterly bewildered

Reading Comprehension

4. *Answer the following questions.*

- 1) Why was Harry feeling off-colour the first day of the holidays?
- 2) What kind of conversation did Harry, Ron and Hermione have and why did they decide to visit Hagrid?

- 3) How did Hagrid feel when Harry, Ron and Hermione visited him?
- 4) What were the children's presents for Christmas?
- 5) What kind of thing was the Sneakoscope and why did it start spinning?
- 6) Was there any kind of Christmas dinner at Hogwarts? What was it like?
- 7) What happened to Harry's new broomstick?
- 8) What was hidden under dementors' hood?

### Speaking

#### 5. Describe Harry's first anti-dementor lesson.

### Task 7 (Chapter 13-14)

### Translation

#### 1. Translate the following sentences from the text paying special attention to the italicized words.

165/ Hermione, meanwhile, *maintained* fiercely that Ron had no proof that Crookshanks had eaten Scabbers, that the ginger hairs might have been there since Christmas, and that Ron *had been prejudiced against her cat* ever since Crookshanks had landed on Ron's head in the Magical Menagerie.

167/ Harry let the Snitch go again, gave it a minute's *head start*, then tore after it, *weaving in and out* of the others; he *spotted* it *lurking* near Katie Bell's knee, *looped* her easily, and caught it again.

170/ "Right you are, Professor - just giving a bit of *background information* - the Firebolt, *incidentally*, has a *built-in auto-brake* and -"

170/ "Show her your acceleration, Harry!" Fred yelled as he *whooshed past in pursuit* of a Bludger that was *aiming for* Alicia.

172/ Harry got off his broom and looked up to see a *gaggle* of Gryffindor supporters *sprinting* onto the field, *Ron in the lead*.

178/ *Averting his eyes from* this unpleasant sight, Harry saw a gigantic, hairy brown suit and a very horrible yellow-and-orange tie hanging from the top of Hagrid's wardrobe door.

69/ to put sth (a word) in

70/ to catch hold of each other

70/ to laugh out loud

71/ to occur to sb

71/ to pay a more private visit

72/ to behave in a nonsensical way

72/ to take the liberty of

72/ a hospitable family

73/ to fall with a clash

74/ out of the reach

73/ to break into a gallop

74/ a glimmer of light

### Reading Comprehension

#### 3. Answer the following questions:

- 1) What kind of guide-books does the author describe at the beginning of his book?
- 2) Who was Mr Wraxall and what kind of work did he publish?
- 3) What kind of place was Roebeck? Describe it.
- 4) What was Count Magnus famous for?
- 5) What did Mr Wraxall find on the bookshelf in the house?
- 6) What tale did the landlord tell Mr Wraxall?
- 7) What did Mr Wraxall see in the church and mausoleum?
- 8) What was wrong with the padlocks during Mr Wraxall's stay there?
- 9) What was Mr Wraxall's life like after the visit to Roebeck?

### Translation

#### 4. Translate into Ukrainian in written form the paragraph on p. 65-66 ("They received Mr Wraxall ... to the preacher's desk").

### Speaking

#### 5. Retell the most interesting episode from the text.

### Writing

#### 6. Write an essay on the topic:

*His besetting fault was pretty clearly that of over-inquisitiveness, possibly a good fault in a traveller.*

70/ At first they hear nothing at all; then they hear someone – you know how far away it is – they hear someone scream, just as if *the most inside part of his soul was twisted out of him*.

71/ The figure was *unduly short*, and was for the most part muffled in a *hooded garment* which swept the ground.

72/ It is curious how on *retracing a familiar path* one's thoughts *engross* one to the *absolute exclusion* of *surrounding objects*.

73/ He *set out on* his journey to England on the next day, as he had planned, and he reached England *in safety*; and yet, as I *gather from* his *changed hand and inconsequent jottings*, a broken man.

74/ They are too *disjointed and ejaculatory* to be given here *in full*, but the *substance* of them is clear enough.

**2. Translate into Ukrainian the word collocations; use them in the situations from the text and your own.**

64/ a well-regulated guide-book	66/ to be adorned with
64/ racy innkeeper	66/ a domed roof
64/ garrulous peasant	66/ to rise into a spire
64/ furnishing material	66/ to make one's way
65/ under a pseudonym	66/ a period of distress
65/ a cultivated man	66/ with a sparing hand
65/ to plot a book	67/ to linger on sth
65/ to intersperse with	67/ for the time being
65/ to put sb on the track	67/ to trot off with alacrity
65/ roughly speaking	67/ to occupy oneself with doing sth
65/ in respect of	68/ an erasure of
65/ to be protected with timber	68/ throw a lurid light on
65/ walled garden	68/ all of a sudden
66/ to fringe sth	68/ to pull up short
66/ gaily painted	69/ to refresh one's memory

179/ *She's got her heart in the right place*, Hermione has, an' you two not talkin' to her.

182/ He *sprinted back* to the one-eyed witch, opened her *hump*, heaved himself inside, and *slid down* to meet his bag at the bottom of the stone *chute*.

184/ Harry *dodged around him*, picked up a stick, and *lobbed it at Crabbe's back*.

184/ Then he *turned tail* and ran, *at breakneck speed*, back down the hill, Crabbe and Goyle behind him.

185/ Snape had *acquired* a few more *slimy* horrible things in *jars* since last time, all standing on shelves behind his desk, *glinting in the firelight* and *adding to the threatening atmosphere*.

189/ Mooney presents his compliments to Professor Snape, and *begs him to keep his abnormally large nose out of other people's business*.

190/ Lupin looked up and, *by the merest half-glance in Harry's direction*, warned him not to interrupt.

190/ He *was completely out of breath*, and *stopped just short of* Snape's desk, *clutching the stitch in his chest* and trying to speak.

### **Focus on Vocabulary**

**2. Translate the following words and expressions and say in which situations they occur in the text.**

165/ to waste away	176/ white as chalk
166/ a last-ditch attempt to cheer sb up	179/ to stick up for sb
166/ to continue in a certain vein	180/ the bulletin board
169/ tumultuous applause	180/ to be well out of earshot
171/ to pull out of the dive sharply	182/ to prod sb in the back
171/ a scarlet blur	186/ to bore one's eyes into sb
172/ an expression of the utmost fury	189/ to be utterly bewildered
174/ to break into a run	189/ a face contorted with fury
175/ puffing oneself up indignantly	

3. Find synonyms to the following words and expressions.

165/ to lose one's temper with	177/ to leer unpleasantly at sb
166/ fervent admiration	184/ to blunder forward
168/ to look thunderstruck	187/ to be a cut above the rest
173/ to bury the hatchet	187/ to set great store by sth
176/ with bated breath	187/ to get cold feet
176/ on condition that	189/ to be dumbstruck
177/ a wealth of detail	191/ to break off

**Reading Comprehension**

4. Answer the following questions.

- 1) How did the team spend their final practice before the Ravenclaw match?
- 2) How did the Quiddich game described in this chapter start?
- 3) Did the dementors approach the stadium? What effect did it have?
- 4) Why did Harry wake up in the middle of the night after the game?
- 5) How did Sirius Black get into Griffindor Tower?
- 6) What were the consequences of Black's intrusion?
- 7) Did Harry go to Hogsmead again? How?
- 8) What happened during the boys' walk to Shrieking Shack?
- 9) How did Harry slip out of the unpleasant conversation with Snape after going to Hogsmead?

**Focus on Combinability**

5. Consult the dictionary and find out other words to be used in the expressions

below:

with a wealth / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ of detail  
 to explode / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ with laughter

**Task 6**  
**Count Magnus**

**Focus on Vocabulary**

1. Paraphrase the following sentences paying special attention to the italicized words. Say in what situations they occur in the text.

64/ Horace Marryat's "Journal of a Residence in Jutland and the Danish Isles" is a fair specimen of the class to which I allude.

64/ In a word, they were chatty.

64/ It is probable that he entertained the idea of settling down at some future time which never came.

65/ His besetting fault was pretty clearly that of over-inquisitiveness, possibly a good fault in a traveller, certainly a fault for which this traveler paid dearly enough in the end.

65/ He procured letters of introduction, therefore, to some persons of quality in Sweden, and set out thither in the early summer of 1863.

65/ They received Mr Wraxall with great kindness and courtesy, and pressed him to stay in the house as long as his researches lasted.

66/ Then came the wall of the demesne, and you climbed a steep knoll – a knob of rock lightly covered with soil – and on the top of this stood the church, fenced in with tall dark trees.

66/ The papers he had come to examine at the manor-house proved to be of just the kind he wanted for his book.

67/ I must remember to ask the sexton if he can let me into the mausoleum at the church.

68/ ...and when, after a rather prolonged contemplation of his picture in the hall, Mr Wraxall set out on his homeward way, his mind was full of the thought of Count Magnus.

69/ The landlord was now alone, and at Mr Wraxall's mercy; and that inquirer was not inclined to spare him.

58/ to blush to oneself at confessing sth

58/ indefinable air

59/ atrocious cobble-stones

59/ a staid man

59/ to rave mad

60/ after a moment's lull

60/ in a crooning manner

61/ not without quakings

61/ to suppress a nervous laugh

61/ to claw at sb's shoulder

62/ to sting into action

62/ an early cock was heard to crow

62/ to hunt in couples

63/ to submit sth to protracted

examination

63/ to venture upon no surmises

63/ to hazard the conjecture

### Reading Comprehension

#### 3. Answer the following questions:

- 1) What do you know about Viborg?
- 2) Why did Mr Anderson come to Viborg?
- 3) Why was it so important for Mr Anderson to choose the right room?
- 4) What happened towards eleven o'clock on the day of Mr Anderson's arrival?
- 5) What were the events in his room the following day?
- 6) What did Mr Anderson decide to do when he saw no Number 13 at all?
- 7) What was the best way, in Mr Anderson's opinion, to make sure whether he had indeed been subject to an illusion or not?
- 8) Why did the tenants of the adjacent Numbers 14 and 12 assemble together?
- 9) Did the tenants manage to clear the things up? Who lived in Number 13?
- 10) Was the skeleton of Mag. Nicolas Franken discovered between the rooms?

### Translation

#### 4. Translate into Ukrainian in written form the last paragraph on p.58.

### Speaking

#### 5. Retell the most interesting episode from the text.

### Writing

#### 6. Write an essay on the topic:

*There are good hotels – they are all that can be desired.*

## Task 8 (Chapter 15-16)

### Translation

#### 1. Translate the following sentences from the text paying special attention to the italicized words.

- 195/ "I thought we weren't starting crystal balls until next term," Ron muttered, *casting a wary eye around for* Professor Trelawney, in case she was *lurking nearby*.
- 189/ The *enmity* between Harry and Malfoy was *at its highest point ever*.
- 199/ He couldn't walk to class without Slytherins *sticking out their legs and trying to trip him up*; Crabbe and Goyle kept *popping up* wherever he went, and *slouching away* looking disappointed when they saw him surrounded by people.
- 201/ Three quarters of the crowd was wearing *scarlet rosettes*, waving scarlet flags with the Gryffindor lion upon them, or *brandishing banners with slogans* like "GO GRYFFINDOR!" and "LIONS FOR THE CUP".
- 204/ But Flint had scored; there was *an eruption of cheers* from the Slytherin end, and Lee swore so badly that Professor McGonagall tried *to tug* the magical megaphone *away from* him.
- 204/ *Enraged* that Gryffindor had *taken such an early lead*, the Slytherins were rapidly *resorting to* any means to take the Quaffle.
- 205/ "YOU *CHEATING SCUM!*" Lee Jordan was *howling into* the megaphone, *dancing out of* Professor McGonagall's reach.
- 205/ The Gryffindor team was losing concentration and the Slytherins, *delighted by* Malfoy's *foul on* Harry, were *being spurred on to* greater heights.
- 206/ Then Wood was *speeding toward* him, half-blinded by tears; he *seized Harry around the neck* and *sobbed unrestrainedly* into his shoulder.
- 208/ Try as Harry might, he couldn't get his *Confusing Concoction* to thicken, and Snape, standing watch *with an air of vindictive pleasure*, *scribbled* something that looked suspiciously like a zero onto his notes before moving away.

208/ Professor Lupin had *compiled* the most unusual exam any of them had ever taken; a sort of *obstacle course* outside in the sun, where they had *to wade across a deep paddling pool* containing a grindylow, cross a series of *potholes* full of Red Caps, squish *their way across a patch of marsh* while ignoring *misleading directions* from a hinkypunk, then climb into an old *trunk* and battle with a new boggart.

213/ Hagrid's note was dry this time, no tears had *splattered* it, yet his hand seemed to have shaken so much as he wrote that it *was hardly legible*.

216/ With a *frantic squeak*, and much *scrambling* to get back inside, Scabbers the rat came sliding out onto the table.

### **Focus on Vocabulary**

#### **2. Translate the following words and expressions and say in which situations they occur in the text.**

194/ to prod sb awake	203/ to collide with a sickening crunch
195/ to lose track of things	206/ Words failed them
195/ a rickety table	207/ to bully one's brains into
196/ a particularly refined art	208/ choco-nut sundaes
196/ to rustle past	209/ to regain a grip on oneself
197/ to stalk toward sb	210/ a right old fraud
198/ to smart about	212/ a sagging mouth
200/ an omen of sb's death	214/ to skulk
201/ impair sb's vision	216/ tufts of hair
202/ penalty shot	217/ a clear, purple-tinged grey

58/...conscious as he said the words of a curious *anxiety* quite disproportionate to the importance of the question.

59/ Apparently, however, he was in the habit of *giving vent* to his animal spirits when alone.

59/ Again and again his thin form crossed the window, his arms waved, and his *gaunt* leg was kicked up with surprising *agility*.

60/ It was a really horrible sound, and Anderson felt that if he had been alone he must have *fled for refuge* and *society* to some neighbour *bagman's* room.

61/ ...and he added something *under his breath*.

62/ Neither Jensen nor Anderson *was averse to* the question.

63/ That same afternoon he told me what you have read; but he refused *to draw any inferences from it*, and *to assent to* any that I drew for him.

#### **2. Translate into Ukrainian the word collocations; use them in the situations from the text and your own.**

51/ to be engaged upon some researches	55/ by any chance
into sth	56/ a rude shock
51/ to spend a considerable time	56/ to pride oneself on one's accuracy of observation
52/ to entail doing sth	56/ a methodical, accurate-minded man
52/ a cast-iron erection	56/ episcopal correspondence
52/ to suggest some food for thought	57/ false and malicious charges
53/ by no means	57/ to pay a short visit
53/ to do sb a little service	57/ to plunge into reminiscence
53/ vague ruminations	58/ to provide for sth
54/ to allege against sb	58/ to form a sufficiently good excuse
54/ to be bound by sb's decisions	
54/ to halt to make sure	
55/ officious servants	
55/ to be vexatious	

*I wish to have one of these houses, and enough money to keep it together and entertain my friends in it modestly*

### Task 5

#### Number 13

#### Focus on Vocabulary

1. **Paraphrase the following sentences paying special attention to the italicized words. Say in what situations they occur in the text.**

51/ It is a great *red-brick house* – that is, the front is of brick, with *corbie steps* on the gables and the text over the door...

51/ He was delighted with the old-fashioned aspect of this place, and promised himself *a thoroughly satisfactory and amusing stay* in an inn so typical of old Jutland.

52/ The landlord was strongly in favour of Number 17, but Mr Anderson pointed out that its windows *commanded* only the blank wall of the next house, and that it would be very dark in the afternoon.

53/ To run down and *secure* it was *the work of a moment*...

53/ And he looked *drowsily* about the room, which was fairly perceptible in the half-light from the street-lamp.

53/ Its tenant was apparently somewhat of a scandal and a *stumbling-block* to the reforming party.

54/ The Bishop met these reproaches *boldly*; he protested his own *abhorrence* of all such things as secret arts...

54/ The *decision* was not difficult to *arrive at*.

55/ He craned out a little to see if he could make any more of the figure, but beyond a *fold* of some light, perhaps white, *material* on the window-sill he could see nothing.

56/ *As is not uncommon*, the maid laughed, and went away without making any distinct answer.

57/ *To think that you should have noticed a thing like that!*

3. **Find synonyms to the following words and expressions.**

192/ to fling one's arms around sb's neck	205/ to screech
195/ to be anxious to do sth	208/ a quagmire
197/ to look scandalized	211/ sickly scent
198/ a nervous collapse	212/ to drift off
198/ to pore over sth	213/ to have some sort of seizure
198/ to worm one's way out of sth	215/ to rummage in sth
201/ in no time at all	216/ a shaggy head
203/ to have a fleeting glimpse of sth	216/ to bustle around
204/ in retaliation	

#### Reading Comprehension

4. **Answer the following questions.**

- 1) What was the reason for Ron and Hermione's reconciliation?
- 2) Did Hermione come to Charms? Why not?
- 3) What happened during Professor Trelawney's class?
- 4) Whom did Harry see the night before the Quidditch final?
- 5) How did Gryffindor win the Quidditch final?
- 6) What kind of exams did the students have at the end of their school year?
- 7) What was happening with Buckbeak's case?
- 8) How were the students passing Unfogging the Future?
- 9) What happened to Professor Trelawney after Harry had passed his exam?
- 10) Where did Harry, Ron and Hermione go after the exams?

#### Speaking

5. **Comment on the following situation.**

As June approached, the days became cloudless and sultry, and all anybody felt like doing was strolling onto the grounds and flopping down on the grass with several pints of iced juice.

## Task 9 (Chapter 17, 18)

### Translation

#### 1. Translate the following sentences from the text paying special attention to the italicized words.

218/ Harry's *mind had gone blank with shock*.

220/ Harry *reached for* his wand, but too late – the dog had made an enormous leap and the front paws hit him on the chest; *he keeled over backward in a whirl of hair*; he felt its hot breath, saw inch-long teeth.

220/ Harry *lunged forward*, he *seized a handful of the brute's hair*, but it was dragging Ron away as easily as though he were *a rag doll*.

221/ Another branch whipped down at them, *twigs clenched like knuckles*.

223/ The *taunt* about his father rang in Harry's ears as though Black had *bellowed* it.

224/ Perhaps it was the shock of Harry doing something so stupid, but Black didn't raise the wands in time - one of Harry's hands fastened over his *wasted wrist*, *forcing* the wand tips *away*; *the knuckles* of Harry's other hand *collided with* the side of Black's head and they fell, backward, into the wall.

226/ *Muffled footsteps* were *echoing up through the floor* – someone was moving downstairs.

227/ Harry *felt as though the bottom had dropped out of his stomach*.

228/ Ron *made a valiant effort* to get up again but fell back with *a whimper of pain*.

231/ Black stopped struggling, though his *hollowed eyes* were still fixed on Scabbers, who was *clamped* tightly under Ron's bitten, scratched, and bleeding hands.

232/ Harry had barely had time *to marvel inwardly at* the effort Hermione put into her homework, when Lupin started to laugh.

234/ It *took them the best part of three years* to work out how to do it.

235/ It would have *meant admitting* that I'd *betrayed his trust* while I was at school, admitting that I'd led others along with me... and Dumbledore's trust has meant everything to me.

235/ "*It served him right*," he *sneered*. "*Sneaking around*, trying to find out what we were up to... hoping he could *get us expelled*...."

46/ the chimney had smoked persistently

46/ to hurry off

46/ to rustle after sb

46/ as is one's wont

47/ to renew a friendship

47/ to confront with

47/ prudent piece of advice

47/ to be not many in number

48/ to make a fine omen of sth

48/ to come down

49/ to and fro

49/ to go slithering in

49/ a yell came out of the trunk

49/ a slight and muffled noise

50/ a dense smoke began to come up

50/ the tree was in blaze

50/ to be smothered by smoke

### Reading Comprehension

#### 3. Answer the following questions:

- 1) How does Castringham Hall in Suffolk look like?
- 2) What do we get to know about Mrs Mothersole?
- 3) What role did Sir Matthew play in Mrs Mothersole's life?
- 4) Why did Sir Mathew make a memorandum?
- 5) What did the Vicar see that night running up and down the stem of the ash?
- 6) What was the result of the examination of Sir Mathew's body?
- 7) What happened during the erection of the family pew?
- 8) Why did Sir Richard decide to change his room?
- 9) What happened after Sir Richard's death?
- 10) How can you explain the witch's name?

### Translation

#### 4. Translate into Ukrainian in written form the paragraph on p.46 ("One morning... in that room again).

### Speaking

#### 5. Retell the most interesting episode from the text.

### Writing

#### 6. Write an essay on the topic:

43/ ...there is also this passage, which I transcribe *for the sake of the light it throws upon the course of events...*

45/ he *put an end to* it at last by a very simple *expedient*, that of shutting up all his *beasts in sheds* at night, and keeping no sheep in his park.

45/ ...*it is difficult to conceive any rational motive* for stealing a body otherwise than for uses of the dissecting-room.

45/ Sir Richard was a *pestilent innovator*, it is certain.

46/ The housekeeper was *at the end of her resources*.

46/ So it was opened, and, indeed, the *smell was very close and earthy*.

47/ I must ask *your indulgence for this intrusion*, sir Richard.

47/ I *fancy* I see him.

48/ Well, our Irish *peasantry* will always *have it* that it *brings the worst of luck* to sleep near an ash-tree...

49/ That was the Bishop's idea, and Sir Richard *jumped into it*.

49/ Suddenly it got up and *craned over* the hole.

50/ The got a *lantern* and *let it down* by a rope.

**2. Translate into Ukrainian the word collocations; use them in the situations from the text and your own.**

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| 41/ solid reason                    | 42/ to take a preliminary turn    |
| 41/ to accuse of some offence       | 43/ as was natural                |
| 41/ to do mischief to sb            | 44/ magnifying lens               |
| 41/ to do one's best                | 44/ to be printed under the title |
| 41/ to be at the pains to do sth    | 45/ curiously constant mortality  |
| 41/ to batter at the door           | 45/ all-night watching            |
| 41/ to make one's way               | 45/ to dwell on                   |
| 42/ to offer resistance             | 45/ to be thought by a good many  |
| 42/ to be on pleasant terms with sb |                                   |

**Focus on Vocabulary**

**2. Translate the following words and expressions and say in which situations they occur in the text.**

- |  |                                  |
|--|----------------------------------|
| 219/ eerily glinting eyes                  | 225/ an ugly, squashed face      |
| 219/ in one bound                          | 226/ to make a startled movement |
| 219/ to sprawl on the ground               | 227/ a sunken gaze               |
| 220/ an enormous, pale-eyed, jet-black dog | 228/ to be up to one's standard  |
| 220/ to whip lethally through the air      | 231/ to get the better of sb     |
| 221/ vicious, swishing branches            | 231/ to take one's eyes off sb   |
| 221/ a knot on the trunk                   | 231/ to hear sb out              |
| 221/ bent-backed                           | 232/ to open of its own accord   |
| 222/ the dark landing                      | 233/ a fully fledged monster     |
| 223/ to drain sb of colour                 | 234/ to be carried away with     |
| 223/ to cling to sb to stay upright        | 235/ to play a trick on sb       |
| 224/ to try to wrench oneself free of sb   | 235/ at great risk to one's life |
| 225/ a livid bruise                        |                                  |

**3. Find synonyms to the following words and expressions.**

- |                                |                               |
|--------------------------------|-------------------------------|
| 219/ to scamper away           | 229/ to malfunction           |
| 219/ to hurtle after           | 230/ a mental                 |
| 221/ to bob in and out of view | 231/ to restrain sb           |
| 223/ to sway slightly          | 233/ to listen raptly         |
| 225/ in league with            | 234/ to work out the truth    |
| 227/ out of control            | 234/ a near miss              |
| 228/ to be trustworthy         | 235/ to make a derisive noise |

**Reading Comprehension****4. Answer the following questions.**

- 1) How did Harry, Ron and Hermione get into the passage in the Whomping Willow and why?
- 2) What happened in the Shrieking Shack?
- 3) What really happened to Peter Pettigrew many years ago?
- 4) What was wrong with Lupin? What roles did his friends and Professor Dumbledore play in his life?
- 5) Why didn't Severus Snape like Lupin? What was the story behind such attitude?

**Writing****5. Write an essay on the following topic:**

We were young, thoughtless – carried away with our own cleverness.

**Task 10 (Chapter 19, 20)****Translation****1. Translate the following sentences from the text paying special attention to the italicized words.**

- 236/ Not even I dreamed you would *have the nerve to* use this old place as your *hideout*.
- 236/ Thin, *snakelike cords* burst from the end of Snape's wand and twisted themselves around Lupin's mouth, wrists, and ankles; he *overbalanced* and fell to the floor, unable to move.
- 238/ I have just *saved your neck*; you should be *thanking me on bended knee*!
- 238/ There was a *blast* that made the door *rattle on its hinges*; Snape was lifted off his feet and slammed into the wall, then slid down it to the floor, *a trickle of blood oozing* from under his hair.
- 241/ "Harry... I *as good as* killed them," he *croaked*.

- 5) What did Williams and his neighbour decide to do with the mezzotint?
- 6) What was the plan, which was worked out by Williams, Nisbet and Garwood?
- 7) What kind of surprise was awaiting the three when they came back to tea?
- 8) What appeared to be on the engraving?
- 9) What did the three find out in the gazetteer?
- 10) What was Mr Green's opinion as for the story?

**Translation**

4. **Translate into Ukrainian in written form the paragraph on pp. 33-34 ("It was by this time rather late...on the back").**

**Speaking**

5. **Retell the most interesting episode from the text.**

**Writing**

6. **Write an essay on the topic:**

*A parcel of any kind always arrives a day later than you expect it.*

**Task 4****The Ash Tree****Focus on Vocabulary****1. Paraphrase the following sentences paying special attention to the italicized words. Say in what situations they occur in the text.**

- 40/ But this is a *digression*.
- 40/ The one feature that *marked out* the house from *a score of* the others is gone.
- 41/ Mrs Motersole was her name, and she differed from the *ordinary run* of village witches only in *being rather better off* and in a more influential position.
- 41/ Mrs Mothersole was *found guilty* and *condemned to die*.
- 42/ Which she repeated more than once *in an undertone*.
- 42/ The Vicar looked and saw the moving creature, but he could *make nothing of* its colour in the moonlight.

39/ I don't know – it's rather an *out-of-the-way thing* for an Essex *poacher* to think of – but, you know, I should say now it looks more as if old Gawdy had *managed the job himself*.

**2. Translate into Ukrainian the word collocations; use them in the situations from the text and your own.**

30/ to preside over	36/ exorbitant price
30/ to catch at sth	36/ the rumour was going on
30/ a regular buyer	37 to lose no time
31/ to send on approval	37/ to crawl cautiously
31/ exception to the rule	37/ straggling hairs
31/ to bring round	37/ by turns
31/ to give details	38/ to be of considerable rarity
32/ to inflict upon – 32	38/ on one's return
32/ black blot	38/ to be down on sb
33/ to muffle up	38/ to turn off (workmen)
33/ as it is	38/ by degrees
33/ to be on the move	38/ to get at sb
33/ to clear up some odd bits of work	38/ to march with
33/ to take a good look	38/ grand jury
34/ to be distraught	38/ in double-quick time
35/ with marked interest	39/ to make away with oneself
36/ to keep an eye on sb	39/ to get hold of sth

**Reading Comprehension**

**3. Answer the following questions:**

- 1) Why is Mr Britnell's aid indispensable to those who take interest in the acquisition of topographical pictures?
- 2) What kind of mezzotint was it?
- 3) What happened with the picture and who was the first to notice it?
- 4) Why did Williams ask his neighbour to breakfast with him?

242/ A head was shooting upward from the ground; *limbs were sprouting*; a moment later, a man was standing where Scabbers had been, *cringing and wringing his hands*.

243/ Pettigrew *flinched* as though Black had *brandished a whip* at him.

244/ Pettigrew was *muttering distractedly*; Harry caught words like "*far-fetched*" and "*lunacy*," but he couldn't help paying more attention to the ashen color of Pettigrew's face and the way *his eyes continued to dart toward* the windows and door.

246/ He *shuffled forward on his knees, groveling*, his *hands clasped* in front of him as though praying.

248/ This *cringing bit of filth* would have seen you die too, *without turning a hair*.

249/ *Bandages spun up Ron's leg*, strapping it tightly to a *splint*.

249/ "And me," *said Ron savagely, limping forward*.

251/ Snape was still *drifting weirdly* ahead of Black, his chin *bumping* on his chest.

252/ As the werewolf *wrenched itself free* of the *manacle* binding it, the dog seized it about the neck and pulled it backward, away from Ron and Pettigrew.

252/ Black was bleeding; there were *gashes* across his *muzzle* and back, but at Harry's words he *scrambled up* again, and in an instant, the sound of his paws faded to silence as he pounded away across the grounds.

**Focus on Vocabulary**

**2. Translate the following words and expressions and say in which situations they occur in the text.**

236/ to help sb in	244/ to pant for breath
238/ Like father, like son	244/ to hiss venomously
238/ to be well served	244/ a maimed hand
240/ to jolt sb to one's senses	245/ to nod frantically at sb
242/ to look skull-like	246/ a death sentence
243/ to double-cross a double-crosser	246/ to writhe imploringly
243/ to bide one's time	246/ to roll up one's sleeves

247/ to cower on the floor

249/ a prone figure

249/ a grotesque puppet

249/ to conjure heavy manacles

250/ to bring up the rear

250/ in single file

253/ by the sound of it

254/ to be stretched blankly over

empty sockets

254/ to grope for sth

### 3. Find synonyms to the following words and expressions.

237/ to be / seem beyond reason

240/ to be on the loose

240/ to finish sb off

240/ the other way around

242/ unkempt hair

243/ mirthless laugh

243/ to get wind

244/ to say courteously

246/ to recoil

246/ with the utmost revulsion

248/ a piece of vermin

249/ jauntily high

253/ to pelt toward sth

254/ rattling breath

254/ putrid breath

255/ to ebb away

255/ to canter to a halt

### Reading Comprehension

#### 4. Answer the following questions.

- 1) Why was Professor Snape attacked in the Shrieking Shack?
- 2) What was Scabbers' true identity?
- 3) Why did Peter Pettigrew stay alive?
- 4) How did Harry, Ron, Hermione, Professor Snape and Lupin get to the castle?
- 5) Why did Pettigrew manage to escape?
- 6) How did Harry save the lives of his friends at the end of the night adventure?

### Speaking

#### 5. Discuss the following questions.

- 1) If you were in Harry's shoes when the dementors attacked, would you have the strength to save people's lives the way Harry did?
- 2) Would you spare Peter Pettigrew's life knowing that he would escape?

30/ The authorities of that might, *if they pleased, ransack obscure corners* of the Continent for such matters.

31/ This *latter ran as follows*.

31/ And so he passed without much *excitement of anticipation* to the ordinary labours of the day.

32/ *What in the world* Mr Britnell could mean by *affixing* the price of £2 2s. to such an object was more than Mr Williams could imagine.

33/ Professor Binks had his work to do, and soon went; and very nearly up to Hall time Williams was *engaged in a vain attempt to identify* the subject of his picture.

34/ It was *indubitable – rankly impossible*, no doubt, but absolutely certain.

34/ He must take stock of the picture very carefully, and call I a witness for the purpose, and he must *make a determined effort to ascertain* what house it was that was represented.

34/ Hardly a *topic was left unchallenged*, from golf to lawn-tennis.

35/ The moon appears to be *on the wane*, if you wish for details, and there are clouds in the sky.

35/ Williams, after a moment of *speechless surprise*, went to the writing table and *scribbled* for a short time.

36/ However, a surprise was *awaiting them*.

37/ He *started violently* when the three men came into the room, and got up with a *marked effort*.

37/ The head was bent down, and the *arms were tightly clasped* over an object which could be *dimly seen* and identified as a child, whether dead or living it was not possible to say.

37/ ...and the house was quiet under the *moonbeams*.

38/ The family is now *extinct*, the last *heir* having disappeared mysteriously *in infancy* in the year 1802.

29/ lacerated wound

29/ to inflict the injuries

**Reading Comprehension****3. Answer the following questions:**

- 1) What kind of house did the little boy see in the heart of Lincolnshire?
- 2) What was known of Mr Abney's pursuits or temper?
- 3) How did Mr Abney meet the little boy?
- 4) Why did Stephen and Mrs Bunch manage to make friends?
- 5) What happened to the children Mr Abney had sheltered some time before?
- 6) Why does the author call Stephan's dream curious?
- 7) Why was Mrs Bunch so angry with the little boy after the night?
- 8) What did Stephan eavesdrop by chance on Mr Parkes?
- 9) What happened on March 24, 1812?
- 10) What was the explanation of Mr Abney's strange behaviour?

**Translation****4. Translate into Ukrainian in written form the first paragraph on p.21.****Speaking****5. Retell the most interesting episode from the text.****Writing****6. Write an essay on the topics:**

*They were great friends in a quarter of an hour: and great friends they remained.*

**Task 3****The Mezzotint****Focus on Vocabulary****1. Paraphrase the following sentences paying special attention to the italicized words. Say in what situations they occur in the text.**

30/ Those who have *taken* even the most *limited interest* in the *acquisition* of topographical pictures are aware that there is one London dealer whose *aid is indispensable* to their researches.

**Task 12 (Chapter 21, 22)****Translation****1. Translate the following sentences from the text paying special attention to the italicized words.**

261/ Hermione seized Harry's arm and dragged him across the hall to the door of *a broom closet*; she opened it, pushed him inside among the *buckets and mops*, then *slammed the door* behind them.

266/ As Fudge's voice started again, Harry *darted out* from behind his tree, *vaulted the fence* into the pumpkin patch, and approached Buckbeak.

268/ The Whomping Willow was *creaking and lashing out* with its lower branches; they could see themselves darting here and there, trying to reach the trunk.

276/ In seconds, he had managed *to fling one leg over* Buckbeak's back and *pull himself onto* the hippogriff behind Hermione.

277/ He *caught a glimpse of* Snape's *smirk* as he and Fudge passed Harry and Hermione's *hiding place*.

278/ They waited until Peeves's *gloating voice* had *faded into the distance*, then slid back out of the room and *broke into a run* again.

279/ His face was *twisted*; *spit was flying from his mouth*.

280/ Snape stood there, *seething*, staring from Fudge, who *looked thoroughly shocked* at his behavior, to Dumbledore, whose *eyes were twinkling* behind his glasses.

281/ Sitting near the lake, watching the giant *squid waving its tentacles* lazily above the water, Harry *lost the thread of the conversation* as he looked across to the opposite bank.

285/ This is *magic at its deepest*, its most *impenetrable*, Harry.

288/ The owl was so small, in fact, that it kept *tumbling over* in the air, *buffeted this way and that* in the *train's slipstream*.

289/ The tiny owl, now *hooting happily* in his hand, had *nibbled* one of his fingers in what it seemed to think was *an affectionate way*.

**Focus on Vocabulary**

**2. Translate the following words and expressions and say in which situations they occur in the text.**

256/ a gnawing sensation	276/ to remain airborne
257/ to be through a dreadful ordeal	277/ to wrench one's gaze from sth
258/ to make allowances	278/ in boisterous good spirits
259/ to purse one's lips	280/ to storm out
260/ to overturn sb's sentence	280/ to slip through one's fingers
262/ to screw up one's brain in concentration	280/ to administer sth on sb
266/ a reedy voice	282/ the final straw
272/ to stay put	285/ in a way
272/ to canter along	286/ to help sb to freedom
275/ to give sb a leg up	286/ to seek sanctuary with sb
275/ to grip sb's flanks with one's knees	286/ no news is good news

**3. Find synonyms to the following words and expressions.**

256/ to look petrified	280/ to be a laughingstock
259/ a shred of proof	281/ to give sb a reproving look
262/ a model student	281/ to scramble to one's feet
263/ to keep a lookout	282/ to smile wryly
265/ to meddle with	284/ to stare glumly at the floor
269/ to obscure the moon	285/ confused thoughts
273/ for a fraction of a second	286/ to outwit sb
277/ to flatten oneself against the wall	286/ to scrape a handful of sth
278/ to finish off	288/ out of harm's way
279/ to be beside oneself	

27/ The study or library opened out of the front hall on one side, and Stephen, *urged on* by his terrors, did *not take long* in getting there.

28/ It is recorded of Simon Magus that he was able to fly in the air... *by the agency of* the soul of a boy whom, to use the *libelous phrase* employed by the author, he had murdered.

28/ I contemplate with the liveliest satisfaction the enlarged and the emancipated existence, which the experiment, if successful, will *confer on* me.

**2. Translate into Ukrainian the word collocations; use them in the situations from the text and your own.**

21/ a stone-pillared porch	24/ on one's mind
21/ thick white woodwork	25/ entire ignorance
21/ gilded vane	25/ to gaze at sb open-mouthed
21/ pursuits and temper	25/ to snatch up a candle
22/ at great expense	25/ depart hastily from
22/ in fine	25/ to keep oneself to oneself
22/ to make oneself at home	26/ to demean oneself to
22/ ins and outs	26/ to talk nonsense
22/ by no means	26/ to give a detailed account of
23/ to settle questions	26/ to sprinkle some incense
23/ to set one's eyes on	27/ to resume doing sth
24/ the remainder of the evening	27/ gravelled terrace
24/ disused bathroom	27/ with an appearance of menace
24/ glazed door	27/ unappeasable hunger
24/ of a dusty leaden colour	27/ gaping rent
24/ shroud-like garment	27/ desolate cries
24/ spring equinox	28/ to enact certain processes
24/ to have some valuable remarks on the subject	28/ to be prone to
24/ to make an impression	28/ feeble efforts
	28/ to wreak one's vengeance on sb

**Speaking**

5. **Retell the most interesting episode from the text.**

**Writing**

6. **Write an essay on the topic:**

(Monsier will travel in company with his friends; they will be always near him.) **It is good thing to travel thus in company – sometimes.**

**Task 2****Lost Hearts****Focus on Vocabulary**

1. **Paraphrase the following sentences paying special attention to the italicized words. Say in what situations they occur in the text.**

21/ The offer was unexpected, because all who knew anything of Mr Abney looked upon him as a somewhat *austere recluse*, into whose *steadygoing household* the *advent* of a small boy would import a new and, it seemed, *incongruous* element.

22/ The moment the front door was opened he darted out of his study, *rubbing his hands* with delight.

22/ Certainly there were plenty of things about the Hall and the Hall garden which Stephen, who *was of an adventurous and inquiring turn*, was anxious to have explained to him.

23/ One November evening Stephen was sitting by the fire in the housekeeper's room *reflecting on* his surroundings.

25/ There was indeed the most destructive and apparently *wanton series of slits or scorings* in the garment, which would undoubtedly require a skilful needle *to make good*.

26/ Here was a new excitement added to life: Stephen eagerly *grasped at the opportunity of sitting up* till eleven o'clock.

27/ Now they sounded from the nearer side of the water, and in a few moments they seemed *to be floating* about among the *shrubberies*.

**Reading Comprehension**

4. **Answer the following questions.**

- 1) Did Minister Fudge believe Harry, Ron and Hermione? Support your answer.
- 2) How did Harry get to know about Hermione's secret?
- 3) How did Harry and Hermione save Sirius Black?
- 4) What was Snape's reaction to Sirius's escape?
- 5) What did Hagrid think of Buckbeak's quick-wittedness?
- 6) Did Lupin remain at Hogwarts? What grounds did he provide for his decision?
- 7) What did Hermione decide to do with her Time-Turner?
- 8) What has become of Sirius after Harry and Hermione set him free?
- 9) How did Harry explain the origin of the letter he received on the train to his relatives?

**Speaking**

5. **Discuss the following questions.**

- 1) What is your opinion of the story, which is offered in this book?
- 2) What do you think of the author who invented such a magical world? Do you know any other books where the action is set in a similar magic environment?
- 3) Would you like to read other books about Harry Potter in the original? Would you like to read other books by the same author? Give reasons to ground your answer.

**Video Comprehension**

**Fill in the gaps with the missing words while watching the film.**

**Part 1**

1. – Welcome to the Knight Bus, emergency transport for the \_\_\_\_\_ witch or wizard. My name is Stan Shunpike, and I will be your conductor this evening. What you doing down there?  
– I fell over.  
– What you fall over for?

- I didn't do it on purpose.  
 – Well, come on, then. Let's not wait for the grass to grow.
2. Ernie, two double-deckers at 12 o'clock. They're getting close, Ernie. Ernie, they're right on top of us... \_\_\_\_\_ your \_\_\_\_\_!
3. – Minister?  
 – Yes?  
 – I don't understand.  
 – Understand?  
 – I broke the law. \_\_\_\_\_ wizards aren't allowed to use magic at home.  
 – Come now, Harry. The Ministry doesn't send people to Azkaban for \_\_\_\_\_ their aunts.
4. – Let me get this \_\_\_\_\_. Sirius Black has escaped from Azkaban to come after you?  
 – Yeah.  
 – But they'll catch Black, won't they? I mean, everyone's looking for him.  
 – Sure.
5. – What happened to me?  
 – Well, you sort of went \_\_\_\_\_. We thought maybe you were having a \_\_\_\_\_ or something.  
 – And did either of you two... you know... \_\_\_\_\_?  
 – No. I felt weird, though.
6. Finally, on a more disquieting note. At the request of the Ministry of Magic Hogwarts will, until further notice, play \_\_\_\_\_ to the dementors of Azkaban until such a time as Sirius Black is captured.
7. – Right, you, \_\_\_\_\_. Less chattering. Form a group over there. And open your books at page 49.  
 – Exactly how do we do that?

- 12/ to keep at one's heels  
 12/ every now and then  
 12/ to fall on one's ear  
 12/ a jocular remark  
 13/ to heave a sigh of relief  
 13/ to stow away  
 13/ untrodden corners  
 13/ to set off  
 14/ to make away with sb  
 14/ collateral descendant  
 14/ acute anxiety  
 14/ an able-bodied stranger  
 15/ to come upon sth
- 15/ to draw the whole of one's balance from the bank  
 16/ to bear out the statement  
 16/ a person of abnormally same and unimaginative habits of mind  
 17/ to tell one's beads feverishly  
 17/ to be confounding  
 18/ to render sb a service  
 18/ to creep over  
 19/ appalling strength  
 19/ tattered drapery  
 20/ an elaborate eulogy

### Reading Comprehension

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

- 1) Why did the Englishman come to St Bertrand de Comminges?
- 2) What was Dennistoun's impression of the sacristan's behaviour?
- 3) What happened in the church that puzzled Dennistoun?
- 4) Why did the archeologist accept the sacristan's proposal to go to his place?
- 5) What was the book Dennistoun saw in the church like?
- 6) What impressed Dennistoun more than he could have conceived any drawing or picture capable of impressing him?
- 7) What were the consequences of Dennistoun's decision to take off the crucifix?
- 8) What was the sacristan's reaction to the story retailed by the landlady?
- 9) What was Dennistoun's view of the narrated events?

### Translation

4. *Translate into Ukrainian in written form the paragraph on p. 19* ("He flew out...below that of a man").

M. R. James

Ghost stories

Task 1

Canon Alberic's Scrap-book

Focus on Vocabulary

1. **Paraphrase the following sentences paying special attention to the italicized words. Say in what situations they occur in the text.**

11/ The muscles of his back and shoulders seemed to be *hunched* in a *continual nervous contraction*.

12/ *Mingled suspicions*... began to torment him.

12/ He was *white to the lips*.

13/ ...the short day was *drawing in*.

13/ With that a *profound quiet* seemed to *fall* for the first time that day *upon the little town*.

13/ On the doorstep they *fell into conversation*.

14/ The last word appeared *to be added as an afterthought*.

15/ Such a collection Dennistoun had hardly *dreamed of in his wildest moments*.

16/ In their faces *the sentiment of horror was intensified*.

17/ As soon as the first shock of his *irresistible fright has subsided*? Dennistoun *stole a look at* his host.

18/ "Bless Canon Alberic!" said Dennistoun, who had *an inveterate habit* of talking to himself.

19/ In another *infinitesimal flash* he had *taken it in*.

19/ ... and his story *found credence with* them.

20/ Another *confidence* of his impressed me rather, and I *sympathized with* it.

2. **Translate into Ukrainian the word collocations; use them in the situations from the text and your own.**

11/ the day in question

12/ formidable persecutor

11/ a curious furtive air

12/ termagant wife

– You just \_\_\_\_\_ the spine, of course.

8. – I think they're funny.

– Oh, yeah. Terribly funny. Really witty. God, this place has \_\_\_\_\_ to the \_\_\_\_\_. Wait until Father hears Dumbledore's got this oaf teaching classes.

9. – We've never got the chance to go to the Shrieking Shack.

– You've heard it's the most...

– Most \_\_\_\_\_ building in Britain. I know.

10. That's the second time you've spoken out of turn, Miss Granger. Are you incapable of restraining yourself or do you take pride in being an \_\_\_\_\_?

– He's got a point, you know.

– Five points from Gryffindor. As an \_\_\_\_\_ to your ignorance, and on my desk, by Monday morning two rolls of parchment on the werewolf, with emphasis on recognizing it.

11. – Professor, why do the dementors affect me so? I mean, more than everyone else?

– Listen. Dementors are the \_\_\_\_\_ creatures to walk this earth. They feed on every good feeling, every happy memory until a person is left with absolutely nothing but his worst experiences. You are not weak, Harry. Dementors affect you most because there are true horrors in your past. Horrors your classmates can scarcely imagine. You have nothing to be ashamed of.

12. I think you'd have given your father a \_\_\_\_\_ for his \_\_\_\_\_. And that is saying something.

13. – They're not sacking you!

– No, I'm not sacked. Buckbeak's been \_\_\_\_\_ to death.

## Part 2

1. – Potter! What are you doing wandering the corridors at night?
  - I was \_\_\_\_\_.
  - How extraordinarily like your father you are, Potter. He, too, was exceedingly arrogant, \_\_\_\_\_ about the castle.
2. Your father never set much \_\_\_\_\_ by the rules either. But he and your mother gave their lives to save yours. Gambling their \_\_\_\_\_ by wandering around the castle unprotected with a killer on the \_\_\_\_\_ seems to be a pretty poor way to repay them.
3. My dear, from the first moment you stepped \_\_\_\_\_ in my class I sensed that you did not possess the proper spirit for the noble art of Divination. No, you see, there...you may be young in years, but your heart is as \_\_\_\_\_ as an old maid's, your soul as dry as the pages of the books to which you so desperately cleave.
4. It is the decision of the Committee for the Disposal of Dangerous Creatures that the hippogriff Buckbeak, hereafter called *the* \_\_\_\_\_, shall be executed this day at sundown...
5. – Where do you suppose this goes?
  - I have a \_\_\_\_\_. I just hope I'm wrong.
6. Do I detect a \_\_\_\_\_ of fear? Oh, yes.
7. – He's missing his toe, isn't he?
  - So what?
  - All they could find of Pettigrew was his...
  - Finger!
  - The dirty \_\_\_\_\_ cut it off so everyone would think he was dead!
8. Mysterious thing – time. Powerful. And when \_\_\_\_\_ with – dangerous.

- Or he was, until those bastards decided to prosecute him.
  - Are you being prosecuted, Spencer?
  - Only for \_\_\_\_\_ his \_\_\_\_\_.
  - Do you think you'll go to prison?
15. – The party's over. Your friend was looking for you.
    - Why do you think I'm sitting out here?
    - Yeah.
    - Quite a \_\_\_\_\_, isn't he?
    - Is Alice all right?
    - Brian, sometimes the people you care about the most just basically they don't give a \_\_\_\_\_ about you.
  16. – Look, I know you might not believe this, I was actually \_\_\_\_\_ a good \_\_\_\_\_ for you.
  17. – Spencer, mate, you were half-naked.
    - We were only \_\_\_\_\_ around, it's nothing serious.
  18. – Brian, I can't stand this, us not talking.
    - What is there to talk about, Alice?
    - I'm sorry if I \_\_\_\_\_ you on. And I'm sorry about Spencer.
    - I didn't intend to, it was just a sort of physical, animal attraction.
  19. Oh, my God. "Which \_\_\_\_\_ of seven bright stars includes Merak, Megrez and Mizar?" " \_\_\_\_\_ or the Great Bear, also known as the Big Dipper." (Great Bear, Charles's Wain, the Plough, Arthur's Wain) I knew that.
  20. – Hello.
    - Hello.
    - Think we could talk? Somewhere a bit less angry?
    - All right. Yeah. You've got a \_\_\_\_\_, Brian Jackson, not answering my phone calls.
    - Look, I know. And I'm sorry.

- \_\_\_\_\_ is calcium deficiency, Mum. You're thinking of \_\_\_\_\_.
- Brian, I don't care. Just eat them, will you?
11. - I've never been very good at those parties, anyway. Two hundred drunk students hurling themselves at each other in a tiny room. Then at 3:00 in the morning, some \_\_\_\_\_-breathed stranger trying to rub his face on me. I think I'm safer here.
- What's this?
- It's my notebook. It's... That's just for \_\_\_\_\_ down ideas, bits of poetry.
- You're not serious?
12. - You are serious. Bloody hell, Spencer. What now?
- I'm being prosecuted for \_\_\_\_\_ me unemployment benefit.
- What's gonna happen?
- I don't know. Depends on the judge, I suppose.
- But you still got the \_\_\_\_\_ job, right?
- Not as such, no. They sort of found me with my hand in the \_\_\_\_\_.
- What do they think you took?
- Couple of hundred.
- How much did you take?
- Yeah, couple of hundred sounds about right.
13. - Have you got your fluffy \_\_\_\_\_ packed ready for the big match?
- No, think it's all a bit silly, that \_\_\_\_\_ stuff.
- Brian, you're such a \_\_\_\_\_!
14. - Where are you studying, mate?
- Actually, Patrick, Spencer is taking a \_\_\_\_\_.
- No, I'm not. I'm unemployed.
- I see. Social Security, then.
- That's right, yeah.

9. – We must search the grounds.
- Well, search the skies, if you must, minister. Meanwhile, I'd like a nice cup of tea or a large brandy. Oh, \_\_\_\_\_, your services are no longer required. Thank you.
10. – You've been sacked!
- No. No. I \_\_\_\_\_, actually.
- \_\_\_\_\_? Why?
- Well, it seems that somebody let \_\_\_\_\_ the nature of my condition. This time tomorrow, the owls will start arriving from parents... They will not want... well, someone like me teaching their children.

Helen Fielding  
Bridget Jones's Diary

**Task 1. New Year's Resolutions. JANUARY**

Focus on Vocabulary

**I. Translate the following words and expressions and recall the situations from the text in which they were used.**

2/ misogynist (New Year's Resolutions)	22/ to combust (5 January)
2/ poised (New Year's Resolutions)	23/ skimpy (5 January)
3/ extraneous matter (New Year's Resolutions)	24/ impertinent (5 January)
8/ circuitous route (1 January)	24/ malingering (5 January)
10/ to have a fag (inf., 1 January)	27/ to precipitate (8 January)
14, 16/ rant, harangue (1 January)	30/ to pluck one's eyebrows (15 January)
18/ nadir (3 January)	30/ flabby body (15 January)

**II. Explain in English the meaning of the words and phrases given below; mark the informal ones; use them in the sentences of your own.**

2/ freeloader (New Year's Resolutions)	21/ to duck out (4 January)
8/ super-doooper (1 January)	22/ to pig out (5 January)
9/ top-notch (1 January)	25/ perfunctory (5 January)
13/ to look snooty (1 January)	30/ to go to seed (15 January)
19/ wistfully (1 January)	33/ caveat (27 January)

Reading Comprehension

**III. Answer the following questions concerning the text.**

1. How come Bridget Jones was to go to her parents' friends for the New Year's Day?
2. Why was Bridget Jones so embarrassed when she was asked about her love-life?
3. What did Bridget and Mark start talking about?
4. What is Bridget's idea of Christmas holidays?

Colin, history, politics. Lucy, science, medicine. Alice, art and literature. And myself as a sort of floating Renaissance man. Brian! \_\_\_\_\_, please.

5. I've also become increasingly politically active, and have so far protested against \_\_\_\_\_, nuclear weapons, nuclear power, \_\_\_\_\_ and sexual exploitation of women.
6. What do the so-called Romantic Poets mean by the term "Romance"? It's certainly not hearts and flowers, though an appreciation of extreme beauty was a vital source of inspiration. But the notion of the Romantic poets as swooning lovelorn fops is a \_\_\_\_\_.
7. - How about you? How come you know all that stuff?  
- \_\_\_\_\_ youth? And I suppose I've always just liked that feeling of knowing things. For some reason it all goes in and stays there. And it's just useless knowledge.  
- You think there's such a thing as useless knowledge?  
- Well, sometimes. I wish I hadn't learned to \_\_\_\_\_.
8. - Look! Breadsticks. Hooray!  
- You know, I think I'm going to have these garlic mushrooms.  
- Well, you won't be \_\_\_\_\_ anyone tonight.
9. - What do your parents do again?  
- Mum works in a shoe shop and Dad's dead. It's all right. You don't need to get all serious. It was a long time ago.  
- What happened?  
- Well, he was a salesman. \_\_\_\_\_ You know, working on \_\_\_\_\_. Long, long hours. He hated it. Anyway, it must've been \_\_\_\_\_ away at him because one day he just fell over, apparently. In this old couple's living room, selling polyurethane windows. Forty-one years old. Let's, uh...
10. - Eat your sprouts, you'll get \_\_\_\_\_.

## Video Comprehension

*Fill in the gaps with the missing words while watching the film.*

1. - Why do we always have to listen to this?
  - Because.
  - Because what?
  - 'Cause it's Motorhead.
  - And?
  - And the Head rule.
  - Because you say so?
  - 'Cause it's my \_\_\_\_\_.
2. - I'm Patrick Watts from Ashton-under-Lyne. I'm reading Mechanical Engineering. Some of you may recognise me from last year's TV tournament. Once again, I'll be \_\_\_\_\_ this year's team.
  - Why?
  - Sorry?
  - If we lost last year, why are you still the captain?
  - Well, because I'm the post-grad and I've been captain for the last three years.
  - Yeah, we've lost for the last three years.
  - Look. Let's just \_\_\_\_\_ on, shall we?
3. I have some lively little questions in there, so I think you're in for a pretty good time. But it is \_\_\_\_\_, so people if you are ready, let's quiz!
4. - Obviously, I take no pleasure in showing that to you. But, as someone once wrote, "To \_\_\_\_\_ is \_\_\_\_\_". Anyone?
  - Alexander Pope's "Essay on Man"?
  - And, you know, I really feel that with dedication and good old-fashioned teamwork, that this could be our year. Which is why we're all assembled here today. The Fantastic Four, if you will. Each with his or her own special powers.

5. Was an "emergency summit" in Café Rouge productive? Are "emergency summits" productive on the whole?
6. What were the consequences of Bridget and Daniel's messaging?

## Speaking

### *IV. Discuss the following questions.*

1. What do you think of the usefulness of the New Year's / new term's / new month's / Monday's, etc. resolutions?
2. Do you think it makes sense to note down all the food consumed in order to become more self-organized and eat less?

### *V. Continue the list the food and dishes mentioned in the chapter.*

- √ Emmental cheese slices;
- √ a stuffed olive;
- √ a beetroot cube;
- √ .....
- √ .....

## **Task 2. FEBRUARY. Valentine's Day Massacre**

### Focus on Vocabulary

### *I. Translate the following words and expressions and recall the situations from the text in which they were used.*

- |                               |                                     |
|-------------------------------|-------------------------------------|
| 37/ debacle (1 February)      | 48/ splosh (12 February)            |
| 40/ veneer (1 February)       | 51/ a slinky dark bob (15 February) |
| 42/ impending (5 February)    | 52/ to emanate (about smell)        |
| 43/ reel (5 February)         | (17 February)                       |
| 44/ nonplussed (6 February)   | 55/ an elaborately concocted tale   |
| 45/ to log on (6 February)    | (19 February)                       |
| 47/ conceivably (12 February) | 56/ ludicrous (19 February)         |

**II. Explain in English the meaning of the words and phrases given below; mark the informal ones; use them in the sentences of your own.**

- |                                       |   |
|---------------------------------------|---|
| 37/ to be gagging for it (1 February) | 53/ to get to the bottom of sth (18 February) |
| 39/ frou-frou (1 February)            | 54/ a tall smoothie (18 February)             |
| 40/ to pipe up (1 February)           | 55/ a hunch (19 February)                     |
| 45/ blubber (9 February)              | 56/ a cobweb of lies (19 February)            |
| 46/ to go hot and cold (11 February)  | 59/ to drum up (23 February)                  |
| 50/ coyly (14 February)               | 60/ mooch about (25 February)                 |

**Reading Comprehension**

**III. Answer the following questions concerning the text.**

- How does Bridget feel about the party at Magda and Jeremy's?
- Was the party going on the way Bridget expected? Why not?
- What was happening at work on 6 February between Bridget and Daniel?
- How does Bridget describe her mother in terms of swearing and drinking?
- What did Bridget's father say about her mother and the changes in her behaviour?
- What was Bridget's Valentine Day like?
- What was the story of a pink envelope?
- What had happened between Bridget's Mum and Dad?

**Speaking**

**IV. Discuss the following questions.**

- Do you believe in *Singletons* theory? Support your answer.
- What's your attitude to people recording unusual answerphone messages?
- To which extent is it true that Valentine's Day is a purely commercial, cynical enterprise?
- Do you agree that there is a special *Cosmopolitan* culture? Are you part of it?

- |  |   |
|--|---|
| 446/ a grovelling apology                      | 453/ to take sb out with a sniper's rifle |
| 448/ a solid transparent carapace of hairspray |   |
| 449/ an infamous clipboard                     |   |

**II. Explain in English the meaning of the words and phrases given below and use them in the sentences of your own.**

- |                                |                                  |
|--------------------------------|----------------------------------|
| 418/ to double as a speak-easy | 440/ to put a word in for sb     |
| 420/ oxbow lake                | 443/ to taint a sense of victory |
| 420/ albedo                    | 445/ a little rusty Spanish      |
| 425/ to strike a blow for sth  | 448/ to chat amiably             |
| 428/ to lead sb on             | 452/ to get trigger-happy        |
| 435/ to assault sb             | 454/ to polish sth off           |
| 437/ kecks                     | 454/ neck and neck               |
| 438/ to wear a frock           | 466/ to be up and about          |
| 438/ hair of the dog           | 467/ to follow sth to the letter |

**Reading Comprehension**

**III. Answer the following questions according to the text.**

- In what state was Brian on the day of the quiz? Why?
- What did Brian do when talking to Patric at the University Challenge studio? Why?
- How did Brian happen to see the quiz questions and how did he feel about it?
- What happened at the televised University Challenge quiz show?
- How does Brian get over the debacle at the quiz show?
- Who does Brian end up with eventually?

**Writing**

**IV. Write an essay on the topic:**

- 469/ All young people worry about things, it's a natural and inevitable part of growing up.

371/ infestation	396/ a spaghetti hoop
371/ corny	397/ to snap a collar bone
376/ a coterie	402/ Break a leg!
378/ to rise to the bait	404/ bright as a button
387/ a B&B	407/ It's early days (yet to say)
392/ a provisional licence	408/ to come on strong

### Reading Comprehension

#### *III. Answer the following questions according to the text.*

1. Where did Brian take Alice after the University Challenge team meeting?
2. Why did Tone call Brian and what did Brian think at first?
3. Why was Brian surprised when he came back home? What was his mother going to do with the house?
4. How did Tone treat Brian when they met?
5. How did Spencer feel after the accident he had got in?
6. What happened when Brian came to Alice?

### Speaking

#### *IV. Describe Spencer's character grounding on Brian's recollections.*

### **Task 10 (Chapter 39 – 43)**

### Focus on Vocabulary

#### *I. Translate the following words and expressions and recall the situations from the text in which they are used.*

417/ to double over with humility	434/ a tang of sth
420/ gall bladder	438/ to get the hang of sth
423/ a Waltzer at a fun fair	439/ to scuttle out of the room
425/ a gunslinger	441/ to be blisteringly hot
426/ to be doe-eyed	442/ invigilated
427/ shoddy and make-shift	443/ to be a liability

### **Task 3. MARCH. Severe Birthday-Related Thirties Panic**

### Focus on Vocabulary

#### *I. Translate the following words and expressions and recall the situations from the text in which they were used.*

65/ to slob after (4 March)	76/ to stand stock still (14 March)
68/ pheasant (5 March)	76/ to turn on one's heel (14 March)
68/ re (5 March)	78/ hub (15 March)
70/ cut-throat (5 March)	78/ rudderless (15 March)
70/ toddler (5 March)	82/ kitten heel suede shoes (21 March)
71/ surge (6 March)	
74/ smack (7 March)	

#### *II. Explain in English the meaning of the words and phrases given below; mark the informal ones; use them in the sentences of your own.*

66/ to be overdue (about tax return) (4 March)	71/ an eligible partner (6 March)
66/ not to be able to make head or (nor) tail of it (4 March)	72/ a nightcap (6 March)
67/ auto-witter (4 March)	72/ hideous (6 March)
68/ instalment (5 March)	74/ minor aberration (7 March)
69/ to fly off the handle (5 March)	75/ clandestine (14 March)
70/ to trigger off a round of boast and counter-boast (5 March)	80/ to put one's foot in it (17 March)
	82/ to splash out (21 March)

### Reading Comprehension

#### *III. Answer the following questions concerning the text.*

1. What kind of relationship did Bridget and Daniel have at the beginning of March?
2. Did Bridget like Magda's party this time? Why? Why not?
3. What kind of test was being discussed at Magda's party?

4. What was Bridget's mother unhappy about at the beginning of March?
5. What kind of mantra to repeat when Bridget felt herself weakening did Tom give to her? Do such kinds of mantras work?
6. What was Daniel's reaction to Bridget's changing behaviour?
7. What ideas about her birthday celebration did Bridget have?
8. Why did Bridget finally invite 16 people?
9. What were Bridget's expectations before the party?
10. What kind of preparation did Bridget make for the party?

### Speaking

#### **IV. Discuss the following questions.**

1. What's your attitude to a person's position: "Just because I'm "friends" [lovers] with one person doesn't mean I can't have other "friends" [lovers]"?
2. Do you associate thirties with a big fat crimplene dress, shopping bag, tight perm and face collapsing in manner of movie special-effect the way Bridget does?
3. How do you usually celebrate your birthday? Is it similar to Bridget's?

### Writing

#### **V. Write an essay commenting on Tom's idea:**

72/ Men view themselves as permanently on some sort of sexual ladder with all women either above them or below them. If the woman is 'below' (i.e. willing to sleep with him, very keen on him) then in a Groucho Marx kind of way he does not want to be a member of her 'club'.

### **Task 4. APRIL. Inner Poise**

#### Focus on Vocabulary

#### **I. Translate the following words and expressions and recall the situations from the text in which they were used.**

- |                           |                            |
|---------------------------|----------------------------|
| 89/ a late wife (2 April) | 90/ spanking new (2 April) |
| 89/ duvet (2 April)       | 91/ an in-tray (4 April)   |

### Reading Comprehension

#### **III. Answer the following questions according to the text.**

1. Why did Spencer take offence with Patrick? How did he react?
2. Why did Spencer and Brian fall out? How did Brian feel about it?
3. Where did Brian go after arguing with Spencer?
4. Why did Brian stay at Alice's place instead of going back to his dorm?

#### Focus on Combinability

#### **IV. Fill in the gaps with the appropriate words:**

disastrous / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 consequences  
 plasterboard / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ walls

### **Task 9 (Chapter 33 – 38)**

#### Focus on Vocabulary

#### **I. Translate the following words and expressions and recall the situations from the text in which they are used.**

- |   |                             |
|---|-----------------------------|
| 365/ protracted wordless montage        | 377/ a gal                  |
| sequence                                | 388/ to deign               |
| 365/ to be underscored by a lush ballad | 390 / a geezer              |
| 365/ to give each other piggyback       | 398/ dark red scabs         |
| 368/ skinhead cockney oik               | 399/ legal repercussion     |
| 370/ a team mascot                      | 403/ Bildungsroman          |
| 371/ a mark-up on confectionery         | 404/ a bodged friendship    |
| 373/ a flapjack                         | 408 / at the end of the day |
| 376/ a chapped, puckered haddock mouth  | 411/ a double take          |

#### **II. Explain in English the meaning of the words and phrases given below and use them in the sentences of your own.**

- |                   |                           |
|-------------------|---------------------------|
| 365/ a goofy hat  | 368/ to stash a chocolate |
| 368/ supercilious | 369/ terse                |

4. What kind of conversation did Brian and Rebecca have at the cafe?

**Speaking**

**IV. Describe the party Brian and Spencer went to.**

**Task 8 (Chapter 29 – 32)**

**Focus on Vocabulary**

**I. Translate the following words and expressions and recall the situations from the text in which they are used.**

319/ irrefutable fact	340/ to condone violence
322/ to mellow with age	341/ the crown of the head
335/ plimsolls	347/ to hobble ostentatiously round the student bar
337/ to walk off the booze	348/ a handmade patchwork eiderdown
337/ to impale oneself	352/ sing sb's praises
337/ to toboggan down the embankment	356/ a connoisseur
337/ the nape of the neck	359/ a pelican crossing
339/ a pair of tracksuit bottoms	
340/ in fairly good nick	

**II. Explain in English the meaning of the words and phrases given below and use them in the sentences of your own.**

320/ to take a shine to sb	339/ chattering teeth
320/ a hypocrite	339/ to kick in
328/ belligerent	340/ to relent
330/ to lash out	342/ to snap to
337/ to stand up to sb	347/ surreptitiously
337/ to be one's brother's keeper	351/ to grasp the nettle
337/ wet leaf mulch	351/ Jack the Lad
339/ demeanour	355 / chapped lips

94/ to wiggle (5 April)

102/ to be obtuse (18 April)

95/ trollop (6 April)

106/ to trail off (25 April)

99/ swing doors (18 April)

107/ endeavour (25 April)

101/ to be on a par with (18 April)

109/ a convertible car (28 April)

**II. Explain in English the meaning of the words and phrases given below; mark the informal ones; use them in the sentences of your own.**

90/ beaker (2 April)

98/ to swing into action (18 April)

90/ sepulchral (2 April)

103/ answers full of puns and sexual innuendos (18 April)

91/ as happy as a sandboy (2 April)

107/ to collapse into giggles (25 April)

91/ it didn't wash (2 April)

107/ to seem flat (25 April)

94/ to play along with it (6 April)

109/ intermittently (28 April)

96/ the vibes (11 April)

97/ a conversational kicking-off point (11 April)

**Reading Comprehension**

**III. Answer the following questions concerning the text.**

1. What kind of behaviour did Bridget stick to at the beginning of April?
2. Who did Bridget meet at the restaurant? What was her reaction?
3. What useful tips were mentioned in the article *Make Parties Work for Me*?
4. Did the tips work with Bridget at the party?
5. What did Bridget realise after the party?
6. Did Bridget achieve her desired weight? Was she happy about it?
7. Why did Magda come to Bridget's? What happened after that?

**Speaking**

**IV. Discuss the following questions.**

1. Is your way of getting ready similar to Bridget's?
2. Do you agree with the statement that a person should read the book first and only then watch the television version?

3. Do you agree with the statement that car burglar alarms are intolerable and counter-productive since you are more likely to get your car broken into by an angry neighbour trying to silence the burglar alarm than by a burglar?

**Focus on combinability**

V. **Fill in the gaps with the appropriate words:**

a firm / confident / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ smile

to be channel / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ hopping

**Writing**

VI. **Write an essay on the topic:**

95/ Nothing of value comes through struggle; it is all about Flow. Zen and the art of life.

**Task 5. MAY. Mother-to-Be**

**Focus on Vocabulary**

I. **Translate the following words and expressions and recall the situations from the text in which they were used.**

- |  |                                       |
|--|---------------------------------------|
| 119/ to be all nesty and gooey about sb<br>(4 May)     | 131/ to dissuade sb (14 May)          |
| 120/ petulant (5 May)                                  | 131/ point blank (17 May)             |
| 121/ fritter (6 May)                                   | 132/ an aggrieved air (17 May)        |
| 125/ stenchful breath (13 May)                         | 133/ a sepulchral voice (17 May)      |
| 128/ to be squiffy (13 May)                            | 134/ to get the better of sb (19 May) |
| 129/ to have an obsessive crush on<br>someone (14 May) | 136/ to bosh around (20 May)          |

II. **Explain in English the meaning of the words and phrases given below; mark the informal ones; use them in the sentences of your own.**

- |   |                        |
|---|------------------------|
| 116/ to be at one's most obnoxious<br>(1 May) | 119/ tell-tale (4 May) |
| 118/ bold as brass (4 May)                    | 120/ suitor (5 May)    |
|   | 123/ kitsch (6 May)    |

**Task 7 (Chapter 24 – 28)**

**Focus on Vocabulary**

I. **Translate the following words and expressions and recall the situations from the text in which they are used.**

- |  |                                 |
|--|---------------------------------|
| 257/ biliousness                         | 294/ to look sb up and down     |
| 265/ bigotry                             | 295/ a fat cat                  |
| 267/ gauche                              | 298/ to pack sb in              |
| 277/ to over-enunciate everything        | 299/ a dopey voice              |
| 283/ to fiddle the dole                  | 301/ to budge                   |
| 284/ a crackdown                         | 306/ a hazy torpor              |
| 287/ a philistine                        | 309/ to labour a point          |
| 292/ a warm, gently effervescing custard | 311/ to be a dead ringer for sb |

II. **Explain in English the meaning of the words and phrases given below and use them in the sentences of your own.**

- |                             |   |
|-----------------------------|---|
| 258/ crescent               | 297/ to swab the crumbs from the<br>plate with one's finger |
| 260/ proly                  | 304/ to love sth as much as the next<br>man                 |
| 262/ to let off steam       | 306/ salad days   |
| 265/ a vapid thing          | 309/ a chippy   |
| 271/ a contraction          | 310/ a watchword  |
| 276/ a non-sequitur         | 313/ a nerdy, repressed nutter                              |
| 283/ to split on sb         | 314/ a stoner   |
| 293/ a squally wind         |   |
| 295/ to be/get done for sth |   |

**Reading Comprehension**

III. **Answer the following questions according to the text.**

1. What does Alice think of the classes she has at university?
2. Do you agree with Brian's tutor that he is a person who likes the idea of appearing as if he loves knowledge?
3. Why did Spencer come to visit Brian? What was Brian's reaction to this?

**II. Explain in English the meaning of the words and phrases given below and use them in the sentences of your own.**

209/ top-soil	222/ curdled and separated milk
211/ to be freaked out	223/ odd bits and pieces
211/ to be right-on / incredibly square	234/ a chill cabinet
212/ a glib one-liner	236/ to wear black DMs
213/ to dip one's toe in	238/ a yuppie
217/ to hold sth precariously	240/ That figures
218/ the Rizlas and the cling-film pouch	242/ by proxy
221/ to be stoned	245/ to snag the tights

**Reading Comprehension**

**III. Answer the following questions according to the text.**

1. Why was Brian shocked when he saw Mr. Harbinson?
2. How did Brian and Alice spend the day together?
3. Why did Brian find himself in an embarrassing situation with Alice's in the middle of the night? What kind of situation was it?
4. Why didn't Brian stay at the Harbinsons' for New Year?
5. Who did Brian spend the time with finally?
6. What were Brian's New Year's resolutions?
7. How did Brian start fulfilling one of his New Year's resolutions?

**Writing**

**IV. Write an essay on the topic:**

249/ Not having enough time is no excuse.

125/ pavlova (13 May)	132/ to make ends meet (17 May)
130/ dingy slurries (14 May)	133/ a bloodless coup (17 May)
131/ to precipitate (14 May)	135/ a cue card (19 May)
132/ to turn out (17 May)	

**Reading Comprehension**

**III. Answer the following questions concerning the text.**

1. Why did Bridget panic at the beginning of May?
2. What was Bridget doing on VE Day?
3. What kind of behaviour did Daniel demonstrate with Bridget's friends?
4. What was her mother's attitude to Bridget's outlook?
5. What was Magda's reaction when Bridget confirmed having seen Jeremy with a girl?
6. What did Bridget's mother ask her to do for her? Did Bridget agree? Why? Why not?
7. How did Bridget's filming arranged by her mother pass?

**Speaking**

**IV. Discuss the following questions.**

1. How do you usually try your clothes on when buying? Is your way similar to Bridget's?
2. Is it common for women, in your opinion, to spend time saying that all men are "stupid, smug, arrogant, manipulative, self-indulgent bastards"?

**Task 6. JUNE. Hah! Boyfriend**

**Focus on Vocabulary**

**I. Translate the following words and expressions and recall the situations from the text in which they were used.**

144/ insurmountable goal (6 June)	148/ to get on tack of (10 June)
144/ emery board (6 June)	150/ a gobbet (11 June)
146/ to broach a subject (10 June)	151/ tremulous (12 June)

152/ a treatise on sth (12 June)

154/ frenziedly (12 June)

156/ nouveau (25 June)

**II. Explain in English the meaning of the words and phrases given below; use them in the sentences of your own.**

142/ to look livid (4 June)

144/ scrotty (6 June)

145/ a catnap (6 June)

148/ to be in a cleft stick (10 June)

149/ garish (10 June)

149/ to smear (10 June)

150/ a suckling pig (11 June)

152/ to dupe sb (12 June)

157/ mules (25 June)

157/ black silk teddy (25 June)

158/ en route (25 June)

147/ a ventriloquist (10 June)

147/ to chide sb for sth (10 June)

154/ camcorder (12 June)

158/ inadvertently (25 June)

159/ curtains with blackout lining (25 June)

### Reading Comprehension

**III. Answer the following questions concerning the text.**

1. Why was Bridget so concerned about mini-breaks when working hard?
2. Why did Bridget start thinking about her age? What was she thinking about it?
3. How were Bridget and Daniel spending their time together as a couple?
4. Was Bridget's video programming successful?
5. Where did Bridget and Daniel decide to go to have a mini-break?
6. How did they spend time at Wovingham Hall?
7. What diet did Daniel suggest to Bridget? Why?

### Speaking

**IV. Comment on Bridget's statement:**

153/ Know in heart that signposts and video manual do not make sense but still cannot believe authorities would be so cruel as to deliberately dupe us all. Feel incompetent fool and as if everyone else in world understands something which is being kept from me.

**V. List the pieces of clothes Bridget was going to take with her on a holiday.**

185/ DHSS

191/ a martyr voice

194/ a terminal ennui

196/ to take sth in one's stride

197/ converted barns and

farmhouses

203/ to be spot on

208/ a fallacy

### Reading Comprehension

**III. Answer the following questions according to the text.**

1. How did Brian end his story about his father?
2. How did Brian spend Christmas at home?
3. How did Brian feel when he met his friends? What were they doing together?
4. What was Brian's mother's reaction to his leaving for New Year?
5. How did Alice meet Brian at the station?
6. What kind of dinner did Brian have at Alice's cottage? How did it pass?

### Speaking

**IV. Describe the Blackbird Cottage Alice's parents lived in. Why does Brian say: "Opening the wardrobe, I half expect to find Narnia"?**

**V. Describe Rose and Michael Harbinsons.**

### **Task 6 (Chapter 21 – 23)**

### Focus on Vocabulary

**I. Translate the following words and expressions and recall the situations from the text in which they are used.**

209/ putrescent cheese

210/ to be engrossed in doing sth

212/ to be over the moon

215 / 236 / 237/ to say / look pretentious

or priggish / opinionated / po-faced

217/ a wok

218/ a sniffer-dog

222/ gritty bread

223/ a gammon

233/ intestinal gas

234/ a braising steak

239/ a check-point-guard

241/ to wean sb off sth

244/ the heel of one's hand

245/ crass ineptitude

251 / an elucidation

4. What does Rebecca think of Alice? How do we get to know it?
5. What did Alice tell Brian about her ex-boyfriends?
6. What do we get to know about Brian's father?

### Speaking

#### *IV. Discuss the following questions.*

1. Do you agree with Brian's theory about six ages of book-reading?
2. What do you think of such girls as Alice as she appears in this chapter?

### **Task 5 (Chapter 16 – 20)**

#### Focus on Vocabulary

#### *I. Translate the following words and expressions and recall the situations from the text in which they are used.*

160/ to be overrated	174/ a dainty wino
161/ to wink slyly at sb	175/ a sage
162/ a rueful smile	177/ scabrous and dank
165/ to pad to and fro	178/ not to bat an eye-lid
167/ an academic fervour	181/ a wimp
168/ a plague victim	182/ to perk up at sth
169/ to crick one's neck	188/ follicles, sebaceous glands and subcutaneous fat
171/ to squirm bashfully	204/ courgette

#### *II. Explain in English the meaning of the words and phrases given below and use them in the sentences of your own.*

160/ to do a runner through the fire exit	170/ a wicker basket of smellies
162/ to give sb the thumbs up	173/ a settee
162/ to feel despicable	174/ a scantily clad backing singer
164/ to keep oneself to oneself	177/ a rationale
168/ to feel malnourished	178/ bouffant hair
168/ to save bother	178/ an educational remit

### **Task 7. JULY. Huh**

#### Focus on Vocabulary

#### *I. Translate the following words and expressions and recall the situations from the text in which they were used.*

164/ fishnet tights (2 July)	171/ to trip off (29 July)
167/ suspenders (28 July)	173/ to be in turmoil (29 July)
168/ merriment (29 July)	173/ to be emboldened (29 July)
169/ to be clad in sth (29 July)	174/ to play for time (29 July)
170/ to look purposeful (29 July)	176/ insouciant (29 July)
170/ a floral sprig dress (29 July)	177/ a sunlounger (29 July)
171/ to jut one's chin out (29 July)	

#### *II. Explain in English the meaning of the words and phrases given below; use them in the sentences of your own.*

164/ coy (2 July)	171/ malevolence (29 July)
164/ stark (2 July)	172/ a basque (29 July)
168/ to get out of sth (29 July)	173/ to be as cunning as a fox (29 July)
169/ to lurch over (29 July)	173/ to hit sb like a thunderbolt (29 July)
169/ a demure lilac dress (29 July)	177/ hell-for-leather (29 July)
170/ a mix-up over sth (29 July)	
171/ a tick (29 July)	
171/ to slag sb (29 July)	

#### Reading Comprehension

#### *III. Answer the following questions concerning the text.*

1. What kind of party were Una and Jeffrey going to have?
2. What costume did Daniel eventually choose for Bridget to wear?
3. Why did Bridget go to the Una and Jeffrey's party alone?
4. What kind of costumes did other guests at Una and Jeffrey's party have?
5. Why did Bridget get furious with Mark Darcy at the party?
6. Why did Bridget decide to go to Daniel's apartment?

7. Whom did she meet at Daniel's and under what circumstances?

**Writing**

**IV. Write an essay on commenting on the idea:**

Everyone knows when you are going out with someone they are supposed to support you at hideous family occasions.

**Task 8. AUGUST. Disintegration**

**Focus on Vocabulary**

**I. Translate the following words and expressions and recall the situations from the text in which they were used.**

181/ to snivel (1 August)	187/ to banish a rogue disloyal thought (9 August)
183/ a hamster (1 August)	191/ self-annihilation (12 August)
183/ thigh circumference (2 August)	197/ to blanch at sth (16 August)
184/ to knead dough (2 August)	199/ a precipice (24 August)
185/ to ignore studiously (3 August)	203/ an electric handwhisk (28 August)
185/ an audacity of one's volte-face (3 August)	204/ to chuck sb (29 August)
186/ a tryst (4 August)	

**II. Explain in English the meaning of the words and phrases given below; use them in the sentences of your own.**

181/ valkyrie (1 August)	192/ grunge youths (12 August)
181/ a loony bin (1 August)	192/ a chopping-board-like midriff (12 August)
182/ to brace oneself up (1 August)	195/ a wimp (13 August)
185/ palaver (3 August)	196/ to have recurring (medical/health) condition (14 August)
185/ to say huffily (3 August)	197/ a nose stud (16 August)
187/ vixen-from-hell fury (9 August)	
190/ celibate (12 August)	
191/ miffed pride (12 August)	

**Reading Comprehension**

**Task 4 (Chapter 12 – 15)**

**Focus on Vocabulary**

**I. Translate the following words and expressions and recall the situations from the text in which they are used.**

128/ to be caught in a style-rut	145/ a pat of butter
128/ a bone of contention	146/ a skirting board
129/ a dog-eared pile of magazines	147/ a carafe
130/ to say sth chirpily	148/ a cushy number
132/ a lock	148/ skinny dipping
133/ a toupee	150/ a crofter's cottage
135/ chintzy	154/ to be paid on commission
143/ a quirk of genetics	157/ to be putting it on

**II. Explain in English the meaning of the words and phrases given below and use them in the sentences of your own.**

129/ to wear slip-ons	143/ an arbitrary male-media-defined notion
129/ a flat-top	147/ a faux pas
131/ a jug with a plunger	148/ a slumber party
132/ languid	149/ snogging
133/ to look consumptive	150/ a kiln
134/ a slap-up/swanky sit-down lunch	154/ an incentive
134/ value-for-money	158/ solecism
135/ great red vesuviuses of congealed wax	158/ maudlin kudos
142/ a satin bodice	

**Reading Comprehension**

**III. Answer the following questions according to the text.**

1. Why did Brian decide to change his haircut?
2. What kind of apprentice did Brian meet at a unisex salon?
3. What restaurant did Brian choose for his dinner with Alice and why?

95/ to lollop	116/ schadenfreude
96/ a shrine	116/ to contract hepatitis
99/ fatuous remarks and crass jokes	119/ a warbler
101/ suede mittens	119/ conferring
105/ to use sb as a scratching post	124/ to crochet
109/ to have intrinsic value	126/ russet
110/ a panoply of intellectual concepts	127/ rictal

**II. Explain in English the meaning of the words and phrases given below and use them in the sentences of your own.**

91/ a wheelie bin	111/ bogus
92/ to cock up	111/ to say sth pertinent
96/ disconcertingly low hairline	112/ a specious argument
100/ to learn by rote	119/ to nod sagely
101/ a sap	121/ to clinch it
103/ a twerp	124/ a hiatus
105/ a cipher	125/ projectile

**Reading Comprehension**

**III. Answer the following questions according to the text.**

- How did University Challenge team's first meeting pass?
- Where did Brian meet Rebecca again? Where did they go afterwards?
- What can you say about Rebecca's character?
- How did Brian get to be on the team?
- What kind of auditions for a televised quiz show did the team have?
- What conversation did Brian and Alice have after the auditions?

**Focus on Combinability**

**IV. Fill in the gaps with the appropriate words:**

to contract hepatitis / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 russet / ochre / gold / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ fallen  
 leaves

**III. Answer the following questions concerning the text.**

- What piece of advice did Bridget's mother give after Daniel didn't accompany Bridget to Una and Geoffrey's party?
- Who was "a bronzed giantess" on Daniel's rooftop?
- How did Richard stand Jude up for the Relationship Counselling?
- What kind of idea concerning Peter did Bridget toy with? Did it work out?
- What kind of exhibition was on display at the Saatchi Gallery?
- How did Bridget spend time in Edinburgh?

**Focus on combinability**

**IV. Fill in the gaps with the appropriate words:**

self-annihilating / existential / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 despair  
 to sit frozen with embarrassment / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**Task 9. SEPTEMBER. Up The Fireman's Pole**

**Focus on Vocabulary**

**I. Translate the following words and expressions and recall the situations from the text in which they were used.**

208/ a begetter (4 September)	217/ to fawn over sb (19 September)
208/ a divorcee (4 September)	218/ to move in with sb (19 September)
212/ an adulterous husband (9 September)	220/ a beperfumed bouffant wop (23 September)
214/ impregnated (15 September)	222/ a try-out (26 September)
214/ to yell above the din (15 September)	223/ a laughing stock (28 September)
215/ oblique amends (15 September)	
215/ a whippersnapper (15 September)	
216/ a pigsty (15 September)	

**II. Explain in English the meaning of the words and phrases given below; use them in the sentences of your own.**

208/ death row (4 September)	217/ to fend trick questions (19 September)
208/ a divorcee (4 September)	217/ dexterity (19 September)
210/ to recover one's composure (4 September)	219/ to top oneself (19 September)
213/ to malign (9 September)	220/ glad rags (23 September)
214/ a crocheted mini-dress (15 September)	222/ mayhem (26 September)
215/ to bong (15 September)	222/ to gibber (26 September)
216/ to shunt off into siding (15 September)	224/ subversive (28 September)

### Reading Comprehension

#### **III. Answer the following questions concerning the text.**

1. How did Bridget feel about her new job? What was her first day like?
2. What task did Bridget get at her new job at first?
3. With whom did she go to another Magda and Jeremy's party?
4. Why was everyone at Bridget's work gibbering down the phone about links, towers and OBs?
5. How did Bridget's live broadcast go?

### **Task 10. OCTOBER. Date with Darcy**

#### Focus on Vocabulary

#### **I. Translate the following words and expressions and recall the situations from the text in which they were used.**

228/ endearing (1 October)	235/ to ring the changes (1 October)
228/ to compartmentalize (1 October)	236/ to stare at sb in consternation (1 October)
228/ a stole (1 October)	238/ panic stations (3 October)
229/ to psych oneself up (1 October)	239/ a hard-headed interview (5 October)
231/ a stilted conversation (1 October)	
234/ to go to one's head (1 October)	

#### **II. Explain in English the meaning of the words and phrases given below and use them in the sentences of your own.**

47/ éminence grise	62/ go the whole hog
47/ perfect numbers	67/ to bode well
48/ sharp as a tack	69/ without further ado
50/ a bleached-blond crop	72/ a swot
53/ to woo sb	77/ Zut alors!
59/ to call someone's bluff	85/ to feel ritzy
61/ twinkle-toes	86/ commiseration
62/ truism	

### Reading Comprehension

#### **III. Answer the following questions according to the text.**

1. How did Brian feel about University Challenge? Do you have similar feelings about it?
2. What made Brian lose his head at the party? How did he feel when dancing?
3. What was Brian's attitude to different Socs? Which of them did he join?
4. What kind of conversation did Brian have with Rebecca? How was he trying to outwit her? Did he succeed?

### Speaking

#### **IV. Describe the appearance of the students present at the audition.**

### Writing

#### **V. Write an essay on the following topic:**

46/ Like a mad scientist, you couldn't be that clever and still expect to have manageable hair, or decent eyesight, or the ability to wash and dress yourself.

### **Task 3 (Chapter 9 – 11)**

#### Focus on Vocabulary

#### **I. Translate the following words and expressions and recall the situations from the text in which they are used.**

2. What kind of evening did Brian spend with his friends before his departure?
3. What were Brian's expectations from university education?
4. What do we get to know about Brian's family and his personality from the description of the day of his departure?
5. What kind of flatmates did Brian meet at the house?
6. What atmosphere and looks was Brian trying to create in his room?
7. With whom did Brian meet at the party?
8. Why did Brian get excited when he saw a poster for *Starter for Ten* auditions?

#### Speaking

**IV. Enumerate the things Brian wants and hopes to be able to do due to his studies at university.**

#### Focus on Combinability

**V. Fill in the gaps with the appropriate words:**

rough-handed / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ labour  
sophisticated / urbane / witty / \_\_\_\_\_ / \_\_\_\_\_ conversation

### Task 2 (Chapter 5 – 8)

#### Focus on Vocabulary

**I. Translate the following words and expressions and recall the situations from the text in which they are used.**

47/ pasty	63/ to break out (about a skirmish)
47/ a lisping voice	65/ to limber up
48/ to riposte	67/ a quirky sense of humour
51/ light-hearted banter	67/ olive-green army surplus
52/ a ruse	76/ a caff
57/ unquenchable sadness	78/ to get muddled up
61/ to laugh self-deprecatingly	79/ to loiter around
63/ to sound facetious	82/ a naff rugger-bugger

- |                                  |                             |
|----------------------------------|-----------------------------|
| 243/ a scoop (6 October)         | 244/ a bloater (12 October) |
| 244/ to be incensed (12 October) |                             |

**II. Explain in English the meaning of the words and phrases given below; use them in the sentences of your own.**

- |  |   |
|--|---|
| 227/ to push the boat out for sb<br>(1 October)  | 234/ not to put too fine a point on it<br>(1 October) |
| 228/ a canopied walkway (1 October)              | 237/ a lacquered over girl<br>(1 October)             |
| 228/ a conservatory (1 October)                  | 240/ to gen up (5 October)                            |
| 228/ a doily (1 October)                         | 244/ to plop into a hole (12 October)                 |
| 228/ a prawn won ton (1 October)                 | 248/ to be on a roll with sth (24<br>October)         |
| 229/ to bear down on sb (1 October)              |   |
| 230/ a stunning gold satin sheath<br>(1 October) |   |
| 231/ ecclesiastical circles (1 October)          |   |

#### Reading Comprehension

**III. Answer the following questions concerning the text.**

1. What happened when Bridget went outside at the party at Mark Darcy's house?
2. Was Bridget's date with Mark a success?
3. What was Bridget's next task at work and how did she cope with it?
4. What did Bridget suggest as a next TV project to her boss and why?

#### Speaking

**IV. Describe the party at Mark Darcy's house.**

**Task 11. NOVEMBER. A Criminal in the Family****Focus on Vocabulary**

**I. Translate the following words and expressions and recall the situations from the text in which they were used.**

- |  |  |
|--|--|
| 253/ to flounce to the window<br>(1 November)    | 264/ minuscule (11 November)                                 |
| 256/ to enthuse (3 November)                     | 265/ forage for food (11 November)                           |
| 261/ to quash a theory (11 November)             | 266/ a stock (20 November)                                   |
| 261/ a bin liner (11 November)                   | 272/ to be far afield (21 November)                          |
| 262/ portentously (11 November)                  | 273/ a down payment on time-share<br>apartment (21 November) |
| 264/ to be up in arms (11 November)              | 275/ small hours (22 November)                               |
| 264/ to beam beatifically at sb<br>(11 November) | 279/ to chasten (26 November)                                |

**II. Explain in English the meaning of the words and phrases given below; use them in the sentences of your own.**

- |   |  |
|---|--|
| 253/ to be in a lather (1 November)           | 268/ a wino (21 November)                  |
| 255/ a shepherd's pie (3 November)            | 271/ hash browns (21 November)             |
| 256/ to confit (3 November)                   | 272/ to defraud sb of sth<br>(21 November) |
| 258/ a parfait (5 November)                   | 273/ a front man (21 November)             |
| 265/ to bugger off (11 November)              | 276/ a silver lining (24 November)         |
| 265/ to put paid to fears (11 November)       | 277/ to spurn (25 November)                |
| 267/ to grate orange zest (20 November)       |  |
| 267/ to give sb a blowing-up<br>(21 November) |  |

**Reading Comprehension**

**III. Answer the following questions concerning the text.**

1. What kind of dress did Tom have at the Alternative Miss World contest?
2. What was Bridget going to cook for her dinner party?
3. What kind of crisis was Tom having during that period?

David Nicholls

Starter for Ten**Task 1 (Chapter 1 – 4)****Focus on Vocabulary**

**I. Translate the following words and expressions and recall the situations from the text in which they are used.**

- |  |                                    |
|--|------------------------------------|
| 6/ an effeminate Viking                                | 25/ to acquiesce in / to sth       |
| 8/ to bicker   | 26/ a figment of one's imagination |
| 11/ mod  | 32/ a futon                        |
| 13/ to jot incisive thoughts and<br>observations       | 33/ to up-end                      |
| 18/ to be a slave to the fickle vagaries of<br>fashion | 34/ a black quiff                  |
| 20/ a corduroy jacket                                  | 41/ a conversational gambit        |
| 21/ to bear a grudge                                   | 44/ a potted biography             |
|  | 45/ Ursa Minor                     |
|  | 45/ a slacker                      |

**II. Explain in English the meaning of the words and phrases given below and use them in the sentences of your own.**

- |   |  |
|---|--|
| 5/ biro   | 27/ to be performed with élan, brio<br>and panache |
| 5/ ghetto blaster                                       | 31/ take sb for a ride                             |
| 6/ a knocked-off portable hi-fi                         | 31/ digs   |
| 10/ like a plucky tommy on his way to a<br>firing squad | 32/ anglepoise                                     |
| 13/ eponymous   | 34/ in drag  |
| 13/ solipsism   | 36/ to line one's stomach                          |
| 19/ artiness  | 37/ slingbacks                                     |
| 20/ a bookish, suffragette daughter                     | 43/ to segue into sth                              |

**Reading Comprehension**

**III. Answer the following questions according to the text.**

1. How did Brian really feel about his marks at school?

9. It was all just going so fast – the hotel and that weekend, meeting your parents. I just panicked. You know me. I'm a terrible disaster with a \_\_\_\_\_ voice and a bad character.

10. You once said that you liked me just as I am and I just wanted to say likewise. I mean, you wear stupid things you mum buys you. Tonight's another classic. You're \_\_\_\_\_ and you always say the wrong thing in every situation. And I seriously believe that you should rethink the length of your \_\_\_\_\_. But you're a nice man and I like you. So if you wanted to pop by sometime that might be nice. More than nice.

4. What happened to Tom as a result of his depression?
5. What kind of story happened to Bridget's mother and what role did Mark play in it?

### Speaking

#### **IV. Discuss the following questions.**

1. What do you think about Feng Shui theory?
2. How do people like Julio fool people into parting with their own money?

### **Task 12. DECEMBER. Oh, Christ**

#### Focus on Vocabulary

#### **I. Translate the following words and expressions and recall the situations from the text in which they were used.**

- |  |  |
|--|--|
| 285/ to mingle (4 December)                        | 301/ to quip (25 December)                       |
| 289/ to chirp (9 December)                         | 302/ to be coiffed (25 December)                 |
| 290/ a colander (9 December)                       | 303/ to be lithe (25 December)                   |
| 290/ to deign (11 December)                        | 305/ a proffered hand (25 December)              |
| 293/ to render sb embarrassed<br>(19 December)     | 305/ to cajole sb into sth<br>(25 December)      |
| 295/ schmaltzy (21 December)                       | 306/ to undermine sb's plans<br>(25 December)    |
| 295/ to be at smb's beck and call<br>(21 December) | 307/ an A-list/G-list celebrity<br>(26 December) |
| 297/ cheapskate (23 December)                      |  |

#### **II. Explain in English the meaning of the words and phrases given below; use them in the sentences of your own.**

- |  |   |
|--|---|
| 286/ to tumble out of sth (5 December) | 292/ once bitten twice shy<br>(14 December) |
| 286 / 'funfur' lined (5 December)      |   |
| 290/ to blink back tears (9 December)  | 292/ a token of affection<br>(19 December)  |
| 291/ to snog (11 December)             |   |
| 291/ to binge-smoke (14 December)      |   |

- 293/ haemorrhage money on 299/ measly (24 December)  
 (19 December) 301/ to smile smarmingly  
 296/ to cough up (21 December) (25 December)  
 297/ a taste-gaffe minefield 301/ a clapper board fridge magnet  
 (23 December) (25 December)

### Reading Comprehension

#### **III. Answer the following questions concerning the text.**

1. What kind of poem was Bridget reminded of at the beginning of December and why?
2. How was Bridget feeling about pre-Christmas parties?
3. Why didn't Bridget get any invitations to Christmas parties?
4. What was Bridget's concept of Christmas presents?
5. What happened at the Christmas party at Bridget's parent's house?
6. What turned out to be the secret of happiness for Bridget?

### Writing

#### **IV. Write an essay on commenting on the idea:**

290/ On Christmas everything is designed for families, romance, warmth, emotion and presents, and if you have no boyfriend, no money, and your friends don't want to be your friend any more, it makes you want to emigrate to a vicious Muslim regime, where at least *all* the women are treated like social outcasts.

### **Video Comprehension**

#### **Fill in the gaps with the missing words while watching the film.**

1. – My mum, a strange creature from the time when a \_\_\_\_\_ was still the height of sophistication.  
 – \_\_\_\_\_, Pam? Hello, Bridget.  
 – Third drawer from the top, Una. Under the \_\_\_\_\_. By the way, the Darcys are here. They brought Mark with them.

2. I suddenly realized that unless something *changed* soon I was going to live a life where my major relationship was with a bottle of wine and I'd finally die fat and alone and be found three weeks later half-eaten by \_\_\_\_\_. Or I was about to turn into Glenn Close...in "Fatal Attraction."
3. Oh, well, here we go. Trying hard to fight off a vision of Mum and Antie Una in \_\_\_\_\_. Seems unnatural, wrong even, for 60-year-olds to dress up as prostitutes and priests on a Sunday afternoon.
4. – Would you just hold it right there, Miss Jones? I'm sorry to inform you, but I think you will find that by contract you are expected to give at least six weeks' notice.  
 – Yes, well, I thought with the company being in so much trouble and all ... you wouldn't really miss the person who "waltzes in, in a \_\_\_\_\_ top and fannies about with the press releases."
5. Put on some more make-up. I want you on camera. I'm thinking mini-skirt, I'm thinking fireman's helmet. I want you pointing a hose, I want you sliding down the \_\_\_\_\_ and then go straight to the interview.
6. Excellent! A national \_\_\_\_\_ \_\_\_\_\_. Have bottom a size of Brazil. Am daughter of broken home and rubbish at every thing and...oh, God. I'm having dinner with Magda and Jeremy. The only thing worse than a \_\_\_\_\_ couple: lots of \_\_\_\_\_ couples.
7. OK, Bridget. See if you can get it right this time. The verdict in the Aghani-Heaney case is expected today. Get yourself sown to the high court. I want a \_\_\_\_\_ interview.
8. Oh, joy. I am broadcasting genius. Celebrating by cooking birthday feast for close friends. Have sneaking suspicion am also something of a genius in the kitchen as well. "Tie flavour-\_\_\_\_\_ leek and celery together with string."  
 "Finely slice oranges and grate zest."