

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЛІНГВІСТИЧНИЙ УНІВЕРСИТЕТ

**Василенко Д. В., Янсон В. В.**

# **Англійські фразові дієслова та ідіоми**

навчальний посібник з англійської мови  
для студентів 1-2 курсів  
факультетів англійської мови  
закладів вищої освіти

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**РЕЦЕНЗЕНТИ:**

доктор філологічних наук, професор, завідувач кафедри англійської філології  
Запорізького національного університету  
**С. М. Єнікєєва**

Кандидат філологічних наук, доцент кафедри англійської філології і перекладу  
Київського національного лінгвістичного університету  
**Л. М. Мелешкевич**

**Nathalie Hanlet**  
M.A., Columbia University, New York, NY

**Василенко Д. В., Янсон В. В.**

**Англійські фразові дієслова та ідіоми.** Навч. посібник для студентів 1-2 курсів факультетів англійської мови ЗВО. К.: Видавничий центр КНЛУ, 2019. – 110 с.

Навчальний посібник, що призначається для студентів 1-2 курсів факультетів англійської мови вищих навчальних закладів, містить фразові дієслова та ідіоми, побудовані на їх основі. Мета посібника полягає у збагаченні лексики студентів та ідіоматизації їх мовлення. Пропонуються дефініції певних англійських ідіом та приклади їх вживання в окремих фразах і текстах. Ілюстративний матеріал має автентичний характер, що значною мірою сприяє розумінню значення ідіоматичних виразів і їх функціонування в англійськомовному дискурсі. Посібник складається з 11 розділів, що включають серію передмовленневих і мовленневих вправ, які мають виконуватися студентами у процесі самостійної роботи, а також в аудиторії. Завдання творчого характеру передбачають індивідуальну та групову роботу студентів.

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## FOREWORD

This book provides a collection of English phrasal verbs and some idioms based on them. “The theme of this book is a matter of difficulty for non-native speakers of English, since these phrases cannot be translated word for word and often have a variety of meanings, depending on their context” (Nathalie Hanlet).

The book is intended for 1<sup>st</sup> and 2<sup>nd</sup>-year students of universities. Its goal is to facilitate the acquisition of oral and written skills by students and promote communicative competence in language learners. The book intends to develop such language skills as speaking, reading, writing and cultural understanding.

The book contains 11 units, Revision and Glossary. The units are similarly organised. Each unit has vocabulary charts and exercises, texts (informational educational descriptive texts, informal conversations, newspaper articles illustrating the usage of the given phrasal verbs and idioms in meaningful contexts).

Different kinds of activities are included in the book: substitution, transformation, paraphrasing, translation, reading, creative activities. They are graded to provide a progression from manipulation to communication. The practical writing tasks have a predictable format. Students are provided with the specifications of the task, limiting it to their level of knowledge. Some of the exercises can be well done independently and individually, either in class or at home. Others need a class to look natural.

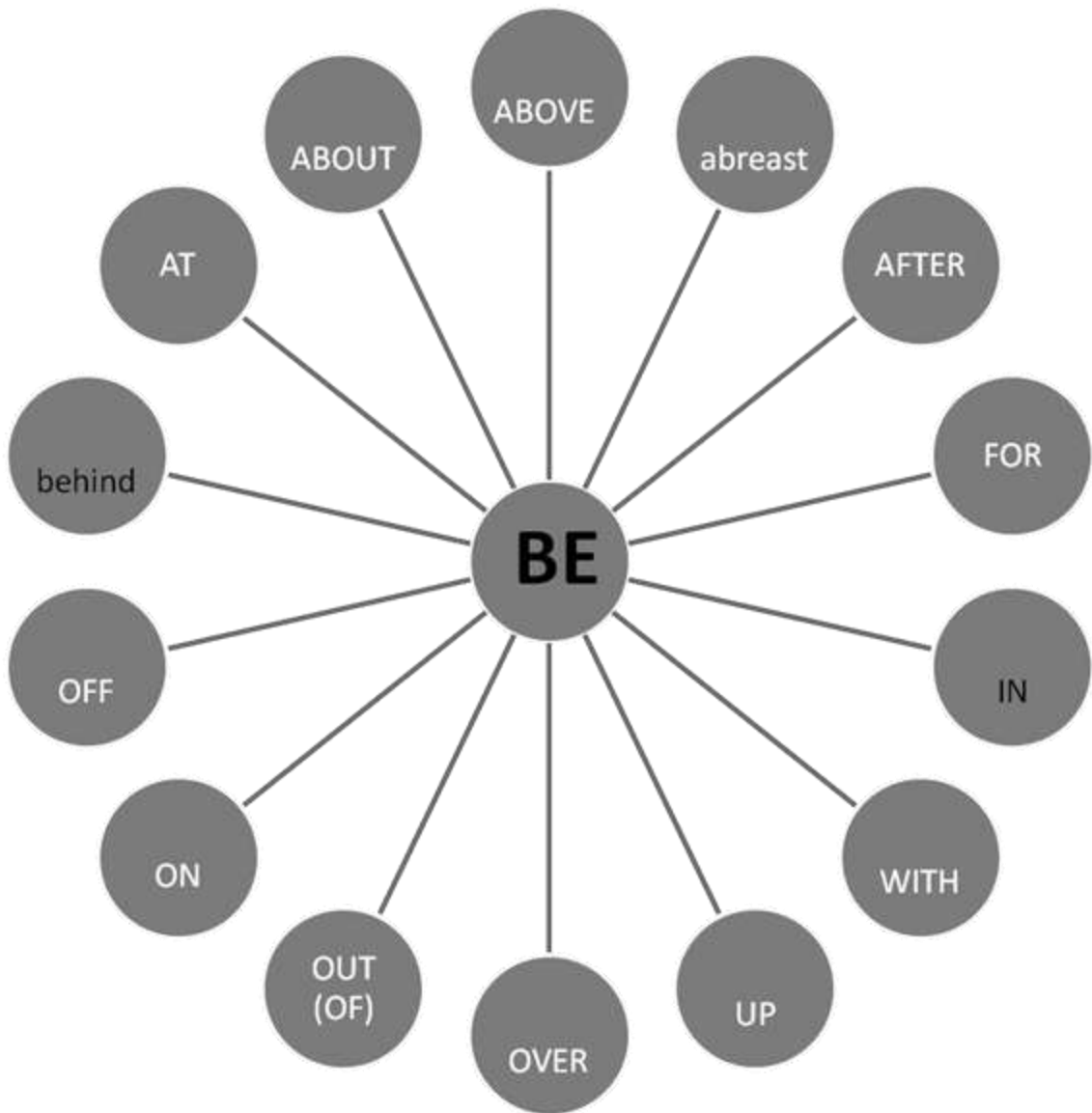
Students practice short dialogues, read and discuss authentic newspaper articles. Vocabulary is expanded and related to the topics studied by 1<sup>st</sup> and 2<sup>nd</sup>-year students. Language learners can exchange personal information and give opinions. The artwork (pictures, photos) suggests different topics for discussion.

The book also contains a supplement, which includes some vocabulary tests and linguistic terms with their definitions.

The authors are grateful to the reviewers who have offered valuable comments on the book, and hope that it will provide a good resource for students to improve their familiarity with phrasal verbs and idioms and move them to a new level of using the English language.

# UNIT 1

## BEING OVER THE MOON



## BE

<b><i>Be about (v, prep)</i></b> <b>= <i>be around</i></b>	to visit; move or travel round a place	- <i>Where has John been?</i> - <i>He's been about the town.</i>
<b><i>Be above oneself</i></b> <b>(v, prep)</b>	to be excited	<i>Ben has been above himself ever since the guests arrived.</i>
<b><i>Be above criticism / reproach / suspicion</i></b>	to be praiseworthy / free of blame / of high moral standard	<i>The President's action was above criticism.</i>
<b><i>Be above one's head</i></b>	to be difficult for one to understand	<i>This lecture is above my head. I can't understand it.</i>
<b><i>Be abreast of (v, adv, prep)</i></b>	to know the most recent facts about something non- material	<i>Teachers have to be abreast of the latest developments in methodology.</i>
<b><i>Be after (v, prep)</i></b>	to chase someone / an animal; to try to gain; to scold; to keep asking someone to do something	<i>The police are after the criminal. I am after another job. Ted is only after Mary's money. Helen is always after her child for one thing or another. My sister has been after me for a week to buy her a doll.</i>
<b><i>Be at (v, prep)</i></b>	to have something as a purpose; to scold; to keep asking someone to do something; to perform actively	<i>I don't understand what the author is at. Helen is always at her child for one thing or another. My sister has been at me for a week to buy her a doll. I've been at my work for several hours.</i>
<b><i>Be at a dead end</i></b>	to be hopeless	<i>The arms talks are at a dead end.</i>
<b><i>Be at each other's throats</i></b>	to be enemies	<i>These political leaders are at each other's throats as usual.</i>
<b><i>Be at ease</i></b>	to feel comfortable	<i>I'm always at ease in my friends' house.</i>
<b><i>Be at an end</i></b>	to have ceased	<i>The teacher's patience was at an end.</i>
<b><i>Be at a loss</i></b>	to be unable to think what to do or say	<i>When it comes to her daughter, Ally is at a loss.</i>
<b><i>Be at pains to do</i></b>	to take great trouble	<i>They've been at pains to</i>

<i>something</i>		<i>emphasize that they don't want to hurt anyone's feelings.</i>
<b><i>Be for (v, prep)</i></b>	to support something	<i>I'm for your plan. I find it interesting.</i>
<b><i>Be for it / Be in for it</i></b>	to be about to receive punishment	<i>Don will be for it when his father finds out who took the money.</i>
<b><i>Be behind (v, prep)</i></b>	to be less advanced than something / someone	<i>Tom has been ill for some weeks. Now he is behind in his classes.</i>
<b><i>Be behind the times</i></b>	to be old-fashioned in one's ideas, methods	<i>Unfortunately, the teacher's methods are badly behind the times.</i>
<b><i>Be in (v, adv)</i></b>	to arrive; to be fashionable	<i>The train will soon be in. This hairstyle will be in again this summer.</i>
<b><i>Be all in</i></b>	to be very tired	<i>I'm afraid, I'm all in. Let's have a little rest.</i>
<b><i>Be in (v, prep)</i></b> <b><i>Be in the dark about</i></b> <b><i>Be in the public eye</i></b>	to fail to understand something; to be well-known	<i>We are in the dark as to what the boss is going to do. Famous people are always in the public eye.</i>
<b><i>Be off (v, adv)</i></b>	to leave; to not take place as arranged	<i>It's getting late. I must be off. The meeting is off.</i>
<b><i>Be off (v, prep)</i></b>	to be free from duty or hours of work; to stay away from work	<i>I'm off at five. Call on me, please. The children were off school last week.</i>
<b><i>Be off one's hands</i></b>	to cease to be one's responsibility	<i>Mrs Brian is glad to have her daughter off her hands now that the girl is going to marry.</i>
<b><i>Be on (v, adv)</i></b>	to take place (of an event, performance, etc)	<i>Is this film still on? What's on in town this week?</i>
<b><i>Be on (v, prep)</i></b>	to be on duty; to take medicine regularly	<i>The firemen must be on at night. The patient has been on this medicine for two weeks.</i>
<b><i>Be hard on</i></b>	to treat someone severely	<i>Don't be too hard on the child. It's not his fault.</i>

<b><i>Be out (v, adv); Be out of (v, adv, prep)</i></b>	to appear in flower; to be unfashionable; to end; to appear of the sun, moon, stars; to be unconscious	<i>The roses will be out in a week. These platform shoes will soon be out. The day is out. The moon is out, the sky is starry. The patient was out for some minutes.</i>
<b><i>Be out of date</i></b>	to not be modern	<i>The old man's ideas are out of date.</i>
<b><i>Be out of hand</i></b>	to be out of control	<i>These boys are out of hand. I'm at a loss. I don't know what to do.</i>
<b><i>Be out of the question</i></b>	to be impossible to be considered	<i>A new fur coat is out of the question. It's too expensive.</i>
<b><i>Be over (v, adv)</i></b>	to end	<i>I think the rain will soon be over.</i>
<b><i>Be all over</i></b>	to be spread around a place	<i>The news was soon all over the village.</i>
<b><i>Be over the moon</i></b>	to be wild with joy	<i>When she won the prize, Betty was over the moon.</i>
<b><i>Be up (v, adv)</i></b>	to rise (of the sun or moon); to awake and get out of bed; to stay out of bed at night; to rise (of one's temperature); to rise in price; to be wrong; to come to its end (of a limited time)	<i>The sun is up. We must be off. Ben was up at dawn. I'm always up late. The child is ill. His temperature is up. Vegetables are up this season. What's up with the TV set? Your time is up. Stop writing.</i>
<b><i>Be with (v, prep)</i></b>	to work for a company; to understand and like something; to understand someone's explanation	<i>John has been with this firm for two years. My grandmother is not with these new fashions. I was with the lecturer as far as his last point.</i>



## Activities

**1. Render the following sentences in your own words. Explain the meanings of the combinations with the verb “be”. Rely on an English-English dictionary.**

0. *The news will be on tonight. - The news will be on the air tonight. “Be on” means “to appear in a show, on TV or radio.”*

1. Mary shouldn't marry him. He's only after her money.
2. Jack must be tired. He has been at work for hours.
3. Unfortunately, my sister's son is often behind the rest of his class.
4. Jill is short of time. She must be off now.
5. Betty was off school last week with her cold.
6. This newspaper tells us what is on in town this week.
7. The lesson is over. You may go.
8. What's up? You look pale.
9. Your time is up. Hand in your papers.
10. Are you still with me?
11. Ben's plan is above criticism.
12. The President is always in the public eye.
13. I have to be up early in the morning.
14. This rule is above my head.
15. Meat is up this month.
16. The night is beautiful. The moon is out.
17. Who is on duty today?
18. Let's go to the station. The train will soon be in.
19. When are you off?

**2. Replace the underlined parts of the sentences by collocations with the verb “be” from the list below:**

*be after; be up; be behind; be over; be on; be abreast of; be off; be with; be for; be above (oneself); be out*

0. *The student failed to pass his exams. - The student fell behind in his studies.*

1. I understood the teacher as far as his last point. Then I got confused.
2. What time did you get out of bed yesterday?
3. This cut of the coat is unfashionable now.
4. Look! The dog is chasing the cat.
5. I thought that the storm would end in the morning.
6. Tom is often slow in learning.
7. The firemen are on duty at night.
8. The children were excited.
9. We support your plan.
10. Go away! Leave me alone!
11. The students must know the most recent facts about the research work being done at the University.

**3. Fill in the blanks with prepositions or adverbs:**

***behind; in; after; for; out; on; with; off; up; above; over***

0. *The girl was ill for some weeks and fell ... with her schoolwork. -  
The girl was ill for some weeks and fell behind with her schoolwork.*
1. Your grandfather's ideas are a long way ... those of today.
2. I'm not ... these new fashions.
3. The lesson will soon be ... .
4. I have to be ... at dawn.
5. The cat is ... a mouse.
6. Be ... with you! I'm tired.
7. Is the film still ... ?
8. His explanation is ... my head.
9. You are ... it. I'll punish you.
10. I'm all ... , and I'm sleepy.
11. I'm afraid, the class is ... of hand.

**4. A. Complete the following chart. B. Make up sentences with the idioms.**

**Model:** *Be above criticism.* The chairman's action was *above criticism*.

<b>BE</b>							
<i>above</i>	<i>at</i>	<i>for</i>	<i>behind</i>	<i>in</i>	<i>off</i>	<i>out of</i>	<i>over</i>
..... ...	..... ...	..... ...	..... ...	..... ...	..... ...	..... ...	..... ...
..... ...	..... ...			..... ...		..... ...	
..... ...	..... ...					..... ...	
..... ...	..... ...						
	..... ...						

*Prompts:* the moon; a loss; reproach; the times; it; the dark; one's hands; date; criticism; a dead end; the public eye; suspicion; pains to do smth; hand; one's head; each other's throats; the question; an end.

**5. A. Read the following dialogues. State the contextual meaning of the idioms formed from a phrasal verb. Rely on an English-English dictionary. B. Preface or continue the dialogues. Use some collocations with the verb "be" in them.**

1. - Do you really think that he is above suspicion?  
- Of course, I do. You can trust him.
2. - They say, the president thinks that Ben's ideas are behind the times, and his work is below his usual standard. But it's between ourselves.  
- I thought you were above talking behind someone's back.
3. - What is he at in his new book? I don't understand. It's above my head.  
- Well, his books are not easy reading. He was before his time with many of

his works. A great person is usually ahead of his time, so to speak.

4. - Jim is after another job.
  - Why? What's up?
  - He and his boss are at each other's throats again. It's impossible for them to reach an agreement.
5. - What nice weather we are having today!
  - Oh, yes. It's really warm and sunny. I hope it'll keep fine.
  - I think the roses will be out next week.
6. - The boy is naughty. I am out of patience with him.
  - Don't be too hard on him. He's only young.
7. - We're having a party tonight. I hope you'll come.
  - I'm afraid, I can't. I am up to my eyes in work.
8. - What's up? Why are you so nervous?
  - Jane is down with the flu. Her temperature is up again.
9. - Do you feel like going to the cinema tonight?
  - Yes, I do. That new film is still on.
10. - Ben is in the best of spirits.
  - He's got excellent promotion prospects in his new job. That's why he is over the moon.
11. - Jim is always after borrowing money. He's up to his ears in debt. There he is coming. He's sure to ask you to give him some money.
  - I won't lend him money. It's against my principles.
12. - The academic year is over. I'm going to the seaside.
  - Have a nice vacation!
  - Thank you.

**6. Answer the following questions and continue the dialogues.**

1. - What time do you have to be up tomorrow?
  -
2. - What time are you off work tonight?

- 
- 3. - When are your lessons over?
- 
- 4. - Will you go to the seaside when your academic year is over?
- 
- 5. - What film is on today?
- 
- 6. - Are bright colours at this season?
- 
- 7. - Are you with new fashions? Do you find them attractive?
- 
- 8. - Are the shops open late on Saturdays?
- 
- 9. - Are vegetables and fruit up again?
- 
- 10 - We're out of coffee. Will you buy a tin of instant coffee?
- 
- 11 - What's up? Why are you out of humour today?
- 
- 12 - Is borrowing money against your principles?
- 

**7. Make up short dialogues in the following situations. Use the combinations with the verb “be” given below.**

1. You are making plans for the evening with your friend.

<p><i>to be at work</i></p> <p><i>to be all in</i></p> <p><i>to be off work</i></p> <p><i>to be on</i></p>
--

2. Your neighbour is always in need of money. For the second time this week he/she asks to borrow some money from you.

*to be after smth*

*to be at smb*

*to be out of the question*

*to be against one's principles*

3. You are going to an interview for a job.

*to be after another job*

*to be abreast of smth*

*to be at pains to do smth*

*to be out of date*

4. Your friend and you are going to arrange a party. You need to buy a lot of things.

*to be about the town*

*to be for some plan*

*to be out of smth*

*to be over the moon*

**8. Match the idioms with the pictures given below. Comment on the meaning of each idiom. Use them in situations of your own.**

1. Be above talking behind someone's back.
2. Be up to one's eyes in work.
3. Be in the dark about smth.
4. Be over the moon.
5. Be at each other's throats.
6. Be in the public eye.

A



<http://zhivoeslovo.com>  
<http://www.dailymail.co.uk>

B



C



<http://en.amerikanki.com>  
<http://www.bbc.com>

D



E



<http://o-kroha.com>  
<http://vk.com>

F



**9. A. Read the following texts. Note the idiomatic expressions formed from the phrasal verb “be + prep / adv”.**

1. James Barnard has **to be up** at 6.30 in the morning. He lives out of town. James is a commuter. It means that he travels a long distance to work every day. He must **be off** at 7.30 to catch his train which **is in** at 7.50.

James works for a small insurance company. He **has been with this firm** for five years. Barnard **is usually up to his eyes in work**. He tries **to be abreast of the latest developments** in the business of providing insurance. James wants to advance his career.

But he is not entirely satisfied with his work. James thinks that his boss's **ideas are behind the times**. Barnard **is not with them**. He finds them outdated. No wonder he and his boss **are at each other's throats**.

James feels as though he's getting nowhere in this job. He doesn't want to spend the rest of his life stagnating in that office. That's why he **is after another job** now. Barnard is young, capable and ambitious. He should go far.

2. Helen Smith is in her thirties. She doesn't look her age. She looks younger. Helen has regular features and a nice figure. She is married. Her husband, Tom provides well for the family.

Helen doesn't work. She **is up** at nine o'clock in the morning. In the daytime she goes shopping. Helen is a fashionable woman. She wears good clothes. She buys her dresses and blouses in the King's Road where **they are at**.

Helen's husband is not fashion conscious. He is unable to tell the fake from the real thing. Helen says that mini skirts and platform shoes are this year's fashion. She thinks they are attractive. Tom **is not with these new fashions**. He finds them ugly.

Helen **has been after her husband for a week to buy** her a new fur coat. Tom wants to say that **it's out of the question**. It's too expensive. His **patience is at an end**. But he cannot refuse Helen anything. He **is at a loss** when it comes to his wife.

3. Jack Brown is about twenty years old. He is good-looking and sporty. Jack studies at college, but he is not hot on his subjects. He **is often behind the rest** of the class. He finds lectures in Linguistics boring. He says they **are above his head**. The



teachers **are out of patience** with him. They **have been at pains in vain to encourage** him.

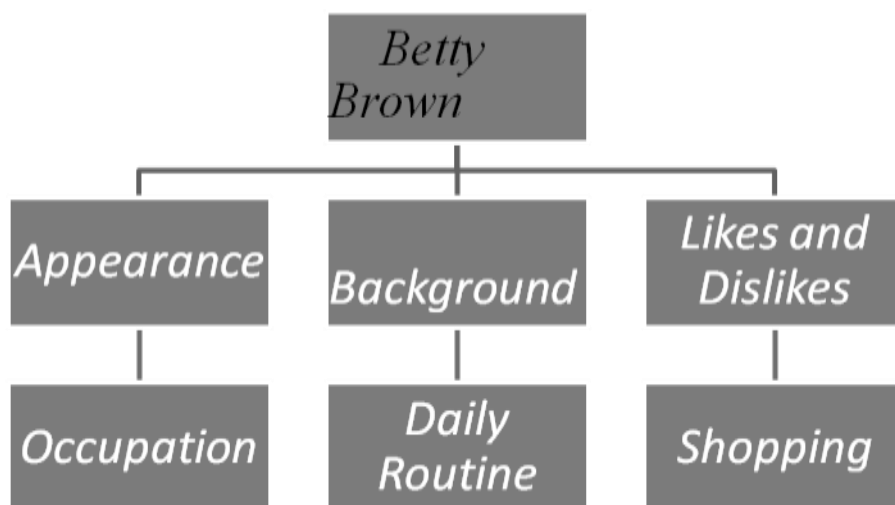
Though Jack is slow in learning, he is good at sport. He is fond of music and he is keen on dancing. Jack is also a cinema-goer. He always knows what **is on at the cinema**. When his lessons **are over**, Brown goes to a sports club. He **is at ease** there. In the evenings he dines out or goes to a disco.

Jack **is always after borrowing money**. He **is up to his ears in debt**. But he will **be in for it** when his father finds out about it.

His parents say that Jack **is out of hand**. They think that it would be better for him to find a job and do something instead of wasting time.

**B. Make up a similar story about Betty Brown. Use some idioms formed from the phrasal verb “be + prep / adv”.**

*Prompts:*



**10. Translate the following sentences into English using the phrasal verb “be + preposition” or “be + adverb”.**

1. – Ви поспішаєте? – Так, мені треба йти. Я можу запізнитися на потяг. 2. – Чи не піти нам до кінотеатру ввечері? – Чому б ні? Прочитай, які фільми йдуть сьогодні.

3. – Ти чудово виглядаєш сьогодні! Сукня дуже красива. – Спасибі. Говорять, такий крій модний у цьому сезоні. 4. – Чому Джейн відстає від інших учнів класу? – Вона була

відсутня у школі впродовж місяця через хворобу. 5. – Що ти робиш увечері? – У мене дуже багато роботи. 6. – Коли урок закінчиться, я піду до бібліотеки. – А мені потрібно зайти до фонолабораторії. 7. – Ти не міг би пояснити мені це правило? Я його зовсім не розумію. – Авжеж, я допоможу тобі. 8. – Це дуже відомий письменник-фантаст. – Так. Його ідеї випереджають час. 9. – Між нами, методи його роботи є застарілими. – Я вважав, що ти не говориш про людей поза очі. 10. – Ви розумієте те, що я говорю? – Так, звісно. 11. – У Вас чудовий садок, багато квітів. – Так. Я люблю квіти. Подивись! Троянди незабаром розквітнуть. 12. – Дощ зупинився, і вийшло сонце. – Давайте підемо гуляти. – Із задоволенням. 13. – Я не розумію, що Джон збирається робити. – Як на мене, він шукає нову роботу. Шеф вважає, що якість його роботи погіршала. 14. – Ти не будеш дивитися фільм разом з нами? – Боюся, що ні. Мені треба вставати рано вранці. 15. – День закінчився. Пора спати. – Так. Я сьогодні дуже втопився. 16. – Ціна на овочі та

фрукти знову зроста. – Що ви кажете? 17. – Хлопчик неслухняний. Мій терпець увірвався. – Не засмучуйтесь. Він ще дуже малий. 18. – Що трапилось? – У Джейн знову піднялась температура. 19. – Я не розумію цю нову моду. – Я теж. 20. – Ваш час сплив. Урок закінчився. 21. – Скільки років Ви працюєте у цій компанії? – Десять років. 22. – Коли прибуває потяг? – О сьомій годині ранку. 23. – Ця лекція з соціології не піддається розумінню. – Так. Важко зрозуміти головну ідею. 24. – Джим виграв приз. – Так, він не при собі на radoшах. 25. – Ваша поведінка була бездоганною. – Спасибі. Мені приємно це чути. 26. – Чому вирішили відкласти збори? – Захворів головуючий. 27. – Ви все ще приймаєте ці ліки? – Так. Я значно краще почуваю себе. 28. – Що з телеприймачем? – Він не працює. 29. – Нікому не говори про те, що Джона звільнили з роботи. – Правду не сховаєш. Чутки про це швидко розповсюдяться по місту. 30. – Я підтримуютвій план. Як на мене, він цікавий. – Я дуже радий.

## Phrasal Verbs and Idioms in News Articles

1. *Look at the title of the article. Comment on its meaning. How is the picture related to it?*
2. *Predict the story from the headline and the picture.*
3. *The article provides vocabulary associated with politics and social media. Search the article for members of the given lexical set.*
4. *Give a brief summary of what the article is about, what the main points are.*
5. *Discuss the role of social media in the society.*



<http://www.5.ua>

### **Obama warns against irresponsible social media use**

He warned that such actions were distorting people's understanding of complex issues, and spreading misinformation.

"All of us in leadership have to find ways in which we can recreate a common space on the internet," he said.

### **Obama on the extremes of social media**

The former president expressed concern about a future where facts are discarded and people only read and listen to things that reinforce their own views.

"One of the dangers of the internet is that people can have entirely different realities. They can be cocooned in information that reinforces their current biases."

"The question has to do with how do we harness this technology in a way that allows a multiplicity of voices, allows a diversity of views, but doesn't lead to a Balkanisation of society and allows ways of finding common ground," he said.

“Social media is a really powerful tool for people of common interests to convene and get to know each other and connect.”

“But then it’s important for them to get offline, meet in a pub, meet at a place of worship, meet in a neighbourhood and get to know each other.”

“Because the truth is that on the internet, everything is simplified and when you meet people face-to-face it turns out they’re complicated.”

### **What were the pressures of being president?**

“It’s hard, being in the public eye is unpleasant in a lot of ways. It is challenging in a lot of ways.”

“Your loved ones are made vulnerable in ways that might not have been true 20 years ago or 30 years ago.”

“So it is a sacrifice that I think everybody has to be at peace with when they decide to go into politics. But, ultimately, I think the rewards of bringing about positive change in this world make it worthwhile.”

Mr Obama pays tribute to the support of his family, especially his wife Michelle, describing how glad he is that she was “my partner throughout that whole process”. [[www.bbc.co.uk/news](http://www.bbc.co.uk/news)]

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- 1. Look at the title of the article. Comment on its meaning. How is the picture related to it?*
- 2. Predict the story from the headline and the picture.*
- 3. The article provides vocabulary associated with space and science. Search the article for members of the given lexical set.*
- 4. Give a brief summary of what the article is about, what the main points are.*
- 5. Discuss space exploration in the 21<sup>st</sup> century.*



<http://www.dw.com>

## **Jenny Lister over the moon about space award**

**Amy Stewart**

### **A school teacher from County Down has been rewarded for future-proofing her pupils for a life in space.**

Jenny Lister, from Donaghadee, has so inspired the pupils at her London primary school that many of them now want to be astronauts and astronomers.

Through events such as a star-gazing slumber party, she has switched the students on to space and science.

And for all her hard work, she has been awarded the Patrick Moore medal from the Royal Astronomical Society.

It is presented for a “particularly noteworthy contribution to astronomy or geophysics by school teachers”.

### **Launch pad**

Miss Lister participated in British astronaut Tim Peake’s primary project and took it to another galaxy by organising competitions, science weeks and stargazing events.

“The whole school has just really got into space,” she said.

“They love science but they really love space, right from the nursery kids up to the 11-year-olds.”

“Lots of the children now want to be astronauts or help build the equipment needed to put people into space.”

Miss Lister, who is her school's science lead, said she had been telling her pupils that they could be living in space one day.

"I'm trying to promote that with the children, science is for them," she added.

"It's not just a man in a lab with mad hair and a white coat."

"There is a lower percentage of females getting into sciences so I really try to enforce that science and space are for everyone."

### **Hot chocolate**

One of the most popular events she organised was a star-gazing slumber party. She borrowed binocular and star maps from the Royal Astronomical Society (RAS).

"After school, after dark, all the kids and their friends and families came back to school in their pajamas".

"Then we all had hot chocolate, went outside and used the binoculars to look at stars. It was lovely how even the three-year-olds could see them and get so enthusiastic about it".

She said she also read them Belfast-author Oliver Jeffers' How to Catch a Star.

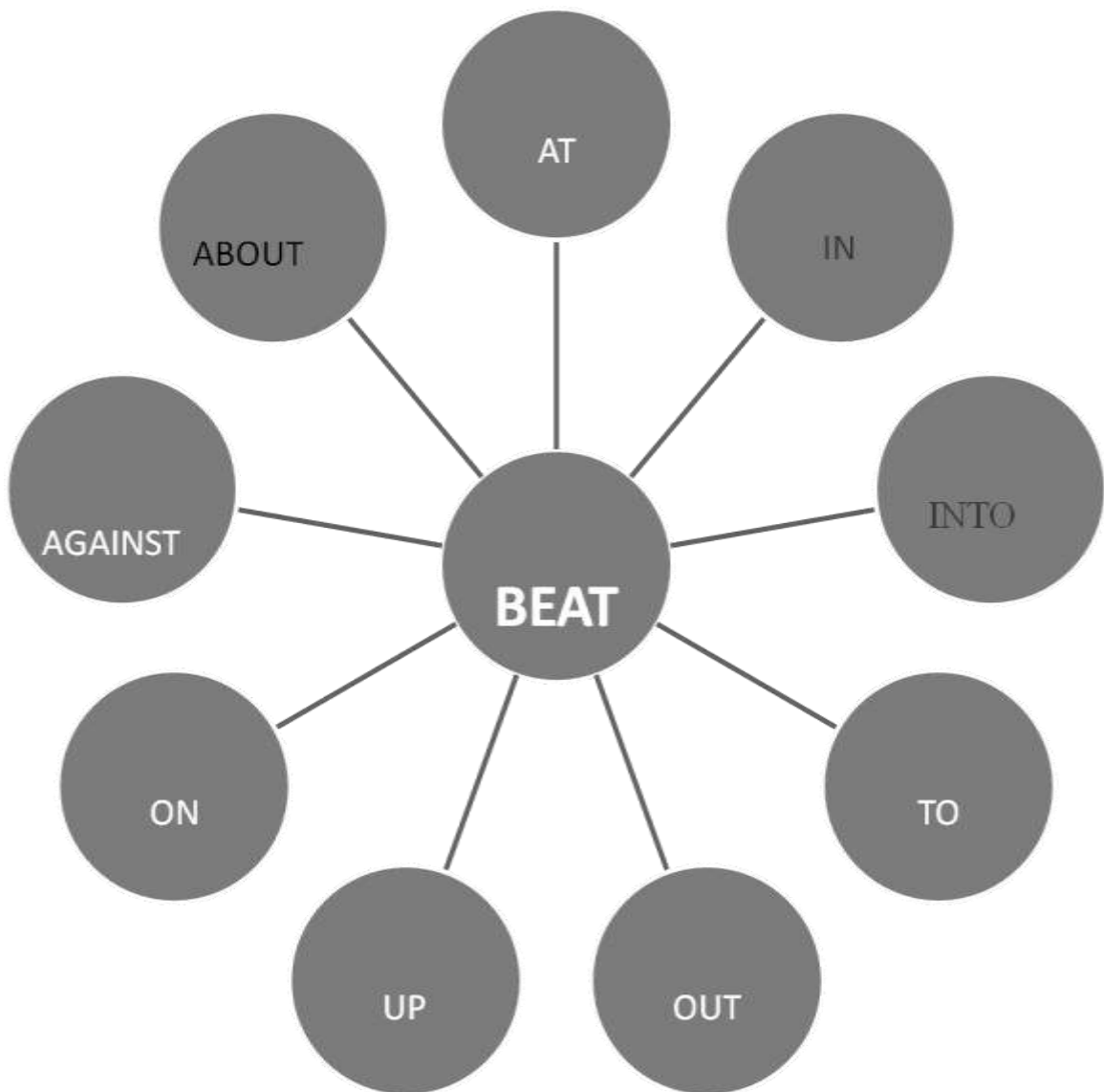
The RAS said Miss Lister's work was "phenomenal".

"Miss Lister shows how space can engage a whole school and give students, staff and parents wonderfully exciting experiences understanding our universe," a spokesman said. [[www.bbc.co.uk/news](http://www.bbc.co.uk/news)]

*\*A slumber party – a party, typically for preteen or teenage girls, in which all the guests spend the night at the house where the party is held.*

## UNIT 2

### BEATING YOUR RIVALS TO IT



## BEAT

<b><i>Beat at (v, prep)/ against / on;</i></b>	to knock at (a door); to hit someone / something;	<i>Stop beating at the door. The waves beat against the cliffs. They beat the man on the head.</i>
<b><i>Beat one's head against the wall;</i></b>	to waste one's time trying to do something which is hopeless;	<i>Stop worrying. Don't beat your head against the wall.</i>
<b><i>Beat someone at his own game</i></b>	to do better than someone in his own field of activity	<i>He wanted to beat me at my own game.</i>
<b><i>Beat around/about the bush (v, prep)</i></b>	not to come to the point when speaking about a subject	<i>I don't understand what you are at. Don't beat about the bush.</i>
<b><i>Beat down (v, adv)</i></b>	to descend; to flatten; to reduce	<i>The rain beat down the flowers. They asked \$80 for the dictionary, but I beat them down to \$75.</i>
<b><i>Beat hollow (v, adv)</i></b>	to defeat someone completely	<i>The Rovers beat the Eagles hollow.</i>
<b><i>Beat in / down (v, adv)</i></b>	to wound or damage someone / something; to teach something by force	<i>The hooligans beat the boy's head in. They had to beat the door in to come into the house. If you want to teach these people, you have to beat the facts in.</i>
<b><i>Beat into (v, prep)</i></b>	to force someone into something / doing something; to teach something to someone by force	<i>John had to beat his son into obedience / studying music. You have to beat the facts into these people, if you want to teach them.</i>
<b><i>Beat out (v, adv)</i></b>	to flatten something;	<i>We have beaten out a path through the wood.</i>
<b><i>Beat one's brains out</i></b>	to stop (a fire); to work very hard at thinking;	<i>Let's try and beat the fire out. The boy has been beating his brains out over the sum.</i>
<b><i>Beat someone to it (v, prep); Beat someone to his knees</i></b>	to win a competition; to defeat someone (in spirit)	<i>Our team worked as quickly as possible, but the other one beat us to it. Her hard work beat Doris to her knees.</i>



<b>Beat up (v, adv);</b>	to wound someone;	<i>Some hooligans beat the boy up.</i>
<b>Be (all) beat up</b>	to be very tired	<i>I can't join you. I'm all beat up.</i>

### Activities

**1. Render the following sentences in your own words. Pay attention to the combinations with the verb “beat”. Rely on an English-English dictionary.**

0. *I was just going to clean the room, but you beat me to it. – I was just going to clean the room, but you had already done it.*

1. Stop beating about the bush. Tell me why you must be off now.

2. The man was beaten up by some strangers. He was out for some minutes

3. They hope to beat off their business rivals. They are at each other's throats as usual.

4. The man wanted \$10 000 for the car but Jack beat him down to \$9.500. The man's patience was at an end.

5. –We are having a party tonight. Can you come? – I'm afraid not. I'm all beaten up. I've been at my work for hours.

6. Tom's work beat him to his knees. He is all in.

7. I have been beating my brains out all day over the report. I'm all in. I need a little rest.

8. – What's up? – Somebody is beating at the door.

9. The rain is over. It beat down the dust.

10. My favourite football team beat their rivals hollow. The fans were over the moon.

11. Dick and Ron were often behind the rest of their class. The students were so lazy that the teacher had to beat the facts in.

12. The people were at loss to know what to do when the house was on fire. They tried to beat it out.

13. Henry thinks his son is out of hand. He is going to beat the child into obedience.

14. The heavy rain beat down the crops. Prices may be up this season.

15. The sun was up. It beat down on the travellers.

16. The police were after the criminals. They beat the lock in and entered the house.

17. You will beat out the rugs, and I'll clean the room.

18. Diana beat her husband into buying her a new car.

19. She doesn't love him. She's only after his money.

20. The old man didn't want the boys to beat out a path through his garden.

When he saw them, he cried: "Be off with you! Get out of my garden!"

**2. Replace the underlined parts of the sentences by collocations with the verb "beat" from the list below:**

***beat at, beat hollow, beat down (2), beat in, beat into, beat out, beat up***

0. The musician hit a drum making sounds that had a steady rhythm. – The musician *beat out a steady rhythm*.

1. The sun was very hot and bright. It was stuffy. The heat was unbearable.

2. They forced the man who was selling them a house to accept a lower price for it than he had hoped to get.

3. The boy hit the fire with a blanket.

4. Peter said that he had been hit by the police.

5. Someone is knocking at the door.

6. We defeated the other team completely.

7. The hooligans wounded the old man.

8. They are so lazy and disobedient that you have to teach English to them by force.

**3. Fill in the blanks with prepositions or adverbs:**

***in, out, into, up, down (2), at (2), hollow, against, on***

0. *He claims he was beaten ... by the police. – He claims he was beaten up by the police.*

1. The heavy rain beat ... the flowers in the garden.
2. Did they manage to beat ... the price?
3. The waves beat ... the shore.
4. Tina beat the boy ... the face.
5. Who beat it ... the child's head?
6. My friend always beats me ... .. golf.
7. Who beat the lid...?
8. Could you beat the dust...? 9. Who beat you...? 10. I can beat you ... chess.

**4. A. Complete the following chart. B. Make up sentences with the idioms.**

Model: Beat someone to it. We wanted that house but someone else had beaten us to it.

<b>BEAT</b>			
<i>out</i>	<i>at</i>	<i>(someone) to</i>	<i>about</i>

*Prompts:* his own game; the bush; one's brains; it; his knees.

**5. A. Read the following dialogues. State the contextual meaning of the idioms formed from a phrasal verb. Rely on an English-English dictionary. B. Preface or continue the dialogues. Use some collocations with the verb “beat” in them.**

1. - I see that you are nervous and excited, but stop beating about the bush, please.  
- O.K. I'll come straight to the point.

2. - John was trained by a famous teacher.  
- Yes. But he beat him at his own game.
3. - I think you can defeat your rivals easily.  
- Oh yes, we'll beat them hollow.
4. - I beat my brains out trying to prepare a nice dinner for the guests.  
- Well, the visitors really enjoyed it.
5. - My father's hard work beat him to his knees.  
- Is he ill?  
- Yes, he's. But we hope he'll respond to treatment.
6. - Don't try to repair the car. Don't beat your head against the wall.  
- O.K. I give up. I cannot do it.
7. - Preparing for my exams I studied for hours and beat a lot of facts into my head.  
- You did well at the exams, didn't you?  
- Yes, I did.
8. - I'll beat out the carpet.  
- All right. And I'll sweep the floor.

**6. Continue the dialogues.**

1. - Look! The rain is beating against the window.  
-
2. - It's too hot. The sun beats mercilessly on the earth.  
-
3. - I'm so upset. The rain beat all the flowers in the garden.  
-
4. - Don't work too hard. It may beat you to your knees.  
-
5. - I can't open the door. Could you beat the lock in?  
-

6. - Luckily, the firemen managed to beat down the fire.  
-
7. - I think parents should beat their children into obedience.  
-
8. - My sister beats me in English.  
-
9. - I'll stay at home tonight. I'm beat up.  
-
- 10 - My students are not responsive. Teaching them means beating your head  
. against the wall.  
-
- 11 - I like to listen to the waves beating against the shore.  
.
- 12 - I can't understand what you want to tell me. Please, stop beating about the  
. bush.

**7. Make up short dialogues in the following situations. Use the combinations with the verb "beat" given below.**

1. You are preparing for your exams. You get rather nervous. Talk to your friend about this problem.

*to beat one's brains out*  
*to beat something into one's head*  
*be (all) beat up*

2. You cannot repair your car and decide to buy a new one. Discuss the price with a person who wants to sell his / her car.

*to beat someone down (to)*  
*to beat about the bush*  
*beat one's head against the wall*

8. Match the idioms with the pictures given below. Comment on the meaning of each idiom. Use them in situations of your own.

1. Beat one's head against the wall.
2. Beat about the bush.
3. Beat someone to his knees.
4. Beat something into one's head.

A



<http://bibo.kz>

B



C



<http://joyreactor.cc>

D



<http://www.slideshare.net>

**9. A. Read the following texts. Note the idiomatic expressions formed from the phrasal verb “beat + prep / adv”. B. Continue the stories.**

1. It was a cold autumn night. The rain fell in torrents. The waves **beat against the shore**. They rose in growing fury. The shadows of the night crept round a little wooden cabin standing on the very edge of a cliff. One of the windows faced the sea, the other one looked over a winding road. As far as the eye could reach was a sea of treetops.

Inside the cabin an old man stood near the fireplace. A fire of logs flamed and flared.

Suddenly somebody began **beating at the door**. A dreadful fear came upon the man. It made his blood run cold. He didn't stir. It seemed to him as if his feet were weighted with lead.

Then a stranger **beat the door in** and came into the cabin.

2. Charles Grey has a fourteen-year-old son, Donald. The boy attends a boarding school. No matter how hard Charles tries to encourage him, Donald rarely looks at his books. He has no intellectual interests at all. The boy smokes and hangs out with a bad crowd.

### **Phrasal Verbs and Idioms in News Articles**

- 1. Look at the title of the article. Explain its meaning. How is the picture related to it?**
- 2. Predict the story from the headline and the picture.**
- 3. The article provides vocabulary associated with food. Search the article for members of the given lexical set.**
- 4. Give a brief summary of what the article is about, what the main points are.**
- 5. Discuss healthy eating habits.**



<http://vechastana.kz>

## **The ultimate food hell: What's the world's worst food?**

**Stefan Gates**

I won't beat about the bush: a lot of scrofulous old tat masquerading as food has passed my lips. You see, I'm happy to taste pretty much anything whether rotten, radioactive or simply unlikely. You may think that this is an unwise way to live your life, but I honestly relish the adventure of tasting something new and unusual – mainly because I have dedicated my life to discovering the next potato. Not literally the next potato, you understand – I believe they sell them down Tesco's – but rather the next foodstuff that might support generations of people to come. I'm fascinated by the fact that when the potato first arrived in Europe it was viewed with great suspicion, but that some nutter persevered with it, and since then it has sustained billions of lives. I'd like to be that potato-discovering nutter, and that's why I will taste anything – just in case it turns out to be the next potato. Or the next pasta. Or the next Wotsit, for that matter. Who knows what culinary revelations await the curious?

In my experience the worst foods on earth fall into several categories, and I'd like to share this important knowledge with you:

### **Badly named recipes**

This is by far the most amusing category of 'orrible food. Often the meal is pretty decent, but its name (lost in the murk of etymological dead-ends) makes it



sounds repulsive: cow heel pie; bacon and cow heel pudding (actually, this one tastes pretty grim too)...

### **Horrifying foods**

These are foods that I often enjoy, but which I accept that others find bizarre or offensive...

**Disgusting-tasting foods**, such as Swedish rotten herring...

### **Bad recipes**

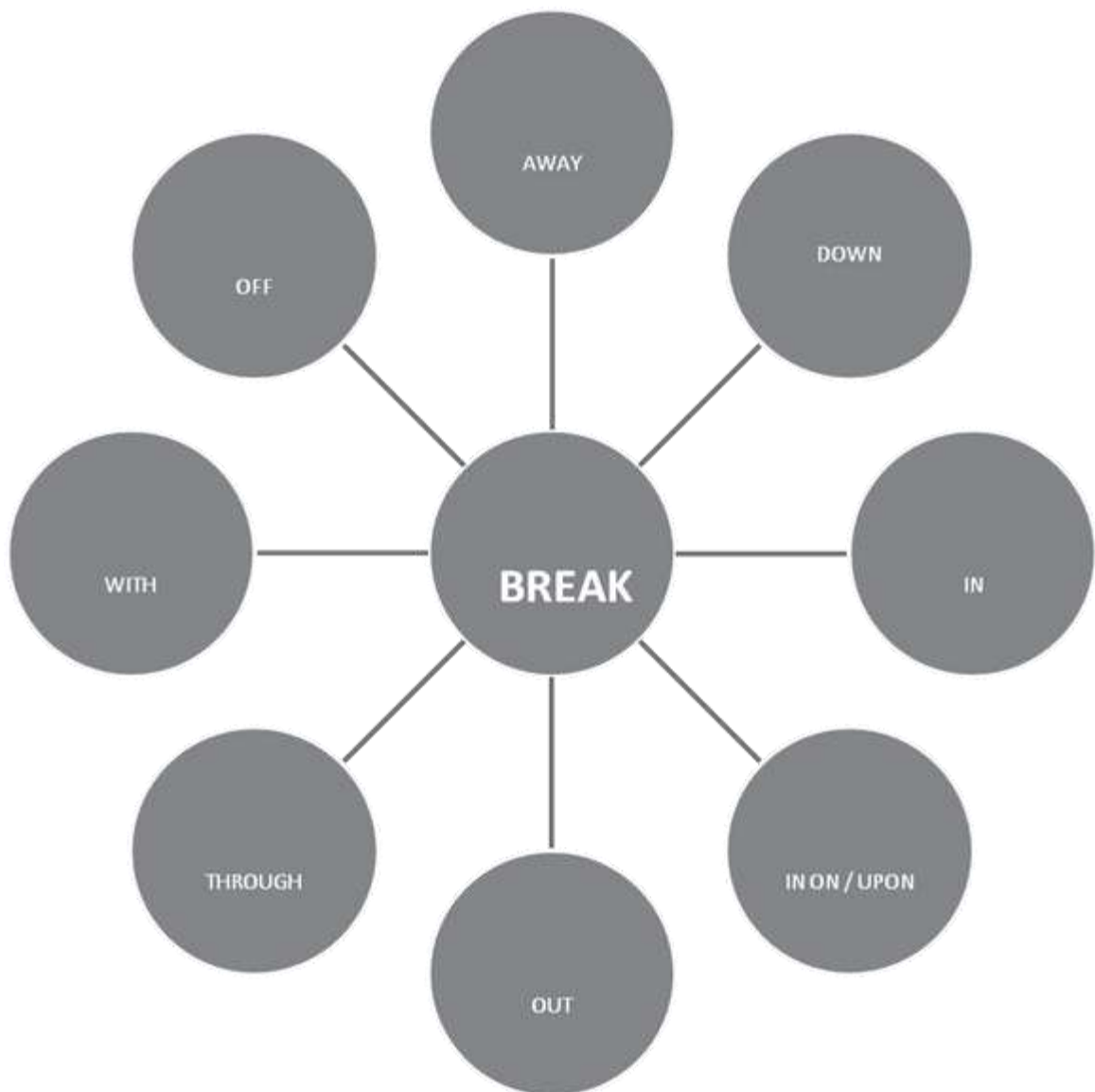
These are foods that often contain decent ingredients yet have been so badly and blindly constructed that they have been rendered disastrous in combination.

### **Tat**

This is simply rubbish food made gruesome by laziness, ineptitude, economic greed and ignorance. You know the offenders: flabby pizzas that are basically snotty melted cheese on toast, tasteless burgers containing onions fried too quickly, under-crust bread, cold pasta salads, over-grilled fish, and above all green peppers. [[www.bbc.co.uk/news](http://www.bbc.co.uk/news)]

## UNIT 3

### BREAKING THROUGH THE SUCCESS BARRIER



## BREAK

<b><i>Break away</i></b>	to escape from someone	<i>When the kids approached the beach they broke away from their nurse and started running for the sea.</i>
<b><i>Break in</i></b>	to interrupt	<i>“But I was there!” Jane broke in.</i>
<b><i>Break off</i></b>	to stop speaking	<i>He broke off in the middle of the story.</i>
<b><i>Break out</i></b>	to begin (suddenly)	<i>When the epidemic broke out all the doctors of the region had to join their efforts to break it down.</i>
<b><i>Break through</i></b>	to break a way through (something solid)	<i>The feeble attempt of the boy to break through the locked door of the shed came to nothing.</i>
<b><i>Break upon</i></b>	to interrupt	<i>The loud bell on the clock broke upon his dreams.</i>
<b><i>Break with</i></b>	to cease one’s connection with someone or something	<i>What made you break with your best friend?</i>

**1. Recast the following sentences using different collocations with the verb “break” instead of the underlined words:**

***break with; break into; break off; break out; break away; break down; break through; break in***

0. As he was talking, his uncle interrupted him, saying, “I don’t believe you.” –  
As he was talking, his uncle *broke in*, saying, “I don’t believe you.”

1. He suddenly began to laugh when we asked him why he had come hatless.
2. You must give up your bad habits.
3. Quite unexpectedly he began to curse everything and everyone.
4. She couldn’t go on speaking due to violent excitement.
5. He no longer mixes with his former schoolmates.
6. The criminal escaped from the policemen who were holding him.
7. The sun appeared after days of rain.
8. The thieves waited until it was dark enough to enter the house.

**2. Fill in the blanks with prepositions or adverbs:**

***away; down; off; through; out; into; with; in on / upon***

0. *The big problem was: how to break ... the front. – The big problem was: how to break through the front.*

1. The police broke ... the house.
2. He broke ... the conversation.
3. The sun broke ... the clouds.
4. His voice broke ... emotion.
5. He broke ... tears.
6. The boy broke ... from home.
7. War broke ... in 1939.
8. I'm sorry to break ... .. your private thoughts.

**3. Read the sentences. Divide them into two groups: a) sentences with the phrasal verbs; b) sentences with the simple verbal combinations.**

1. Peter broke down and wept when he saw the deer that he had shot.
2. The wing of the plane broke off in mid-air and the plane crashed.
3. Fire broke out in the hospital last night.
4. As you grow wiser, you should break with your old ideas.
5. The children broke into the conversation with demands for attention.
6. The police broke the door down.
7. Jim broke off telling the story to answer the telephone.
8. We had to break the door down to escape from the fire.
9. Mary broke the chocolate into pieces, one for each person.
10. The fireman could enter the burning house only by breaking in the door.

**4. Look at the picture and comment on the meaning of the idiom “break down barriers”:** “The aim of the talks was to break down barriers between the two groups.”



linkedin.com

**5. Translate the following sentences into English using the phrasal verb “break + preposition” or “break + adverb”.**

1. Джим вирішив залишити дім та розірвати усі відносини з його рідними.
2. Діти не повинні втручатися у розмову дорослих.
3. Він раптово замовчав.
4. Вони згадали той рік, коли розпочалася війна.
5. Коли він став багатим, він припинив спілкуватися з його колишніми друзями.
6. Дощ вщух, сонце вийшло із-за хмар.
7. Пожежа розпочалася вночі, коли усі спали.

**6. Comment on the meaning of each phrasal verb. Use them in situations of your own.**

1. A quarrel broke out.
2. He broke off as she came out of her room.
3. An idea broke in upon me.
4. She broke down in the middle of her speech.
5. She was eager to break away from her old life.
6. His face almost broke into laughter.
7. Three men broke out of prison yesterday.
8. Let's break off and have a cup of tea.
9. Your health will break down if you work too hard.
10. Peace talks have broken down in the Middle East.

**7. Complete the following dialogue using appropriate phrasal verbs.**

- You are looking tired.

- Ay, and I am tired.

- You'll feel better when you've had a cup of tea. Eat something with it. I brought you a sandwich.

**8. A. Read the following texts. Note the idiomatic expressions formed from the phrasal verb "break + prep / adv". B. Continue the stories.**

1. **Breaking up** is really hard to do. My 4 year old sister comes home from day care saying, "Ann is not my friend". The next day, they are on again. It would be nice if it were that easy in adult relationships. We could pick and choose what we need out of each person, and then be done with them. Sadly, there are people like that. As we get older and start assessing who our true friends are, at first it is not very clear. I've always viewed myself as "the good friend". Maybe too good. I take a few minutes out of my busy day to e-mail. I leave nice messages on voice mails. I respond in times of need. But, when I need a friend, where are these people?

2. A lot of firefighters tried to put out a fire **broke out** at a supermarket in the center of the town. The fire broke out at night and spread to the market's building. Luckily, no casualties were reported.

3. The biggest gap that we have from where we are today to where we want to be is not information, it's ourselves. It's the ability to **break through** our own mental and physical barriers. Whether you're looking to improve your financial situation, get your health straight, or fix your relationships. Anything. (www.inc.com)

**Phrasal Verbs and Idioms in News Articles**

**1. Look at the title of the article. Comment on its meaning. How is the picture related to it?**

**2. Predict the story from the headline and the picture.**

3. *The article provides vocabulary associated with poverty. Search the article for members of the given lexical set.*
4. *Give a brief summary of what the article is about, what the main points are.*
5. *Discuss Africa top problems.*



<http://arabmir.net>

### **Can Niger break out of its cycle of poverty? Alastair Leithead**

Africa's population is expected to double by 2050, but in the country with the highest birth rate in the world it's on track to triple.

In Niger, women have an average of 7.6 children each – and in rural Zinder the rate is even higher.

Not surprisingly it's more than just a statistic in almost every village you visit – there are kids everywhere.

Even the children have children – more than half the girls are married before the age of 15.

As economies grow and both countries and their people get richer, the number of babies being born naturally begins to fall, but Niger is also one of the world's poorest countries.

“The immediate consequences of having such a high birth rate is that it's impossible to feed, educate and care for all these children in the short term,” said Dr Hassane Atamo, head of the government's family planning division.

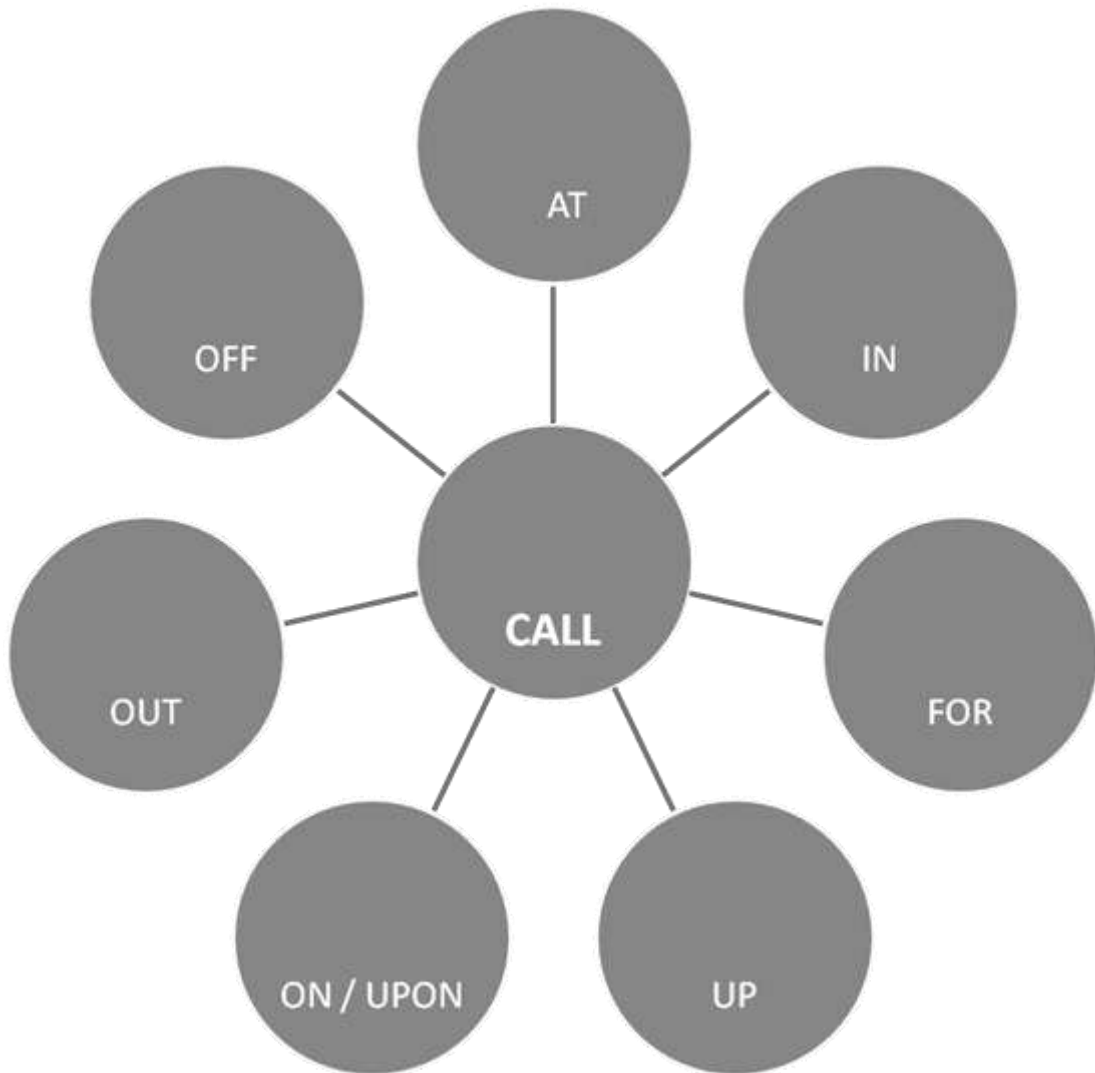
“In the long term, the very survival of the country is threatened unless we take this window of opportunity to make the most of this youth dividend.”

There’s much talk of a “demographic dividend”— the ability of a young and active workforce to catapult economies out of poverty as fertility and mortality decline, but that needs investment and jobs for them to fill.[[www.bbc.co.uk/news](http://www.bbc.co.uk/news)]



## UNIT 4

### CALLING FOR A CELEBRATION



## CALL

<b>Call at</b>	to arrive at a place	<i>We called at your house yesterday but nobody answered the bell.</i>
<b>Call on</b>	to choose; to make a demand on someone; to invite someone to do something	<i>The teacher called on the best pupil to read his composition out loud.</i>
<b>Call out</b>	to order someone to come to one's help	<i>Call out, if you need my help.</i>
<b>Call off</b>	to cause some event not to take place	<i>Though the meeting was officially called off, many people gathered in the hall eager to discuss the new regulations.</i>
<b>Call for</b>	to demand something or someone; to ask for	<i>Henry called for the waiter in a loud voice.</i>
<b>Call smb in</b>	to ask someone to attend, as to give professional advice	<i>Mother was so ill last night that we had to call the doctor in.</i>
<b>Call up</b>	to telephone someone	<i>Will you call me up after the performance?</i>
<b>Call attention to</b>	to make someone or something noticed	<i>This pretty girl is always calling attention to herself.</i>

### Activities

**1. Recast the following sentences using different collocations with the verb "call" instead of the underlined words:**

*call at; call for; call off; call up; call in; call out; call on*

0. He was made to join the armed forces at the beginning of the war. – He was *called up* at the beginning of the war.

1. When did they mobilize you?
2. One of the best pupils was told to recite the poem to the rest of the class.
3. Summon the doctor at once! The case is urgent.
4. He asked us to help the pupils that lagged behind.
5. The situation demands quick action.

6. The performance was stopped because of the air-raid.

7. The ship arrived at the port to pick up some passengers before crossing the ocean.

**2. Fill in the blanks with prepositions or adverbs:**

***at; for; off; up; in; out; on***

0. *The match has been called ... because of the rainy weather. – The match was called off because of the rainy weather.*

1. This trouble call ... quick action by the government.

2. Call ... your dog, he's biting my leg!

3. I called ... the office, but you were out.

4. Permit me to call ... you next Tuesday afternoon.

5. If your illness becomes worse call ... a specialist.

6. If you know the answer put your hand up, don't call ... .

7. The government declared that they wouldn't call ... men engaged in vital industries.

**3. Read the sentences. Divide them into two groups: a) sentences with the phrasal verbs; b) sentences with the simple verbal combinations.**

1. I'll call for you at eight o'clock.

2. The teacher began to call off the names on his list.

3. Please, call in any time you're in town.

4. Jane called out when she saw her friend across the street.

5. The men sat down and called for some beer.

6. The librarian has called in all the books.

7. Please, call me up at seven o'clock tomorrow.

8. From the bottom of the stairs Jane called up: "Have you seen my blue bag?"

**4. Translate the following sentences into English using the phrasal verb “call + preposition” or “call + adverb”.**

1. Вам краще залишитися вдома та викликати лікаря. 2. Страйк був скасований. 3. Надзвичайні обставини (the emergency) відкрили його прихований хист (hidden talents). 4. Я збирався зателефонувати йому, але забув. 5. Вони піднялися і попросили рахунок.

**5. Comment on the meaning of each phrasal verb. Use them in situations of your own.**

1. The speaker called for order.
2. At four o'clock she called on Mary.
3. “What did you call me for?” he asked.
4. This wonderful profession often calls upon him to travel everywhere.
5. During the war, all young men were called up to fight in the army, the navy, or the air force.

**6. Explain the meaning of the idiom “call into question”: “Her widely criticized performance during the debate calls into question her ability to win over a great share of the electorate.” Use it in your own sentences.**



<http://monster.com>

**7. Continue the stories using the phrasal verb “call + prep / adv”.**

1. Little John was not the best student at school. Usually he slept through the class. One day the teacher **called on** him while he was napping and asked him a question.

2. When preschool teachers **call attention** to gender in any way, kids pick up on it. A new study found that in classrooms where boys and girls line up separately – and even in settings where teachers say things like, “Good morning boys and girls” – children express more stereotypes about gender and even discriminate when deciding who to play with.

**Phrasal Verbs and Idioms in News Articles**

- 1. Look at the title of the article. Comment on its meaning. How is the picture related to it?**
- 2. Predict the story from the headline and the picture.**
- 3. The article provides vocabulary associated with gender bias. Search the article for members of the given lexical set.**
- 4. Give a brief summary of what the article is about, what the main points are.**
- 5. Discuss anti-bias education.**



<http://dialogcenter.com.ua>

**100 Women: “We can’t teach girls of the future with books of the past”**

**Valeria Perasso**

In a textbook for students in Tanzania, boys are strong and athletic, while girls just look proud of their pretty frilly dresses.

In a primary school reader in Haiti, pupils learn that mothers “take care of the kids and prepare the food” as fathers work “in an office”.

There’s a Pakistani illustrated book where all politicians, authoritative and powerful, are male.

In Turkey, a cartoon of a boy shows him dreaming of becoming a doctor.

Meanwhile a girl imagines herself as a future bride in white gown.

The list goes on – and knows no geographical boundaries.

Gender bias is rife in primary school learning books and can be found, in a strikingly similar form, on every continent, various experts say.

It is a problem “hidden in plain sight”.

“There are stereotypes of males and females camouflaged in what seems to be well-established roles for each gender,” says sociologist Rae Lesser Blumberg.

Prof Blumberg, from the University of Virginia, has been studying textbooks from around the world for over a decade, and says she has seen women systematically written out, or portrayed in subservient roles.

“Gender bias is a low-profile education issue, not one that makes headlines when millions of children remain unschooled,” she says.

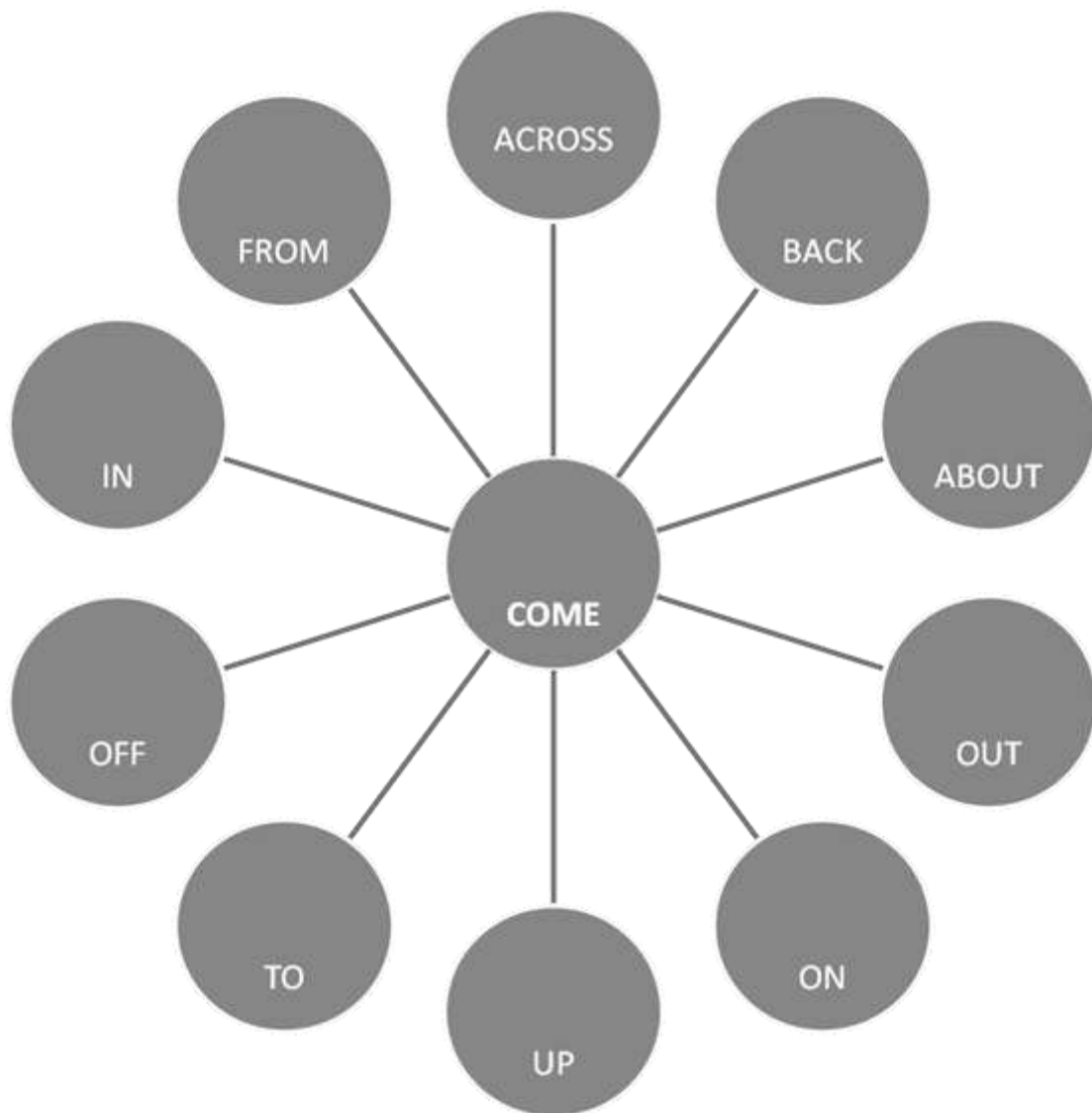
Although school enrolment has increased dramatically since 2000, Unesco estimates that over 60 million children still never set foot in a classroom – 54% of them are girls.

“These books perpetuate gender imbalance,” says Prof Blumberg. “We cannot educate the children of the future with books from the past.”

The problem can be compensated by calling attention to it.  
[[www.bbc.co.uk/news](http://www.bbc.co.uk/news)]

## UNIT 5

### COMING TOP OF THE CLASS



## COME

<b><i>Come across</i></b>	to be understood and received well by someone	<i>How did his speech come across?</i>
<b><i>Come back; make a come back</i></b>	to return; to begin performing again after inactivity	<i>Is the singer expected to come back?</i>
<b><i>Come about</i></b>	to happen	<i>It came about in spring, just after the examinations.</i>
<b><i>Come in</i></b>	to start (of weather or time)	<i>This week came in very windy.</i>
<b><i>Come from</i></b>	to be descended from people	<i>She comes from a long line of singers.</i>
<b><i>Come on</i></b>	to hurry	<i>Come on! We have no time to waste.</i>
<b><i>Come off</i></b>	to cease being joined to something	<i>Look! All your buttons have come off.</i>
<b><i>Come out</i></b>	to reach an answer	<i>Though I'm not very good at counting, my calculations have come out right.</i>
<b><i>Come to</i></b>	to make someone regain consciousness	<i>For a very long time the doctor couldn't make him come to.</i>
<b><i>Come up</i></b>	to reach	<i>The results of the investigation did not come up to our expectations.</i>

### Activities

**1. Recast the following sentences using different collocations with the verb “come” instead of the underlined words:**

***come about; come across; came back; come from; come in; come on; come off; come out; come to; come up***

0. His work didn't reach his usual standard. – His work didn't come up to his usual standard.

1. It happened just when we going to leave town.
2. Hurry up! Make a clean breast of what you know about it.
3. Let's start without delay. It's already seven o'clock.



4. In spite of all the doctor's efforts the patient wouldn't regain consciousness.
5. Her first model lesson at school was a success.
6. I found this old photograph in the back of the drawer.
7. That's what results from sleeping late, you have a headache all morning.
8. I'll let you know if anything happens.
9. Long skirts are expected to become fashionable next year.
10. It becomes very cold for September.

**2. Fill in the blanks with prepositions or adverbs:**

***about; across; back; from; in; on; off; out; to; up***

0. *The boy tried telling a joke but it didn't come ... . – The boy tried telling a joke but it didn't come off.*

1. How did their quarrel come ... ?
2. Did your plane come ... on time?
3. If you recite it that way the message of the poem will never come ... .
4. His speech came ... all right.
5. It came ... to me where I had seen her before.
6. What results do you expect to come ... all this activity?
7. Just as I entered the house, all the lights came ... .
8. The girl fainted, but she came ... when we threw drops of water on her face.
9. I could hear footsteps coming ... behind me.
10. The flowers are coming ... in everyone's gardens.

**3. Read the sentences. Divide them into two groups: a) sentences with the phrasal verbs; b) sentences with the simple verbal combinations.**

1. Peace can only come about if each side agrees to yield to the other.
2. When the traffic has all passed, it's safe to come across.
3. Outside the restaurant, we came across a man doing a fire-eating performance.

4. Her name will come back to me soon.
5. We'd like to come back next year.
6. What country do you come from?
7. The door opened and the man came in.
8. This is where the mistakes come in.
9. This button has come off my coat.
10. Night came on.

**4. State the contextual meaning of the idioms formed from a phrasal verb.**

1. A lovely tune just came into my head. I'll sing it and you see if you recognize it.
2. At last the shore came into view.
3. In Britain a young person comes of age on his or her 18<sup>th</sup> birthday.
4. Although I know it well, the name just won't come to mind.
5. Please, come to the point, I want to know what you're trying to say.
6. May all your dreams come true.

**5. Match the idioms with the pictures and explain their meanings. Use them in some conversational context.**

1. Come down on somebody like a ton of bricks.
2. Have something coming out of your ears.

A



B



**6. Translate the following sentences into English using the phrasal verb “come + preposition” or “come + adverb”.**

1. Хвора прийшла до тямі і подивилась навкруги. 2. Підійдіть до мене. Треба поговорити. 3. Прийшла весна. Розквітають тюльпани. 4. На жаль, його мрії не здійснились. 5. Настала ніч. 6. Демократична партія прийшла до влади. 7. Їх імена прийшли мені на згадку. 8. Я випадково зустрівся з моїм шкільним товаришем у театрі.

**7. Comment on the meaning of each phrasal verb. Use them in situations of your own.**

1. It came across my mind that I had met him before.
2. Her thoughts kept coming back.
3. He came to himself.
4. Come on, we'll help you.
5. The attempt did not come off as well as we had hoped.
6. It came on to snow.
7. The sun came out as soon as the rain stopped.
8. Come up and see me some time.

**8. A. Read the following texts. Note the idiomatic expressions formed from the phrasal verb “come + prep / adv”. B. Continue the stories.**

1. The chairman's speech had something for everybody. To be fair, his speech seemed to hit the correct tone. It didn't **come across** as colourless at all. In fact, the chairman surprised his critics to a certain degree by delivering a weighty speech and one which is worthy of the occasion.

2. There was a road crash in the centre of the town last night. Police were called there in the evening, following reports that a white Citroen van had left the

carriageway and struck a lamp-post. The driver of the van, a man in his 50s was taken to hospital but sadly he didn't **come to** and died a short time later. No other vehicles were involved in the incident.

### **Phrasal Verbs and Idioms in News Articles**

- 1. Look at the title of the article. Comment on its meaning. How is the picture related to it?**
- 2. Predict the story from the headline and the picture.**
- 3. The article provides vocabulary associated with the press. Search the article for members of the given lexical set.**
- 4. Give a brief summary of what the article is about, what the main points are.**
- 5. Discuss some types of journalism.**



[[www.bbc.co.uk/news](http://www.bbc.co.uk/news)]

### ***The Guardian* newspaper adopts tabloid format**

***The Guardian* has launched its new look as a slimline tabloid newspaper.**

The reformatting is part of a drive to cut costs at the paper, which last year made a loss of £38m.

Previously, the paper was a hybrid between a broadsheet and a tabloid, called a Berliner – a unique format in the UK.

The new design means *The Guardian* can be printed by more printing presses around the UK, which is expected to save the title millions of pounds.

The change in format has also brought about the redesign of the newspaper.

The paper no longer carries the distinctive blue masthead, opting for a simpler design. It's also created a new font called "Guardian headline", which the paper claims is "easier to read".

The overhaul also features a new daily pullout section of opinion and ideas, called Journal.

The shake-up includes a digital reversioning of the brand, with the website showing a similar aesthetic as the new-look paper.

The Observer will follow suit – launching in tabloid format on Sunday 21 January.

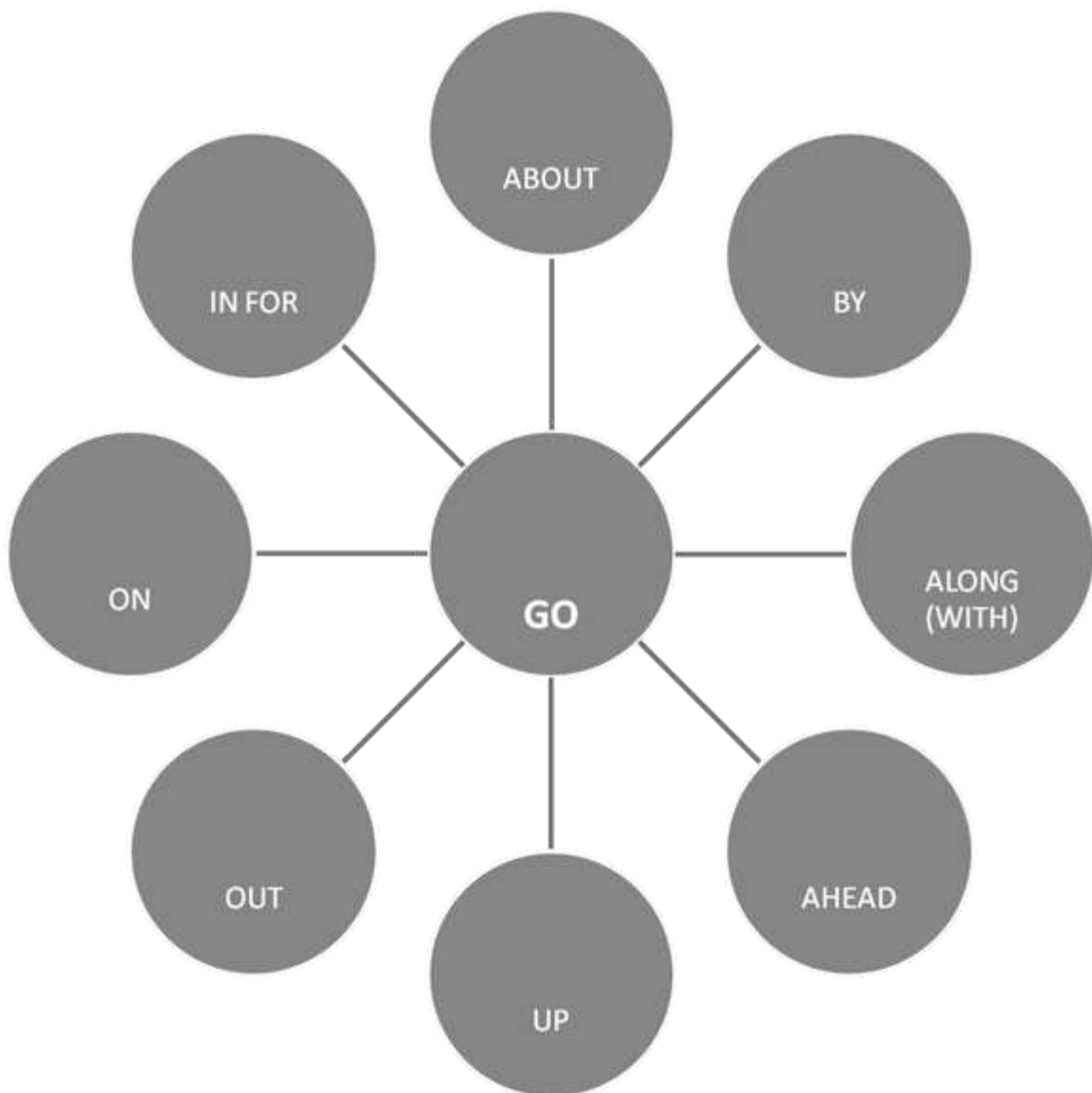
Society of Editors executive director, Ian Murray, called the redesign "fresh and very professional".

Murray said: "I think it's inevitable that newspapers will evolve," adding: "It proves even papers with such a strong brand as the Guardian – with such a loyal readership – still need to have a newspaper with a look and feel of the times."

"With any redesign you're going to get some people who will object, but most will get over the look and come back. Content is still king." [[www.bbc.co.uk/news](http://www.bbc.co.uk/news)]

## UNIT 6

### GOING AHEAD AS PLANNED



## GO

<b><i>Go about</i></b>	to start something or doing something	<i>I wanted to make a dress, but I didn't know how to go about it.</i>
<b><i>Go by</i></b>	to travel using a vehicle	<i>I think, we should go by the train, it's safer.</i>
<b><i>Go along (with)</i></b>	to move forward with someone	<i>We'll go along with him as far as the taxi rank.</i>
<b><i>Go ahead</i></b>	to continue	<i>Go ahead, we are all listening.</i>
<b><i>Go in for</i></b>	to take an interest in	<i>Does your friend go in for sports?</i>
<b><i>Go on (with)</i></b>	to continue	<i>Do go on, I'm listening.</i>
<b><i>Go out</i></b>	to go outside socially (to a theatre, concert, etc)	<i>Let's go out tonight; there's a good film showing at the local cinema.</i>
<b><i>Go up</i></b>	to rise	<i>The temperature is going up; will the snow melt?</i>

***1. Recast the following sentences using different collocations with the verb “go” instead of the underlined words:***

***go about; go ahead; go by; go in for; go along; go out; go on; go up***

0. He is planning to take part in the 100 metres race. – He is planning to go in for the 100 metres race.

1. Leave him alone and let him continue his work.
2. Playing tennis is our hobby.
3. Rumours spread that they were going to adopt a child.
4. The council gave up permission to continue with our building plans.
5. The year ended with a terrible snowstorm.
6. He was known by the name of “The Gadfly” among his friends.
7. The two youngest children decided to go somewhere together.
8. How many new houses have been built this year?

**2. Fill in the blanks with prepositions or adverbs:**

***about; ahead; along; by; in for; on; out; up***

0. *The meeting is now going ... as planned. – The meeting is now going ahead as planned.*

1. My weight keeps going ... although I try not to eat too much.
2. There are a lot of colds going ... the school.
3. How is Tom going ... with his new book?
4. Why have you stopped? Go ... with your work!
5. In spite of the chairman's illness, the meeting will go ... as planned.
6. Letters with enough stamps can go ... air.
7. The youngest son went ... to Canada and made a fortune.
8. I thought he only went ... .. music and tennis.

**2. Read the sentences. Divide them into two groups: a) sentences with the phrasal verbs; b) sentences with the simple verbal combinations.**

1. The quickest way to go about the city is by underground train.
2. You've missed the bus, it just went by.
3. The best cure for grief is to go about your usual work.
4. Saturday afternoons go by like lightning!
5. I have to go in for my tea now, see you tomorrow.
6. How long has Jim gone in for stamp collecting?
7. Do go on telling me your adventures.
8. The police examined the cars and then allowed them to go on.

**3. State the contextual meaning of the idioms formed from a phrasal verb.**

1. The weather has gone from bad to worse this winter; first the storms, then the snow, and now this severe cold.
2. Didn't you hear me ask you to get ready? Everything I say goes in one ear and out the other.



3. When did long skirts go out of fashion?

4. This is a very fashionable area of town now, but when we first came the houses were going for a song.

**4. Match the idioms with the pictures given below and explain their meanings. Use an English-English dictionary. Make up short stories illustrating the meanings of the idioms.**

1. Go about your business
2. Go all round the houses.
3. Go around in circles.
4. Go off without a hitch.

A



B



<http://niklife.com.ua>

C



D



total.kz

**5. Translate the following sentences into English using the phrasal verb “go + preposition” or “go + adverb”.**

1. Яким видом спорту ти займаєшся? 2. Вони завжди ходять разом. 3. Вони запросили її піти разом з ними до театру. 4. Сподіваюсь, що дощ не буде йти цілий день. 5. Сьогодні ми йдемо розважатися. 6. Температура піднялась до 40°. 7. Усюди підіймаються нові будинки. 8. Він робить успіхи у роботі.

**6. Comment on the meaning of each phrasal verb. Use them in situations of your own.**

1. He went on talking.
2. – Can I use your phone? – Go ahead.
3. They went along with the children to the Zoo.
4. How are you going on?
5. Go on with your work, children.
6. He always goes out with this one girl.
7. Prices go up every year.
8. Apples have gone up.

**7. A. Read the following texts. Note the idiomatic expressions formed from the phrasal verb “go + prep / adv”. B. Continue the stories.**

1. Everyone has met this problem. You do understand that sport is very important, you do want to look fit and beautiful, but you do not **go in for sport**, just because you don't have enough will-power. At times you get this energy which gives you the force to do some exercise. You wake up earlier for jogging. You feel pleased you did this, you feel every muscle of your body. The next day you have such a strong myalgia that there's no will to do it again. Surely you may even do it the whole week every day, but there will come the day when you stop. Why? Because you don't like it.

2. New York probably has the most diverse and intense nightlife in the country. New Yorkers love **to go out** at night. More than 20,000 restaurants, endless number of bars and clubs, opera and concert halls, Broadway theaters and dance companies, sport games and rock star performances – every night in New York you easily can find things to do for fun according to your interests and desires.

### **Phrasal Verbs and Idioms in News Articles**

- 1. Look at the title of the article. Explain its meaning. How is the picture related to it?*
- 2. Predict the story from the headline and the picture.*
- 3. The article provides vocabulary associated with children's upbringing. Search the article for members of the given lexical set.*
- 4. Give a brief summary of what the article is about, what the main points are.*
- 5. Discuss the role of parents in the upbringing of children.*



<http://www.bbc.co.uk>

### **No place for smacking in society – children's commissioner**

**Smacking has no place in modern society, Wales' children's commissioner Sally Holland has said.**

Dr Holland reiterated her call for a smacking ban in the wake of plans for parental discipline to be devolved to the assembly.

The move, if passed, would make it possible for AMs to pass to outlaw smacking in Wales.

Welsh Conservative leader Andrew Davies said parents should be able to bring up children in a manner "they see fit." Welsh Labour has promised to seek cross-party support to end the defence of reasonable punishment.

Dr Holland told BBC Radio Wales' Jason Mohammad programme: "Most of us of a certain generation, including myself, were smacked as children."

"What I would say is it just doesn't have a place in modern civilised society."

"And I see this really as a human rights issue, because all we are trying to do is give children the same rights against being hit as adults have."

Dr Holland said Wales had been "going around circles" debating the issue for years and hoped to see a ban in the next couple of years. She added that she did not expect to see a wave of parents being criminalised - and that there would be a "high bar" for prosecutions when children had been persistently harmed.

Welsh Conservative leader Andrew RT Davies said: "The Welsh Conservatives assembly group has a free vote on this issue."

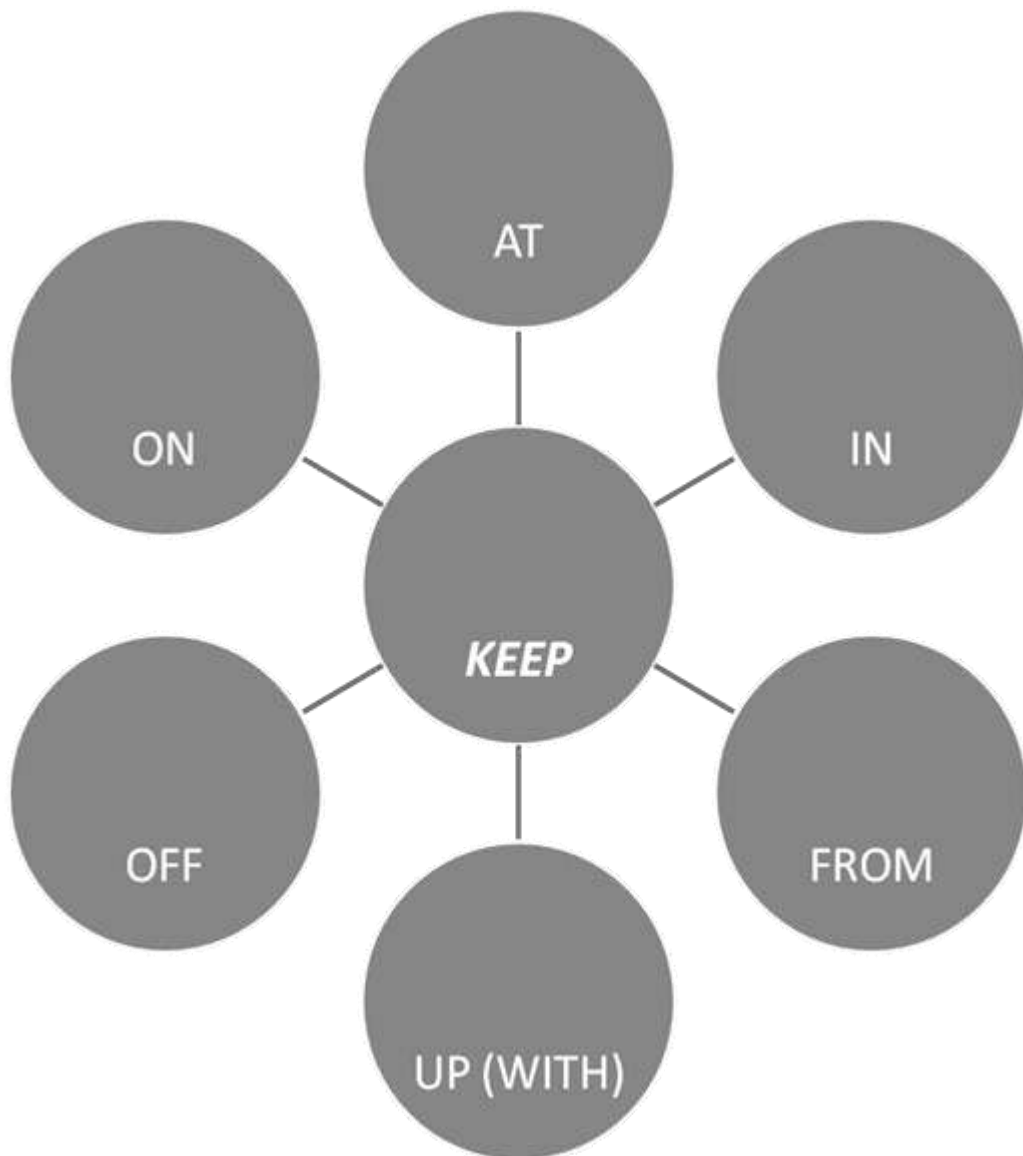
"Personally, I'm a big believer in families having the right to bring up their children and conduct their own affairs in a manner they see fit, without being unnecessarily criminalised by the government." "However, we must keep in mind the need to protect the most vulnerable members of society from violent or psychological harm."

Des Mannion, head of NSPCC Wales, said: "Giving children the same protection against assault as adults would bring Wales in line with dozens of other countries that have already done the same." He added: "While we would never want to criminalise loving parents, the NSPCC believes smacking is not an effective way of dealing with bad behaviour and the continued existence of this legal loophole flies in the face of the incredible progress made in boosting children's rights in recent years."

One man in Carmarthen told BBC Radio Wales the best way of disciplining children was to take things like iPads away from them. A woman said smacking "in the right way" was a good thing. "When I was young, if I did something wrong [and] then I had a smack, then I knew not to do it again," she added.  
[[www.bbc.co.uk/news](http://www.bbc.co.uk/news)]

## UNIT 7

### KEEPING ON AT YOUR STUDIES



## KEEP

<b>Keep at</b>	to continue working at	<i>If you keep at your work, you'll soon have the job finished.</i>
<b>Keep from</b>	to prevent or delay someone from something or doing something	<i>I don't want to keep you from your work.</i>
<b>Keep in</b>	to cause to stay indoors, esp. after school as a punishment	<i>If you are kept in after school, you won't be allowed to spend the weekend out of town.</i>
<b>Keep on</b>	to continue to have something	<i>I would like to keep on these photos, but I'm afraid I'll have to return them to the owner.</i>
<b>Keep off</b>	to stay away from	<i>Keep off! There's wet paint here.</i>
<b>Keep up (with)</b>	to continue something; observe	<i>This tradition is kept up throughout the country.</i>

### Activities

**1. Recast the following sentences using different collocations with the verb "go" instead of the underlined words:**

***keep at; keep from; keep in; keep off; keep on; keep up***

1. He continued reading his book though it grew quite dark in the room. 2. Old customs are often observed by old people. 3. The teacher made the boys stay after school. 4. She repeatedly asked me to buy her a new coat. 5. The doctor advised Jim to avoid fattening foods. 6. Don't let him prevent you from going out.

**2. Fill in the blanks with prepositions or adverbs:**

***at; from; in; off; on; up***

1. Jane was late home from school because the whole class had been kept ... for bad behaviour. 2. Will the fine weather keep ... ? 3. This new teacher certainly keeps his students hard ... their work. 4. How did you keep your husband ... fattening foods all last year? 5. A string broke, but the pianist kept ... playing. 6. I could hardly keep ... laughing when he slipped and fell.

**3. Read the sentences. Divide them into two groups: a) sentences with the phrasal verbs; b) sentences with the simple verbal combinations.**

1. Can't you keep your dog off the road? 2. I shall keep Jane out school until her stomach trouble is better. 3. I'll keep my coat on, thank you, I can't stay long. 4. Keep on with your studies, however hard it sometimes seems. 5. The farmers are keeping the prices up. 6. What keeps the roof up? 7. I'm sorry I'm late, I was kept at the office. 8. She kept at me for a year to buy her a new dress.

**4. State the contextual meaning of the idioms formed from a phrasal verb.**

1. The director keeps all the office workers at a distance, and does not encourage anyone to be friendly. 2. Throw away your old clothes, keep up to date! 3. If their mother tries to keep the children under her thumb, they will leave home as soon as they can. 4. How long can an inexperienced teacher keep a class like that under control? 5. Keep your nose out of my affairs!

**5. Translate the following sentences into English using the phrasal verb "keep + preposition" or "keep + adverb".**

1. Тобі слід утриматися від солодощів. 2. Він весь час повторював одне й теж (the same thing). 3. Не кидайте занять музикою. 4. У цьому селі люди дотримуються старих звичаїв. 5. Припиніть ставити такі дурні питання (silly questions).

**6. Comment on the meaning of each phrasal verb. Use them in situations of your own.**

1. He kept dates well in his head. 2. I kept my eye on the two students and followed them. 3. The girl kept on talking. 4. You must keep on at your studies. 5. He can't keep up with the class. 6. I can't keep up with you, you walk too fast.

**7. Match the phrases with the pictures given below. Comment on the meaning of each phrase. Use them in situations of your own.**

1. Be kept in after school.
2. Keep at one's work.
3. Keep off!
4. Keep on smth.

A



<http://safetysign.com>  
<http://comfortblog.net>

B



<http://>

C



<http://drive2.com>  
<http://dsnews.ua>

D



**8. Continue the stories using the phrasal verb “keep + prep / adv”.**

1. There is nothing wrong with keeping your lawn looking green and fresh. A well manicured lawn can enhance the overall look of your property. There is only one



sure way to keep people from stepping on your perfect grass, and it is by posting a sign. They offer a wide selection of colourful **keep off** signs and notice signs. The signs are not only easy to mount, but they are durable enough to withstand the weather.

2. Tom is a son of a former Tigers flanker, and a famous coach. He is a talented sportsman. Tom is **keeping up** their family tradition of sporting excellence.

### **Phrasal Verbs and Idioms in News Articles**

- 1. Look at the title of the article. Comment on its meaning. How is the picture related to it?*
- 2. Predict the story from the headline and the picture.*
- 3. The article provides vocabulary associated with journalists. Search the article for members of the given lexical set.*
- 4. Give a brief summary of what the article is about, what the main points are.*
- 5. Discuss top qualities of a good journalist.*



<http://www.ipukr.com>

### **Is the reporter an endangered species?**

**Amol Rajan**

Email radically sped up the process by which politicians could directly reach millions of people, spreading campaign messages at virtually no cost, and keeping both allies and enemies abreast of their latest thinking.

Of course digital media offer journalists amazing opportunities. “My initial concern”, wrote George Orwell in *Why I Write*, “is to get a hearing.”

These days journalists can get a hearing as never before. That’s one reason why we are living in a new golden age of journalism.

Nevertheless, the reality we are confronting is that politicians are using digital tools to circumvent journalists, and reaching vast audiences without necessarily making the same demands on their attention and time that journalists of yore did.

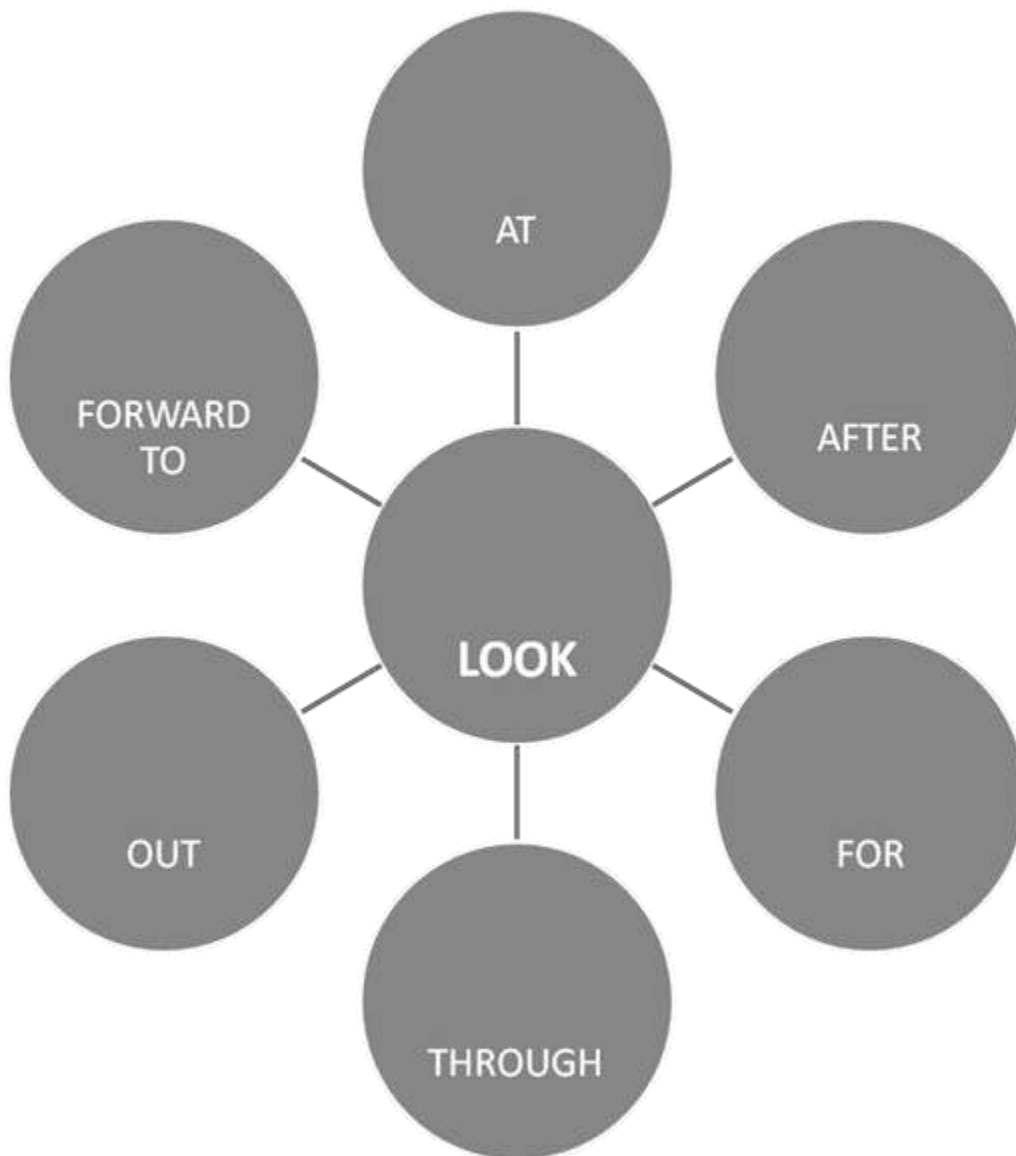
Perhaps 2020 will be the Snapchat election – a form of social media even more transitory than Twitter (it’s full of videos, or “snaps”, that quickly disappear).

In the era of fake news that is going to be our bridge to that election, redundancy will be a fact of life for some journalists: not just those who lose their job, but many of those who used to make a living out of being the intermediary between politics and the public.

In my view that just shows we need proper journalism more than ever. But then I’m biased. [[www.bbc.co.uk/news](http://www.bbc.co.uk/news)]

## UNIT 8

### LOOKING FOR PROGRESS



## LOOK

<b><i>Look after</i></b>	to take care of; take the responsibility for	<i>Who will look after the children while you go out to work?</i>
<b><i>Look at</i></b>	to regard; judge; consider; take a point of view about something	<i>Happiness depends on how you look at life.</i>
<b><i>Look for</i></b>	to hope to get something	<i>What results are you looking for?</i>
<b><i>Look forward to</i></b>	to expect and usually hope to enjoy something or doing something	<i>I'm looking forward to some warmer weather after this bitter winter.</i>
<b><i>Look out</i></b>	to take care; be watchful	<i>Look out! The roof is falling!</i>
<b><i>Look through</i></b>	to look quickly in something (often written or printed)	<i>I'll look through my notes, but I don't think I have a record of his name.</i>

### Activities

***1. Recast the following sentences using different collocations with the verb "look" instead of the underlined words:***

***look after; look at; look for; look out; look through; look forward to***

1. Every year the children expect and hope to enjoy their holidays. 2. Who takes the responsibility for the arrangements for the wedding? 3. I'll examine your report tomorrow. 4. I must find a special dress for the wedding. 5. Many people who enjoy fast sports hope to get excitement. 6. I said good morning but she looked at me without seeming to notice and walked on.

***2. Fill in the blanks with prepositions or adverbs:***

***after; out; forward to; through; for; at***

1. I've warned you, so look ...! 2. I looked ... the drawer to see if I could find my key. 3. This house seems to have been well looked ... . 4. The difficulty can now

be looked ... in a different light. 5. It's no good looking ... help from that direction.  
6. I'll look ... seeing her again.

**3. Read the sentences. Divide them into two groups: a) sentences with the phrasal verbs; b) sentences with the simple verbal combinations.**

1. He turned and left her, but she looked after him with tears in her eyes. 2. If you look after your new shoes, they will last longer. 3. She looked at him in great surprise, wondering what he meant. 4. That tooth wants looking at. 5. Look out of the car window, there is a deer crossing the road. 6. I'll look out a suitable train for you.

**4. Translate the following sentences into English using the phrasal verb "look + preposition" or "look + adverb".**

1. Я роздивлявся свої папери, коли вона увійшла до кімнати. 2. Мені необхідно підібрати цитату (the quotation) в цій книзі. 3. Я з нетерпінням чекаю на літню відпустку. 4. Її добре доглядали у лікарні. 5. Я зараз по-іншому дивлюсь на свою працю. Мені здається, що вона доволі цікава. 6. Ми сподіваємося отримати добрі результати.

**5. Comment on the meaning of each phrasal verb. Use them in situations of your own.**

I promise to look after your flowers. 2. You needn't look for it. 3. I wouldn't look at such a poor offer. 4. The party, which had been greatly looked forward to, was ruined by the rude behaviour of an uninvited guest. 5. You'll catch cold if you don't look out. 6. Look through your examination paper for any small mistakes, before you hand it in.

6. Match the appropriate phrasal verbs (Unit 8) with the pictures given below. Comment on the meaning of each of them. Use them in situations of your own.

A



<http://dailymail.co.uk>

B



[youtube.com](http://youtube.com)

7. A. Read the following texts. Note the idiomatic expressions formed from the phrasal verb “look + prep / adv”. B. Continue the stories.

1. It's easy for a child to take up his / her mother's every waking minute. But unless the woman **looks after** herself, she can exhaust all her reserves of energy and enthusiasm. She should make time for the people and activities that help her feel positive, energetic and self-confident. It can be difficult, but she should make time for herself and relax. This mustn't be a special treat but something she deserves on a regular basis. So whether it's a walk on her own, a meal out or a get together with a good friend, the woman should find a couple of hours for it.

## 2. How to look forward to summer vacation.

It is hard for students and teachers alike as the final days of school dwindle down. Summer vacation seems so close, and yet tests and projects make it seem so far away. Here are some ways to get ready, and keep your sanity during those final days.

- Get a calendar out and make a countdown to an exciting summer event. It might be a camp, or family vacation, or just a sleepover with friends.

- Plan some weekend and evening activities with friends and family. While you should avoid over-extending yourself at the expense of homework, try to find times that you aren't thinking about school.
- Finish all your projects and papers on schedule, by not waiting until the last minute. It's important that you pace yourself. Most teachers will give fair warning for any projects you need to finish during the last month or so of school.
- Get ready for your summer vacation by planning and preparing for the trips and outings you plan to go on. If you aren't going anywhere, get ready for summer by cleaning your room so you can have a stress-free, relaxing vacation.

### **Phrasal Verbs and Idioms in News Articles**

- 1. Look at the title of the article. Comment on its meaning. How is the picture related to it?*
- 2. Predict the story from the headline and the picture.*
- 3. The article provides vocabulary associated with optimism. Search the article for members of the given lexical set.*
- 4. Give a brief summary of what the article is about, what the main points are.*
- 5. Discuss optimism and your health.*



<http://www.linkedin.com>

### **Optimistic women “cut risk of deadly diseases”**

**Women who look on the bright side of life cut their risk of many deadly diseases, according to researchers.**

In a study of more than 70,000 women, optimists were less likely to get fatal cancer, heart disease, lung conditions and stroke in their retirement years.

Although some of the association is explained by healthier life choices and behaviours, experts believe a positive mental attitude is powerful in itself.

And even if you lack a natural sunny disposition, optimism can be learned.

Encouraging people to imagine a bright future could be a good medicine to boost public health, say the authors of the study in the American Journal of Epidemiology.

The researchers looked at health data collected from a large US study of working and retired female nurses.

The participants had been asked to rate how optimistic they perceived themselves to be on a scale of zero to 24.

The healthy women, who ranged in age from 58 to 83, were monitored over the next eight years and any disease-related deaths were recorded. There were 4,566 deaths overall.

Higher optimism was linked with lower death risk, even after controlling for other factors such as whether the woman was married, came from a richer or poorer family background, or had a history of diabetes, high blood pressure, high cholesterol or depression.

A significantly lowered risk was seen for deaths from a number of causes, including heart disease, stroke, cancer, respiratory disease and infection over the course of the study period.

The researchers believe optimism may have a biological effect on the body as well as a psychological one, although they didn't look at this.

Other studies have linked a positive outlook to lower inflammation, for example, and better heart health.

### **“Personal goal”**

Investigator Dr Eric Kim, from the Harvard TH Chan School of Public Health, said there were several strategies people might want to try for an optimism boost:



▪ Think about what your “best possible self” should look like for key areas of your life such as family, marriage and career. For example, imagine how you would feel in a future work situation if you worked hard and successfully achieved a personal goal.

▪ Write down three things each day that you are grateful for. Try it for a week and see how you feel.

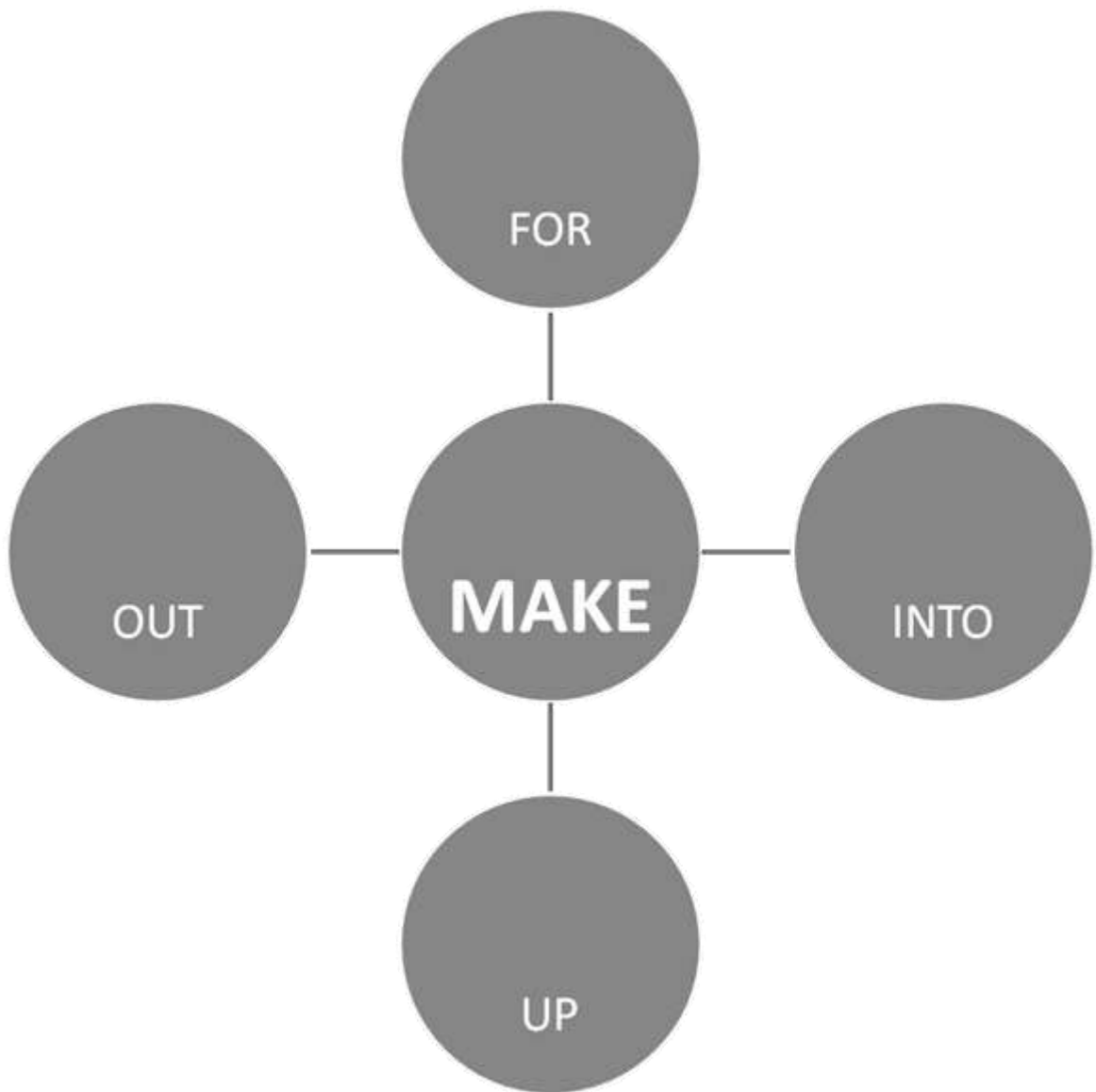
▪ Keep a log for a fortnight of any kind things you do for other people.

Or you could try a course of mindfulness or some sessions of talking therapy.

He said: “Twin studies suggest up to 25% of optimism might be genetic or inherited which would mean up to 75% could be modifiable.”[[www.bbc.co.uk/news](http://www.bbc.co.uk/news)]

## UNIT 9

### MAKING THE MOST OF YOUR TIME



## MAKE

<b><i>Make for</i></b>	to move in the direction of something	<i>As it was still early we made for the station on foot.</i>
<b><i>Make into</i></b>	to change something or someone into something else or a kind of person	<i>Can you make this dress into a skirt?</i>
<b><i>Make out</i></b>	to write; complete something	<i>We must make out this document by tomorrow.</i>
<b><i>Make up</i></b> <b><i>To be made up</i></b>	to get ready; to change the appearance of one's face with special paint and powder;	<i>Will you make up a prescription for me? She's all made up. I prefer natural beauty.</i>
<b><i>Make up one's quarrel</i></b>	to settle one's quarrel;	<i>Let's make up our quarrel and be friends again.</i>
<b><i>Make up one's mind</i></b>	to decide;	<i>Have you made up your mind about going abroad?</i>
<b><i>Make up a story</i></b>	to invent	<i>He can make up stories like a professional writer.</i>

### Activities

***1. Recast the following sentences using different collocations with the verb "look" instead of the underlined words:***

***make for; make out; make up; make into***

1. I can't understand your friend. 2. They went to the gate as soon as the lights in the house went down. 3. He invented a dozen excuses for being absent from the lecture. 4. It's shame to see so many fine old houses being changed into flats.

***2. Fill in the blanks with prepositions or adverbs:***

***for; out; up; into***

1. If we buy the disused building, we could make it ... an attractive home. 2. After the concert the crowd made ... the nearest door. 3. I can't make ... the meaning of this poem. 4. I couldn't remember a fairy story to tell to the children, so I made one ... as I went along.

**3. Read the sentences. Divide them into two groups: a) sentences with the phrasal verbs; b) sentences with the simple verbal combinations.**

1. Waste products from factories can be made into road-building material. 2. It's time I made some new curtains for the living-room. 3. Though badly damaged by fire, the ship tried to make for her home port. 4. There's someone outside the window, but I can't make out who it is.

**4. State the contextual meaning of the idioms formed from a phrasal verb.**

1. Do stop crying, you're making a fuss about nothing. 2. Sit where you like and help yourself to coffee; make yourself at home. 3. Jim and Mary seem to be made for one another. 4. I can't make head or tail of this map; how can we be expected to find our way? 5. Gordon has made a success of translating the ancient poem into simple English. 6. Does it make any difference to you whether you live in the city or the country? 7. First you say one thing and then another – make up your mind, can't you? 8. Have you made friends with anyone in the new city yet?

**5. Translate the following sentences into English using the phrasal verb "make + preposition" or "make + adverb".**

1. Він не зміг розібрати її почерк. 2. Ти бачиш острів? 3. Вона витрачає багато часу, щоб накласти косметику (грим). 4. Їм слід примиритися. 5. Слід застилати ліжко. 6. Він сам написав цю промову. 7. Він швидко попрямував до дверей. 8. Чи не змогли б Ви перетворити цю сукню на блузу?

**6. Comment on the meaning of each phrasal verb. Use them in situations of your own.**

1. It makes no difference. 2. He was a pleasant-looking man and he made many friends in the town. 3. He was too tired to make out what they were doing. 4. How could you make out anything at that distance? 5. I have made up my mind never to do

it again. 6. Alison is making up her face at her dressing-table. 7. She made up stories of far-away places where she'd been. 8. The four men made up one of the teams.

**7. Match the appropriate phrases with the pictures given below. Comment on the meaning of each of them. Use them in situations of your own.**

1. Make up a story. 2. Make up one's quarrel.

A

B



<http://vecto>



<http://lifeinbooks.net>

**8. Continue the stories using the phrasal verb “make + prep / adv”.**

1. Telling stories is usually a lot of fun. We read books and watch movies because we like stories. We trace our desires to make up stories from camping when we were young or even further when humankind lived in caves. To be able **to make up** stories is entertaining.

2. “The only means of strengthening one’s intellect is **to make up one’s mind** about nothing – to let the mind be a “thoroughfare” for all thoughts” (John Keats).

### **Phrasal Verbs and Idioms in News Articles**

**1. Look at the title of the article. Comment on its meaning. How is the picture related to it?**

**2. Predict the story from the headline and the picture.**

3. *The article provides vocabulary associated with school. Search the article for members of the given lexical set.*
4. *Give a brief summary of what the article is about, what the main points are.*
5. *Discuss success at school vs. success in life.*



<http://www.youtube.com>

### **Schools “too often asked to make up for wider failings”**

**Judith Burns**

**Schools are too often asked to make up for wider failings in families and communities, the Chief Inspector of Schools, Sir Michael Wilshaw has said.**

“Schools can step into the vacuum, setting good examples where few exist at home,” he said.

He told the annual conference of the Association of School and College Leaders that schools’ moral purpose had never been more important.

But, he said, all was not wonderful in the garden.

Sir Michael was speaking on the first day of the Birmingham conference.

### **“Lonely job”**

The association’s leadership has already complained that its members are demoralised with around half considering leaving the profession.

In his speech he said: “So much is expected of school and college leaders. Believe me, I know from my own experience what a tough job it is; and how leadership can be lonely, daunting and occasionally gut wrenchingly difficult.”

He echoed sentiments expressed by the ASCL general secretary, Brian Lightman, when he said: “It is also one of the best and most satisfying jobs in the world.”

And said society should occasionally just stand back and reflect on whether it is giving enough support to our schools and their leaders.

### **Double standards**

“A culture which is sometimes self obsessed and puts such emphasis on celebrity and instant gratification, doesn’t necessarily foster in our young people the essential virtues of effort and diligence which are so fundamental to success at schools and colleges.”

“Our youngsters are too often exposed to double standards, where bad behaviour and violence are publicly condemned but endlessly available as entertainment,” he added.

He said this was not a counsel of despair but that schools in the most difficult circumstances often had no option but to be “surrogate parents” so that children can achieve.

He said he wanted Ofsted under his leadership to continue to help school leaders achieve better standards in schools.

“It is important we remember what it was like in the 70s and 80s before Ofsted when whole generations of children and young people were failed”.

He said that many schools got away with “blue murder” during that era.

He added that changes in the Ofsted framework would not be brought in without considering the views of head teachers and invited heads to contribute to the ongoing consultation.

However many of the audience of head teachers were sceptical.

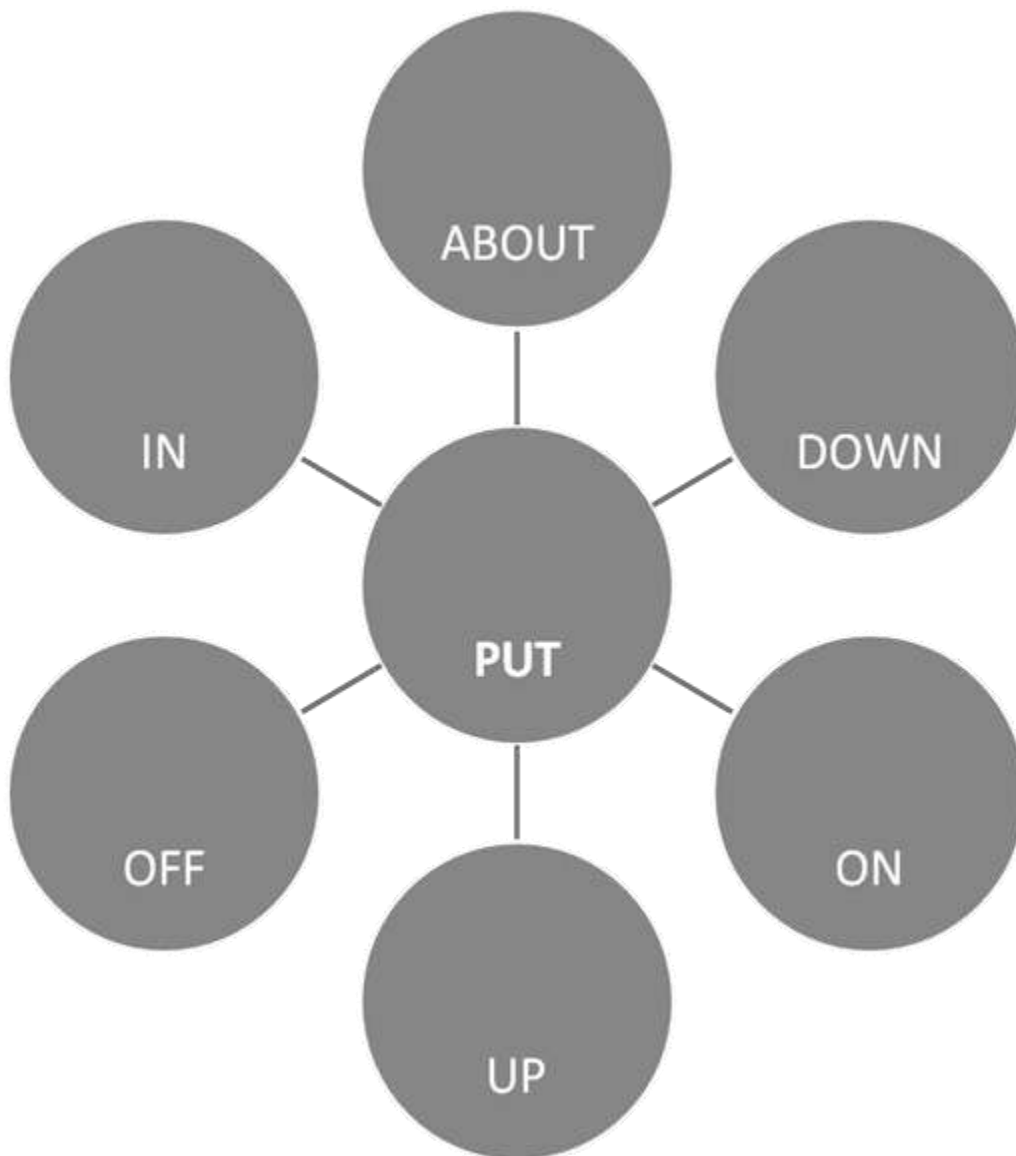
Graham Bett, a head teacher from Leicestershire said the cumulative effect of the chief inspector’s comments in the media in previous weeks had amounted to a “corrosive negative rhetoric.”

And Carol Buchanan, of Cardinal Newman Catholic School, in Coventry accused Ofsted of engendering a climate of fear, being inconsistent on the ground and failing to appreciate any teaching methods that did not fit a recognised pattern.[[www.bbc.co.uk/news](http://www.bbc.co.uk/news)]



## UNIT 10

### PUTTING IDEAS INTO PRACTICE



## PUT

<b><i>Put about</i></b>	to spread news (often bad or false)	<i>Whose been putting about these stories concerning the government's secret intentions?</i>
<b><i>Put down</i></b>	to record something in writing	<i>Make sure that you put down every word she says.</i>
<b><i>Put in</i></b>	to spend time	<i>I put in two hours on my English studies every day.</i>
<b><i>Put on</i></b>	to cause something electrical, e. g. light to begin working	<i>Please put the light on, it's getting dark.</i>
<b><i>Put off</i></b>	to postpone	<i>Tonight's concert will be put off till next week. Never put off till tomorrow what you can do today.</i>
<b><i>Put up</i></b>	to pack  to increase; raise	<i>The medicine is put up in small bottles.  Rents are fixed and cannot be put up.</i>

### Activities

**1. Recast the following sentences using different collocations with the verb "look" instead of the underlined words:**

***put about; put down; put in; put off; put on; put up; put out***

1. Don't postpone your work till tomorrow. 2. She talked like a machine-gun. I just couldn't utter a word. 3. To be able to buy that fur-coat you must cut down on your expenses at once. 4. Forget it, or there will be no end of torture for both of us. 5. I believe we can give you a bed for the weekend. 6. The ship changed her course to pick up the man who had fallen overboard. 7. If I gain another inch, I shan't be able to wear this dress. 8. She is not really ill; she pretends to be ill in order to gain attention.

**2. Fill in the blanks with prepositions or adverbs:**

***about; down; in; off; on; up***

I'm afraid we won't be able to put you ... when you come to town, for we must have our flat repaired in June. 2. I'll go in and put the fire ... while you put the car in the garage. 3. Don't put ... making the arrangements until the last minute. 4. We put this idea differently ... English. 5. To sail forward against the wind, we had to put ... . 6. I'll take three boxes, please; would you deliver them and put them ... to my account?

**3. Read the sentences. Divide them into two groups: a) sentences with the phrasal verbs; b) sentences with the simple verbal combinations.**

1. He put his heavy bag down on the ground and rested for a few minutes. 2. Any writer who opposes the government will be put down. 3. May I put in a word or two? 4. Put your hand in and see what's in the box. 5. Please take off your shoes before entering the building. 6. It's time to put off those foolish ideas and become serious.

**4. State the contextual meaning of the idioms formed from a phrasal verb.**

1. Help me to put the dining-room in order before our guests arrive. 2. You have to try to yourself in the director's shoes before you can know how difficult his job is. 3. Don't put on airs. You look ridiculous. 4. He didn't exactly say what he thought, but I put two and two together and knew that he intended to leave.

**5. Translate the following sentences into English using the phrasal verb "put + preposition" or "put + adverb".**

1. Хто розповсюджує ці плітки (rumour)? 2. Він багато працював над планами (витратив багато часу) (on the plans). 3. Він завжди усе відкладає. 4. Я не можу надати Вам притулок. 5. Уряд підняв ціни минулого тижня. 6. Ми вирішили зробити консервовані персики. 7. Увімкни світло. 8. Запиши своє прізвище та адресу.

**6. Comment on the meaning of each phrasal verb. Use them in situations of your own.**

1. Put in the proper punctuation marks. 2. I put on my weight in the past years. 3. They put up prices for gas. 4. Every summer mother puts up a large quantity of ripe fruit for us to eat during the winter. 5. Why are you trying to put the blame on me? 6. Tom was to arrive this weekend, but I put him off because you were ill. 7. You shouldn't put anyone down for his religious views.

**7. Look at the picture and comment on the meaning of the phrase “put about rumours”:** *“The journalists have been putting about lurid rumours for months.”*



<http://unitedsolutionsblog.wordpress.com>

**8. A. Read the following texts. Note the idiomatic expressions formed from the phrasal verb “put + prep / adv”. B. Continue the stories.**

1. People often postpone the important or urgent tasks which they can do just now. It happens due to different reasons, but the main one is that they are used to do so. It's more convenient to put the problem off till some uncertain date than to think right now how to do it this day. The problem is that there is a risk that people won't accomplish this task at all. Or they can complete the task but no one will need the result anymore because the situation changes very quickly nowadays. If you want to avoid that, it's necessary to teach yourself to look for the ways of doing the task this day rather than to search the reasons **to put it off till later.**

2. Some landlords think they should **put the rent up** every year: we disagree. Especially if there's a surfeit of rental property in your area, and you've got great tenants who always pay on time, consider leaving your rent as it is. A little note, maybe with a bunch of flowers, a bottle of wine or a voucher for dinner at a local restaurant, saying thanks for being great tenants, no rent increase for you can make your tenants feel appreciated, and more importantly, keep them in your property.

### **Phrasal Verbs and Idioms in News Articles**

- 1. Look at the title of the article. Comment on its meaning. How is the picture related to it?*
- 2. Predict the story from the headline and the picture.*
- 3. The article provides vocabulary associated with gender stereotypes. Search the article for members of the given lexical set.*
- 4. Give a brief summary of what the article is about, what the main points are.*
- 5. Discuss gender roles; gender stereotyping.*



<http://jezebel.com>

### **Women put off by “aggressive” money advice, report says**

**The world of financial services is “aggressively masculine” and puts women off buying mortgages, pensions and investments, according to a report.**

Research firm Kantar spoke to 30,000 women and concluded that financial advice is largely “a man’s world.”

The report claimed some women feel “diminished” when talking to a financial adviser.

In response, the boss of the Personal Finance Society said his organisation was “committed” to gender parity.

“The sector recognises that more needs to be done to inspire public trust and bring down some of the barriers and negative perceptions,” Keith Richards, chief executive of trade body the Personal Finance Society, said.

But Amy Cashman, the report’s lead author, said women were often being ignored when talking to financial experts.

She said in one case, a male mortgage broker spoke only to the husband, and ignored the woman, so the wife did not let the sale go through.

“If anything, women are seen as more competent than men in managing everyday finances,” Ms Cashman said.

“But where you see the difference is when you get into higher value products – things like savings vehicles, investments, pensions.”

### **Pin-striped suits**

Mortgage broker Rebecca Robertson, who has worked in the industry for almost two decades, agrees that a “car salesman-type environment” is off-putting for women.

“The perception is that the man in the pin-striped suit is going to sell them a load of stuff,” she said. “A lot of women just avoid them.”

Kantar said women they interviewed thought financial experts, such as advisers and mortgage brokers, were “arrogant and untrustworthy” and “living in a different world.”

As a result, women were more likely to keep their money in the bank – potentially losing financial services organisations a £130bn opportunity “by not winning over women”.

Ms Robertson, who founded a financial planning firm run by women advisers, Evolution For Women, said her female clients felt condescended when getting advice in the past.”

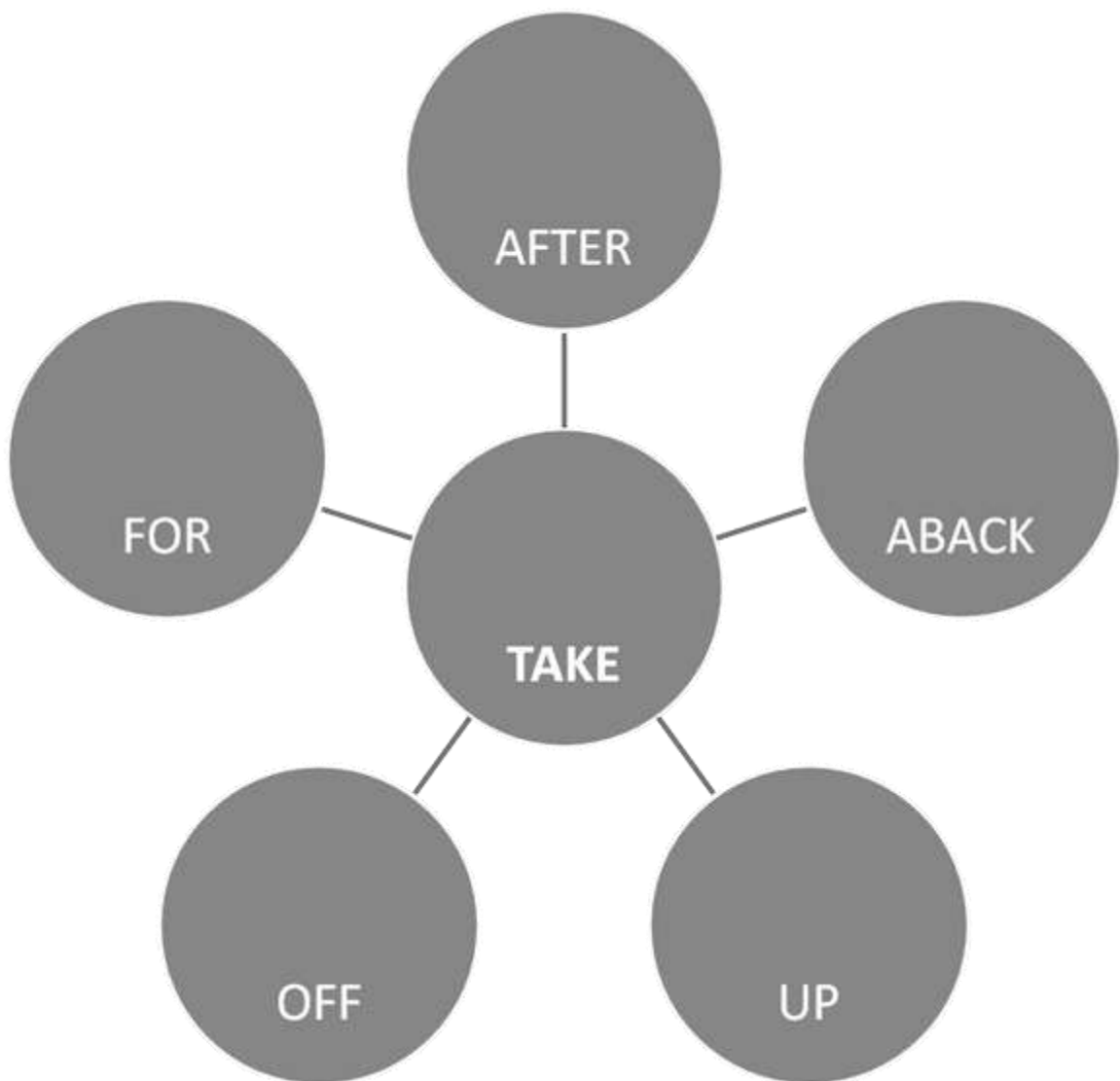
“Typically they are scared of asking a “silly” question and felt they weren’t valued, even with simple things like getting a call back,” she said.

“That arrogance needs to be left at the door – whether it's a female or a male adviser – people just want to be treated with respect.”

Kantar’s report also said women think about money differently – they see relationships and family life as more important when dealing with finances, whereas men pay more attention to products and prices. [[www.bbc.co.uk/news](http://www.bbc.co.uk/news)]

## Unit 11

### TAKING AN INTEREST IN LEARNING LANGUAGES





## TAKE

<b>Take after</b>	to look like	<i>My sister takes a lot after our mother.</i>
<b>Take aback</b>	to greatly surprise and confuse someone	<i>He was taken aback when he heard about his son's wrong-doings. His sudden change of opinion took us all aback.</i>
<b>Take for</b>	to suppose someone or something wrongly to be someone or something else	<i>I'm sorry, I took you for your brother, you are so much alike.</i>
<b>Take off</b>	to rise from the ground	<i>The plane will take off in two or three minutes.</i>
<b>Take up</b>	to fill or use time	<i>The rehearsals will take up a lot of time.</i>

### Activities

**1. Recast the following sentences using different collocations with the verb "look" instead of the underlined words:**

*take aback; take after; take off; take up; take for*

I was surprised when I saw her alone in the restaurant. 2. I'll go away now, and see you later. 3. The boy looks like his father, he has the same red hair and big feet. 4. The traveler supposed the house to be a hotel. 5. Now the fashion tells us all to shorten our skirts again.

**2. Fill in the blanks with prepositions or adverbs:**

*aback; after; off; for; up*

1. Do you take me ... a fool? 2. They were taken ... by his unexpected appearance. 3. Watch that bird taking ... from the branch. 4. The children take ... their parents, they have the same quick temper. 5. All the other children in the bus

took ... the song. 6. I bought a computer a couple of years before computers really began to take ... .

**3. Read the sentences. Divide them into two groups: a) sentences with the phrasal verbs; b) sentences with the simple verbal combinations.**

1. Take this medicine after meals. 2. Last night strong wind nearly took the roof off. 3. I think I'll take myself off now. 4. All the passengers were safely taken off the burning ship. 5. The old tree will have to be taken up by its roots. 6. Writing in another language demands so much effort that it takes up all my attention.

**4. State the contextual meaning of the idioms formed from a phrasal verb.**

1. The view from the top of the hill will take your breath away. 2. I didn't take that money. What do you take me for? 3. Jane takes no interest in her school work, only in her music. 4. The whole school will take part in the concert. 5. I'll take you at your word, but make sure you have a better excuse next time.

**5. Translate the following sentences into English using the phrasal verb "take + preposition" or "take + adverb".**

1. Коли вирушає літак? 2. Він дуже схожий на свого брата. 3. Заберіть цих людей. 4. Він витрачає усі вечори на цю роботу. 5. Він швидко підхопив мою ідею. 6. Навчання потребує усієї уваги з мого боку. 7. Я вважав, що цей будинок – бібліотека, а це був музей. 8. Я зовсім не цікавлюсь спортом.

**6. Comment on the meaning of each phrasal verb. Use them in situations of your own.**

How long will it take him to answer the letter? 2. The doctors say I should take it easy. 3. What do you take us for? 4. I wish I could take your mind off your troubles. 5. The swans took off from the lake. 6. He took up his story where he had

left it. 7. It is time to take up life seriously. 8. Her nights were taken up with her work.

*7. Look at the picture and comment on the meaning of the phrasal verb “take for”.*



<http://greatest.com>

*8. Continue the stories using the phrasal verb “take + prep / adv”.*

1. I asked the employer directly if he was looking for someone with my skills, and I think he **was kind of taken aback**.

2. I think most boys **take after** their fathers in terms of aggression / no aggression, but probably after their mothers in most other areas. Much depends on which parent is the more assertive and the one the boy bonds with. Most babies bond with their mothers first and most, because they are the primary care-givers from birth.

### **Phrasal Verbs and Idioms in News Articles**

- 1. Look at the title of the article. Comment on its meaning. How is the picture related to it?*
- 2. Predict the story from the headline and the picture.*
- 3. The article provides vocabulary associated with environment protection. Search the article for members of the given lexical set.*
- 4. Give a brief summary of what the article is about, what the main points are.*
- 5. Discuss environment and waste management.*



<http://www.colchester.gov.uk>

## **Norway uses waste as eco-friendly fuel**

**Matthew Price**

**Forget coal, oil, shale gas, even nuclear. The bin bag - full of your household waste - is becoming one of Norway's fuels of choice.**

Try to imagine the smell when a bin lorry passes you on the street on a hot summer's day. Breathe it in through your nostrils. Stinks, doesn't it? Now multiply it by a thousand.

That's what it is like inside the largest energy recovery facility in Norway, the Klemetsrud plant. A vast concrete hall of waste. Tens of thousands of tonnes of rubbish piled up. The conveyor belts clunk and clank as more pours in. Bin lorries reverse towards the chutes and tip out more plastic bags of waste.

A huge industrial claw swoops down, its pincers reaching round a tonne of rubbish, picking it up and transporting it to the other end of the hall, where it is dropped. A cloud of white dust builds, and soon fills the hall. It is not good to stay in here too long.

This is where the waste thrown out by millions of households from Norway, Britain and elsewhere is turned into heat and electricity for the city of Oslo.

### **Cheap heating**

The rubbish is pre-sorted. Everything that can be recycled is meant to have been taken out, but even then they are still left with more than 300,000 tonnes a year.

They do not see it as waste here – they see it as energy.

“Four tonnes of waste has the same energy content as one tonne of fuel oil,” says the director of the waste-to-energy agency in Oslo, Pal Mikkelsen.

“That means a lot of energy, and we use very little energy to transport it.”

One tonne of fuel oil, Mr Mikkelsen says, could heat a house for half a year. In other words, take just part of an English bin lorry’s maximum load picked up on the streets of Leeds or Bristol, turn it into energy here – and you can heat a home in Oslo for half a year.

The process is simple. The waste, tonne by tonne of it, is dropped into an incinerator. It soars to 850 degrees. Peeking through a small porthole of toughened glass, the fire burns bright orange with a fierce roar of flames.

### **Greener schools**

Not everything is burned. Old tin cans and some mattress springs are left. At the end of the process they are left with ash, metal – which is recycled – and a lot of heat.

The heat boils water. The steam drives a turbine, which produces electricity. And the scalding water is piped off from the plant, to houses and public schools across Oslo.

Which means at Bjoernholt School the technical manager, Agnar Andersen, does not have to worry about fuel deliveries during the harsh Norwegian winter any more.

“We don’t have to think about fuel oils or fossil fuels. They are phasing out the last school this year with fossil fuels.”

At full capacity the plant will provide all the heat and electricity for Oslo’s schools and heat for 56,000 homes.

An environmentalist’s dream, you might have thought. Not necessarily, cautions the chair of Friends of the Earth Norway, Lars Haltbrekken.

“The overall goal from an environmental perspective should be to reduce the amount of waste, reuse what we can reuse, recycle, and then the fourth option is to burn it and use the energy.”

“We have created such an overcapacity in these power plants in Norway and Sweden. We have made ourselves dependent on producing more and more garbage.”

Supporters disagree, and point out that, used together, all of Europe’s current waste-to-energy plants could only consume about 5% of the continent's total annual landfill. Norway – they say – is actually helping to dispose of some of that waste in the best way possible.

That is certainly true in the case of the English cities Leeds and Bristol. Both export waste to Oslo. Rather than pay for it to go into landfill after the recyclable bits have been removed, they actually pay Oslo to take it off their hands.

So, Oslo is paid to dispose of the rubbish, and gets energy out of it as well.

The waste-to-energy revolution can also be heard on the streets of the Norwegian capital, as the number 144 bus rumbles past.

It is powered by biogas, created from the city’s decaying organic matter. One kilogramme of food waste produces half a litre of fuel. Use all of the organic waste they have and they will be able to power 135 buses year-round in Oslo.

If this whole project were repeated across Europe, Pal Mikkelsen believes it would make a huge difference.

“I think it would mean we get a lot better level of self-sustainability when it comes to energy. If it’s done properly it would also mean a lot more materials recovery. And a sharp decrease in the landfill.”

With tight controls to clean up the gases from the burning, Oslo believes converting waste into energy will help it to halve its carbon dioxide (CO<sub>2</sub>) emissions within 20 years – making a city, whose wealth was built on oil, one of the greenest on the planet. [[www.bbc.co.uk/news](http://www.bbc.co.uk/news)]

## REVISION

### *1. Choose the correct answer.*

1. He doesn't love her. He is ... her money.  
a) for b) after c) at d) with
2. It's my job to keep ... all the latest developments in computing.  
a) with b) on c) at d) abreast of
3. The stuff we're learning is just way ... my head.  
a) over b) behind c) above d) at
4. They were ... pains to make us feel welcome in their home.  
a) at b) in c) on d) with
5. Don't be too hard ... the boy. He didn't intend to break the vase.  
a) with b) at c) after d) on
6. We are finally ... for our summer vacation!  
a) out b) away c) off d) on
7. We respect your opinion, but we are ... their plan.  
a) with b) at c) on d) for
8. It's quite light outside now that the moon is ... .  
a) off b) out c) in d) at
9. When the movie was ..., I went to bed.  
a) off b) on c) over d) at
10. I've been ... the moon ever since I passed my exams.  
a) on b) above c) at d) over
11. Hard as I try, I can't seem to beat these rules ... my head.  
a) into b) in c) at d) over
12. The police broke ... the room where the captives were being held and freed them.  
a) to b) onto c) into d) in
13. The lecturer broke ... in the middle of his speech.  
a) of b) up c) on d) off

14. We called ... the Jones family last Sunday afternoon.

a) on b) at c) upon d) in

15. The patient came ... the operation very well.

a) after b) through c) on d) with

16. What is going ... in the village right now?

a) around b) along c) about d) on

17. Let's keep ... hiking; it's such a beautiful day.

a) at b) on c) along d) about

18. I am looking ... my black tie. Have you seen it?

a) at b) on c) about d) for

19. After some years without talking to each other, they finally made ... .

a) with b) along c) up d) off

20. The plane was able to take ... once the runway was clear.

a) of b) off c) on d) in

**2. Correct a mistake in each of the following sentences.**

1. She's trying to find a way to get some of that extra work of her hands.

2. The job requires someone who is comfortable being in the public eyes.

3. Our employer is surprisingly behind the time.

4. We try to keep abreast off the news.

5. I'm at the dead end, trying to find this guy.

6. They were in pains to make their home as beautiful as possible.

7. Asking our friends for money was completely out of question.

8. Is this film still at?

9. The Smiths are moving into their new house, so they are on the moon.

10. I feel like I've been beating my head on the wall trying to make him obey the rules.

11. They have beaten down a path through the orchard.

12. The attack brought the opposing troops on their knees.



- 13.They battled prejudice and broke behind barriers.
- 14.She broke out in the middle of the sentence.
- 15.A storm broke off and forced us to run back home.
- 16.I'll call in your house tomorrow.
- 17.I was supposed to go out tonight, but my friend is sick and called up our dinner.
- 18.This great job offer came out very quickly  
I only interviewed for it a few days ago!
- 19.I'll go on with you to the mall I need to get a new bag.
- 20.We hoped the job would go along without a hitch.
- 21.We try to keep on with the times.
22. We are looking to visiting our family this Christmas.
- 23.Can you make up what she is saying?
- 24.We get so many peaches from our garden each season that I put most of them off to sell at the market.
- 25.It took us all back a bit to learn that our friends were moving to England next month.

**3. Phrasal verbs are often, but not always, less formal than a single word with the same meaning. Use the appropriate phrasal verbs in the following sentences: call up; put off; break away; take after; come from; beat out; go up; come about; keep from; break off; be after (2); be beat up; break in; put up.**

0. We need to solve / resolve the problem. – We need to sort the problem out.
1. The team had an hour to erect / construct the stage before the concert.
2. The police are chasing the criminal.
3. The men tried to stop the fire.
4. I'd rather stay at home. I'm very tired.
5. The mother scolded the boy for breaking her favourite vase.
6. They managed to escape from the tour group.

7. I wish you'd stop interrupting.
8. She suddenly stopped speaking and left the room.
9. He phoned me last week.
10. A funny thing happened in the office today.
11. Her father is descended from Spanish royalty.
12. The temperature is rising.
13. His disability prevented him from driving.
14. We decided to postpone the party until our friends had returned from England.
15. My sister looks like my mother.

**4. Explain the meanings of the phrasal verbs in the following newspaper headlines.**

**TYPHOID BREAKS OUT AFTER EARTHQUAKE IN ASIA**

**HUNDREDS CAME DOWN WITH FLU LAST MONTH**

**AFTER A YEAR IN OFFICE, QUESTIONS ABOUT  
TRUMP'S FOREIGN DEALS GO ON. AND ON**

**WHO IS LOOKING OUT FOR AMERICA'S CHILDREN**

**"AFRICA TECH" IS HARD TO FIND AT CES – BUT WORTH LOOKING FOR**

\* CES (CONSUMER ELECTRONICS SHOW)

**HOW ROBOTS ARE HELPING A FURNITURE SHOP  
WITHOUT PUTTING WORKERS OUT OF JOBS**

**WHAT TO DO IF SPYWARE COMES UP IN YOUR RELATIONSHIP**

AMERICAN AIRLINES ACCIDENTALLY LET TOO MANY  
PILOTS **TAKE OFF** FOR THEIR HOLIDAYS

A REQUEST FROM THE POPE: LIFT UP YOUR HEARTS, **PUT  
DOWN** YOUR PHONES

NEW BULLET TRAINS TO PUT CHINA OUT FRONT ON HIGH-SPEED RAIL

IN A RACE WITH MACHINES, CAN WE **KEEP UP**?

WEATHER HAMPERS EFFORTS TO **PUT OUT**  
TANKER BLAZE IN EAST CHINA SEA

WHAT TO DO IF YOU **COME ACROSS** A FROZEN IGUANA

AS SENATORS **TAKE UP** TAX PLAN, THEY'LL  
ALSO DEBATE OIL DRILLING IN ALASKA

AT LONG LAST, SIGNS THAT COLLEGE TUITION MIGHT **COME DOWN**

*5. Fill in the correct particle.*

1.
  - You look fantastic! Have you been working ...?
  - Yes, actually I've taken ... yoga. I started classes last month, and I love it!
  - That's great! Keep it ... – it's really good for your health.
2.
  - I'm thinking about taking ... guitar. I'd like to learn how to play a musical instrument.
  - I think that's a good idea.

3.

- This noise is intolerable. I cannot put ... with it.
- Let's see what's going ... there.

4.

- I cannot start the engine.
- I hope his car hasn't broken ... .

5.

- That was a very bad mistake. I don't know how to make ... for it.
- Just try to avoid similar mistakes in the future.

6.

- We are looking where to leave our dog while we are in Paris. We don't want to take him with us this time.
- I could look ... him, I think.
- Oh, really? We'd be so grateful if you could.

7.

- Are you going to arrange a party on Saturday?
- I'm afraid, not. We have to put it ... till next week.

8.

- When did you Ted last time?
- He came ... last night to return my book.

9.

- I'm looking ... my vacation this month.
- So am I.

10.

- Rumours are going ... the university about Mr Black and his assistant.
- But they have consistently denied the rumours.

11.

- I have never come ... such a rude person in all my life.
- You should keep ... him.

12.

- Don't beat ... the bush – get to the point!
- I don't dare tell you the news.

**6. Fill in the appropriate phrasal verbs:** *beat down, taken aback, take after, look after, take up, be over the moon, look for, break with, come across (2), beat about the bush, break away, going around, put off, took-off, put off, taking off, cut off, make up (2), break into, look forward to.*

1. NHS England wants hospitals and other trusts to work closely with GPs and social care services to ... .. more patients in their communities rather than in hospital.

2. Reid, who will be competing at his first Games, said: "I'm extremely proud to be given the chance to represent the island on the biggest stage possible and can now finally begin to ... .. going head to head with some of the greatest athletes in the world."

3. Each week 500 girls leave their provincial homes and arrive in London to ... .. jobs or ... .. work.

4. The Miami Herald said Mr Trump had "played the role of statesman" but it "remains to be seen if he'll stay in character". His call for national unity "sounded sincere", the newspaper said, but if he did not exemplify that unity himself it would ... .. as a "callow ploy to rope in skeptics".

5. "It's a great live music town and it's great that we have so many buskers who feel comfortable to come here. "I've never ... .. anyone who ever caused any kind of problems."

6. One of the contingencies a board can deploy would be to slow down the rate of treating people in some areas. Committee convener Jenny Marra asked: "Does that mean longer waiting lists?" Mr Gray replied: "Yes, let's not ... .., of course it would".

7. An iceberg expected to be one of the 10 largest ever recorded is ready to ... .. from Antarctica, scientists say. A long-running rift in the Larsen C ice shelf grew suddenly in December and now just 20km of ice is keeping the 5,000 sq km piece from floating away.

8. The number of mortgages given out by UK banks has dropped to its lowest level for nearly five years, according to industry figures. Nevertheless, some borrowers may have been ... .. by the increase in standard variable rate mortgages in December, following the Bank of England's decision to raise base rates to 0.5% in November.

9. A serious incident in which a passenger plane struck a runway approach light when ... .. from Belfast International Airport could have led to a crash, an accident report has found. The flight to Corfu ... .. without the required thrust.

10. Kim Han-sol has studied in Bosnia and France, and is said to ... .. his father in terms of holding open-minded views about the world.

11. But it's the people who make St Kitts and Nevis the paradise islands that they are. "No worries" is one of the most popular Australian sayings but it was probably invented by these islands in the sun. Back home, aren't we always being told: "Don't ... .. till tomorrow what you can do today." Well, here it's more a case of "what should be done today can wait till tomorrow – or even the day after that".

12. Labour MP for Tooting Sadiq Khan asked people to report rumours and gossip ... .. in the close community. Mr Khan said: "The family are traumatised, they are grieving. We are a close community and we talk to each other, sometimes it is rumour and sometimes it is gossip, but if you have heard anything at all, please come forward, the police will make sure you are kept safe".

13. David Hanger, 48, from Derbyshire, said he was told he was an ideal candidate to work for UPS at a job fair, after telling a company representative about his past experience. However, at the end of the discussion he was informed he would need to shave off his beard for the role. Mr Hanger, from Ilkeston, said he was "... .." by the policy. He said: "It is discrimination because the beard is part of my

personality and gives me confidence. I am just really shocked that such a worldwide company such as UPS would adopt such an archaic policy”.

14. Today’s adjustments to the way the app works for drivers should be seen in light of that attempt to ... .. the past. Drivers at first seemed happy with the earnings offered by Uber and the flexibility of fixing their own hours.

15. Wales needs to keep borrowing from the European Investment Bank (EIB) after Brexit, the finance Secretary will tell the EIB’s vice president on Thursday. Bosses at the bank have warned leaving the EU could ... .. a valuable source of finance to Britain.

16. For employees who have only a few years to retirement a switch could leave them with insufficient time – and money – to ... .. any shortfall in their pension provision.

17. Even though Judd won’t ... .. at his play, he will pleased he got his head right at the end of the match.

18. But what Silverman and others uncovered was a unique marriage between social media algorithms, advertising systems, people prepared to ... stuff ... to earn some easy cash and an election that gripped a nation and much of the world.

19. But all the fact-checking institutions in the world will never be able to ... .. every rumour or fake “fact”. And while some media reports have cast doubt on the efficacy of fact-checking, Mantzarlis is convinced that his work has an impact.

20. A spokesman for the politician said the officers used a power tool to ... .. the office, adding that they said they were investigating a bomb threat.

(<https://www.bbc.co.uk>)

**7. Use the phrases given below in your own stories related to the pictures.**

1. Be all in. 2. Be at a loss. 3. Be out of patience (with). 4. Be above oneself. 5. Be over the moon. 6. Be at ease.

A



<http://www.shutterstock.com>

<http://www.drlam.com>

B



C



<http://www.shutterstock.com>

<http://www.kareneffenberger.com>

D



E



<http://www.student.com>

F



[youtube.com](https://www.youtube.com)



## KEY

### 1.

1. b 2. d 3. c 4. a 5. d 6. c 7. d 8. b 9. c 10. d 11. a 12. into 13. off 14. on 15. through 16. on 17. on 18. for 19. up 20. Off

### 2.

1. off her hands; 2. in the public eye; 3. behind the times; 4. abreast of the news; 5. at a dead end; 6. at pains; 7. out of the question; 8. on; 9. over the moon; 10. against the wall; 11. beat out; 12. to their knees; 13. broke through barriers; 14. broke off; 15. broke out; 16. call at; 17. called off; 18. came about; 19. go along; 20. go off without; 21. keep up with; 22. look forward to; 23. make out; 24. put most of them up; 25. took us all aback.

### 3.

1. put up; 2. be after; 3. beat out; 4. be beat up; 5. be after; 6. break away; 7. break in; 8. break off; 9. call up; 10. come about; 11. come from; 12. go up; 13. keep from; 14. put off; 15. take after.

### 5.

#### 1.

- You look fantastic! Have you been working out?
- Yes, actually I've taken up yoga. I started classes last month, and I love it!
- That's great! Keep it up – it's really good for your health.

#### 2.

- I'm thinking about taking up guitar. I'd like to learn how to play a musical instrument.
- I think that's a good idea.

#### 3.

- This noise is intolerable. I cannot put up with it.
  - Let's see what's going on there.
- 4.
- I cannot start the engine.
  - I hope his car hasn't broken down.
- 5.
- That was a very bad mistake. I don't know how to make up for it.
  - Just try to avoid similar mistakes in the future.
- 6.
- We are looking where to leave our dog while we are in Paris. We don't want to take him with us this time.
  - I could look after him, I think.
  - Oh, really? We'd be so grateful if you could.
- 7.
- Are you going to arrange a party on Saturday?
  - I'm afraid, not. We have to put it off till next week.
- 8.
- When did you Ted last time?
  - He came over last night to return my book.
- 9.
- I'm looking forward to my vacation this month.
  - So am I.
- 10.
- Rumours are going round the university about Mr Black and his assistant.
  - But they have consistently denied the rumours.
- 11.
- I have never come across such a rude person in all my life.
  - You should keep away from him.
- 12.

- Don't beat around/about the bush – get to the point!
- I don't dare tell you the news.

**6.**

1. look after 2. look forward to 3. take up, look for 4. come across 5. come across 6. beat about the bush 7. break away 8. put off 9. taking off, took-off 10. take after 11. put off 12. going around 13. taken aback 14. break with 15. cut off 16. make up 17. be over the moon 18. make up 19. beat down 20. break into

**7.**

1. D 2. B 3. F 4. A 5. E 6. C

## GLOSSARY

<b>COLLOCATION</b>	the combination of words formed when two or more words are often used together in a way that sounds correct
<b>COLLOQUIALISM</b>	an informal word or expression that is more suitable for use in speech than in writing
<b>CONTEXT</b>	the text or speech that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning
<b>CONTEXTUALIZE</b>	to consider something in its context
<b>DEGREE OF FORMALITY OF PHRASAL VERBS (THE)</b>	phrasal verbs are often, but not always, less formal than a single word with the same meaning (e.g., they put the stage up before the concert = they erected/constructed the stage before the concert)
<b>IDIOM</b>	a group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own
<b>IDIOMATIC</b>	containing or consisting of an idiom (e.g., “beat about the bush” is an idiomatic expression that means to avoid talking about what is important)
<b>LEXEME</b>	a unit of meaning in a language, consisting of a word or group of words
<b>PARTICLE</b>	a word that has a grammatical purpose but often has little or no meaning. A phrasal verb is a verb consisting of a verb plus a particle
<b>PHRASAL VERB</b>	a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts
<b>PHRASAL VERBS</b>	many phrasal verbs take an object; in most cases, the

**AND OBJECTS**

particle may come before or after the object if the object is not a personal pronoun; if the object is a personal pronoun (*me, you, him, us, etc.*), we always put the pronoun before the particle

**SET**

a phrase in which the words are always used in the

**EXPRESSION/PHRASE**

same order

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