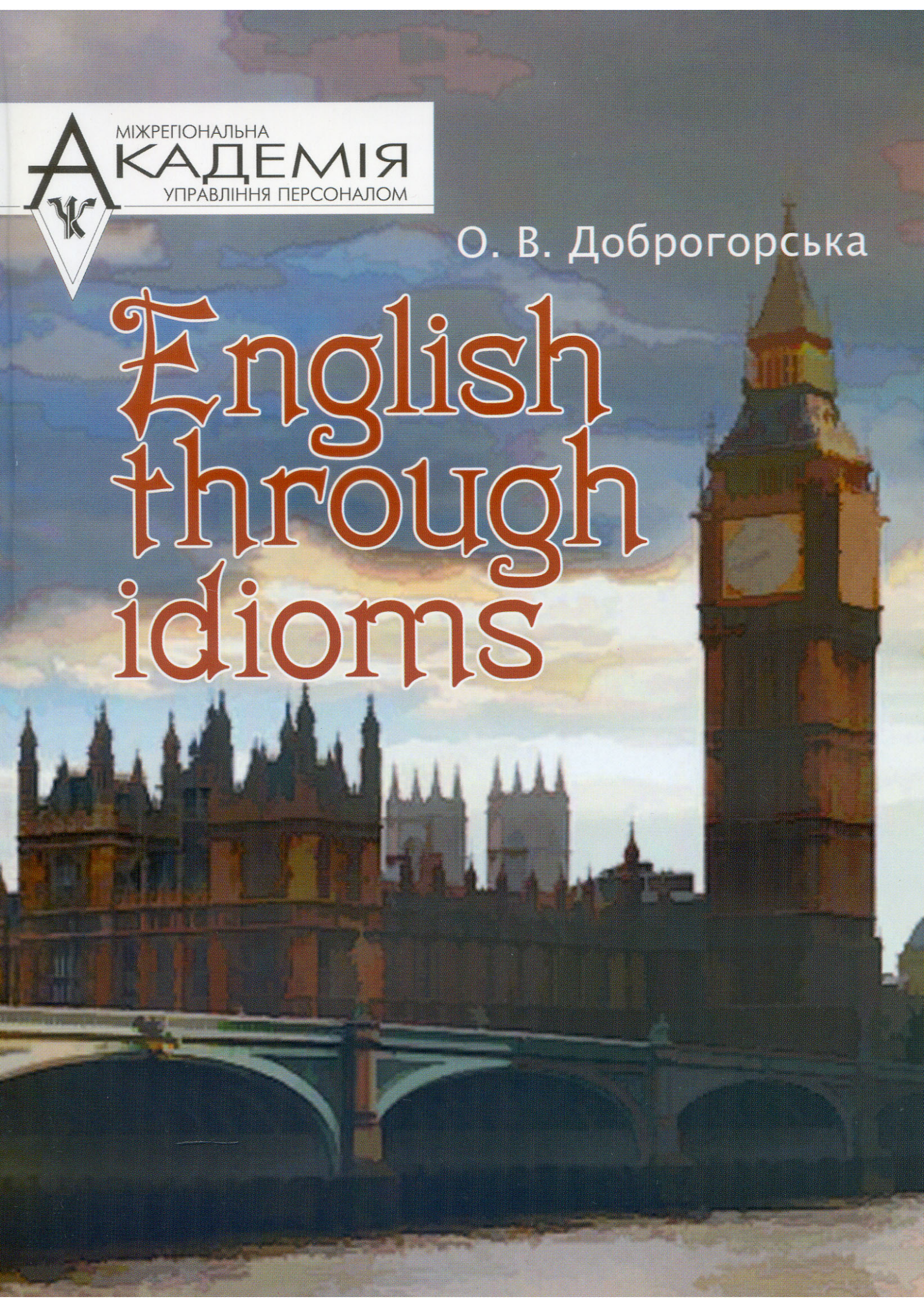




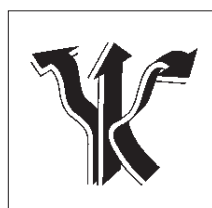
МІЖРЕГІОНАЛЬНА
КАДЕМІЯ
УПРАВЛІННЯ ПЕРСОНАЛОМ

О. В. Доброгорська

English through idioms



МІЖРЕГІОНАЛЬНА
АКАДЕМІЯ УПРАВЛІННЯ ПЕРСОНАЛОМ



МАУП

О. В. Доброгорська

ENGLISH THROUGH IDIOMS

Навчальний посібник

Київ
ДП «Видавничий дім «Персонал»
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Для студентів вищих навчальних закладів, знання яких сягають рівня Intermediate або Upper-Intermediate, викладачів та осіб, які прагнуть удосконалити знання англійської мови.

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Передмова

Пропонований посібник презентує більше 250 ідіом, широко уживаних в англомовних країнах. Він складається з 24 розділів, в яких подано ідіоми з відповідної теми та вправи на закріплення знань.

Кожний розділ починається з “*Warm-up*”, де студенти мають обміркувати проблеми або ситуації, які співвідносяться з поданими в розділі ідіомами. Таким чином відбувається початкове налаштування на подальшу роботу над матеріалом.

Підрозділ “*Situation*” вміщує уривок для читання. Він ілюструє вживання ідіом (як правило, 2–3) у відповідній ситуації.

У “*Analysis & Explanation*” студентам пропонується вибрати один із трьох можливих варіантів відповіді на запитання, пов’язане із наведеною ситуацією. Пояснення кожного варіанта відповіді, а також вказівка на найкращий варіант вміщені в розділі “*Appendix*”.

Інші ідіоми контекстуально подані та відпрацьовуються в підрозділі “*Exercise*”, який містить, як правило, 4–6 вправ, рольову гру, індивідуальну та інтерактивну діяльність.

Підрозділ “*Communication*” спонукає студентів до активного вживання ідіом у мовленнєвих ситуаціях.

Глосарій допоможе найточніше перекласти та зрозуміти значення ідіом.

Навчальний посібник призначений для студентів, знання яких сягає рівня **Intermediate** або **Upper-Intermediate**. Матеріали посібника можуть бути використані у викладацькій практиці для індивідуального чи групового навчання студентів вищих навчальних закладів або широким колом осіб, які бажають удосконалити свої знання з англійської мови.

Unit 1. Persistence

Call it quits; give up; drop a course/ class; hang in there; bail out (at the first sign of trouble); keep at it (until one gets it right); stick with it (to the bitter end); sweat it out; throw in the towel; tough it out; give something your all; go all out; go out of your way to do something; pull your weight; by hook or by crook; pull your finger out; at a push; child's play; a piece of cake; as easy as falling off a log; as easy as taking candy from a baby; heavy-going; be a doddle; have a go; have a bash; go through the motions.

WARM-UP

Write down the names of three people who have become famous because they *persevered*, meaning that they continued doing something in spite of many difficulties, obstacles, or great discouragement. Exchange lists with a classmate and see if you can identify what difficulties these people faced.

<i>Names of people</i>	<i>Difficulties they faced</i>

SITUATION

Read the following passage.

It is the second week of the semester at college. Tom is at his desk in his dormitory room looking through a course catalog and timetable. Rob, who has a room down the hall, stops by for a visit.

Rob: Isn't it late in the game to be choosing classes?
Tom: I'm thinking about **dropping my stats course**.
Rob: Statistics, huh?
Tom: Yeah. We had a quiz this morning and there's no way I could have passed it.
Rob: Not one of my favorite courses.
Tom: What? You took it already?
Rob: Last semester.
Tom: And?
Rob: And what?
Tom: How'd you do?
Rob: Let's just say that my grade was above the arithmetic means.
Tom: You speak English?
Rob: Above the average, Tom, above the average. Look, I got off to a really rough start, too. How much time did you put in studying for the quiz?
Tom: I had a date last night.
Rob: I don't suppose the two of you spend the evening studying probability or anything like that.
Tom: Not a chance.
Rob: Want some free advice? I say **stick with it**. If you don't let dating get in the way of studying too much, you'll probably do all right in that course.

ANALYSIS & EXPLANATION

Circle the best answer to the question below. Then turn to the appendix, where each answer is explained. If your choice is incorrect, choose again.

Why does Rob advise Tom to continue taking the statistics course?

- A. If he could get a good grade in that course, then Tom should be able to, too.
- B. He thinks that Tom's reason for quitting isn't very strong.
- C. Dating is an activity that Rob doesn't approve of.

EXERCISE A

Put a check mark (V) if the person continues with something already started.

Example: Karen is part of a study group that meets once a week in the library. However, she's been thinking of leaving the group because preparing for it involves a lot more work than she had imagined. After some thought, she decides to **tough it out**. She puts on her coat, gathers her books, and goes to the library...

1. Sue was in the lead for the first half of the race, but then she tripped over a loose shoestring. When she saw at the other runners pass her, she wanted to **give up**. Instead, she got up and started running again.
2. John has been trying to fix his television set for a couple of hours now. He has no idea what is wrong with it and he is ready to **throw in the towel** and call in a professional. He picks up the phone directory.
3. Margaret is at a party where she doesn't know anyone, and the people she has met are boring. She wants to leave, but she doesn't want to offend the host, so she decides to **sweat it out**. She sits down and starts talking to the person next to her.
4. Fred signed up for four years in the army, but he is thinking about leaving after two. He has a nice job waiting for him in the family business. In the end, however, he decides to **hang in there** and not leave because he feels he should honour his contract. He writes a letter to his family to tell them his decision.
5. June was one of the owners of a catering service. For the first couple of years, business was very good. Last year, however, business was off considerably. Rather than wait to see if things improved, June **bailed out at the first sign of trouble**. She sold her share of the business to the other partners.
6. Kareem was elected president of the student council, a job that turned out to be much more demanding than he had expected. For a while, he considered resigning. In the end, though, he knew a lot of people were depending on him and decided not to **call it quits**. He tore up his letter of resignation.

7. Allison went with her husband to a company party. She developed a bad headache about halfway through the evening. She wanted to go home but knew her husband would be disappointed. So, she decided **to stick with it to the bitter end**. She opened her purse to look for some aspirin.
8. Mark overslept again this morning, and he missed his history class for the sixth time. The maximum number of absences for that class is five. Mark thinks maybe he should **drop the course** so he doesn't fail it. He gets dressed and heads toward the registrar's office.
9. Sandy wants to file her own tax returns this year instead of hiring a tax preparer to do them for her. She worked all day and half the night yesterday, but she kept on making mistakes. She has decided to **keep at it until she gets it right** even if she has to stay up all night again tonight. She sharpens her pencil and switches on her calculator.

EXERCISE B

Complete the following sentences with an appropriate idiom.

Example: Amy started a new job that she finds very difficult. She is tempted to quit, but her boss tells her it is always hard in the beginning and it will get easier as time goes on. Amy has confidence in her boss and decides **to stick with it**.

1. Karen entered a dance contest. After two hours her feet hurt so much that she had to
2. Jack failed the first two exams in his geology course. There is no way he can get a passing grade now, so he decides to
3. Mike took a final exam in history and did not think he did well. He wanted to know right away if he passed or not but the teacher was slow in correcting the exams. Mike just had to
4. Max spent hours drawing a picture of the person who robbed him. He went through a whole pad of paper before he was able to draw a picture that was an accurate likeness. Mike

5. Although Greg did not enjoy his summer job as a construction worker, he decided to ... because the money was good.
6. It is the final minutes of the championship basketball game. The score is 100 to 75. Oliver is on the losing team. With 60 seconds to go, he knows the team cannot score 25 points. Oliver

EXERCISE C

Use idioms from this unit to complete the following activity.

A *walkathon* is a long-distance walking race that is held to raise money for a charity or special cause. Supporters or sponsors agree to donate a fixed amount of money to a specific person for every mile that person walks. You are a reporter for the local newspaper, and your assignment is to cover a very successful walkathon to raise money for AIDS research. You have just finished interviewing several of the people who had entered the walkathon. Some of them ... early in the race, while others You return to your office and file your report.

EXERCISE D

Match each idiom on the left with its definition on the right.

- | | |
|---------------------------|--|
| 1. go all out | a) make an attempt |
| 2. be a doddle | b) be difficult or tiresome to do |
| 3. go through the motions | c) do your fair share |
| 4. be heavy-going | d) do something without enthusiasm or effort |
| 5. pull your weight | e) make a lot of effort |
| 6. have a bash | f) be very easy to go |

EXERCISE E

Correct the mistakes in these idioms.

1. I wish you'd pull your hand out and help me move the furniture.

2. Sam didn't like the exam, but I thought it was a slice of cake.
3. I'm going to get the job somehow, by hook and by crook.
4. Sally could, in a push, take over the project for you.
5. The test was as easy as falling off a tree.
6. Don't worry if you don't win the game — just as long as you give that your all.
7. Why don't you have to go at repairing the washing machine yourself?
8. Persuading him to do what I wanted was like taking candy from a child.
9. Max will always go out of his road to help others.
10. I had no problems using the public transport system there — it was a child's play.

EXERCISE F

Rewrite each underlined idiom with another idiom which has the same meaning.

1. A: Do you think I'll be able to manage a snowboard?
B: Course, you will. It's as easy as taking candy from a baby.
2. A: I can't open this bottle.
B: Let me have a bash.
3. A: How's John getting on with his new boss?
B: He is going all out to make a good impression on her.
4. A: Did you find it easy to make that dress?
B: It was child's play.

COMUNICATION

Read and discuss the following.

1. Think of a time when you had to choose between **sweating it out or calling it quits**. What was it, and why did you do what you did? Do you feel now that your decision was a good one? Why or why not?
2. Think of several obscure facts (ones that aren't known to many people) and make questions of them. Exchange them with a classmate. If the facts really are obscure, then you and

your classmates are unlikely to be able to answer them. If your classmate doesn't get the correct answer after a while, you can say: Do you **give up** yet?

If you are unable to answer your classmate's questions and you want to send a signal that he/ she should tell you the answer, you can simply say: **I give up**.

3. The expression **throw in the towel** has its origin in the sport of boxing. When one boxer is beating another boxer very badly, the losing boxer's manager might throw a towel into the ring to concede defeat. Another way of admitting defeat is to **wave the white flag**. Do you know how this expression came about?
4. When people continue to resist or struggle even though they are sure to lose, we can say that they are **fighting a losing battle**. Sometimes, people **fight losing battles** because they have no choice. Sometimes, however, people **fight losing battles** even though they don't have to. Can you think of examples of both?