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АНГЛИЙСКИЙ ЯЗЫК
EXTRA READING COURSE

Учебно-методическое пособие

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение высшего образования
«Южно-Уральский государственный гуманитарно-педагогический университет»

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В.В. Мошкович, Н.В. Подковырова**

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Методическое пособие предназначено для студентов I–V курсов факультета иностранных языков для проведения лабораторных работ по курсу «Домашнее чтение», а также может быть использовано для самостоятельной работы в рамках дисциплины *Практика устной и письменной речи* для подготовки студентов специальности «Иностранный язык. Иностранный язык», «Перевод и переводоведение». Цель пособия – развить навыки интенсивного и экстенсивного чтения.

Структура учебного курса представляет собой два раздела, в первом уделяется внимание интенсивному чтению. Данный раздел состоит из пяти глав, в каждой из которых две части. Одна структурная часть включает в себя разработку заданий к выбранному курсом художественному произведению современного британского писателя. Во втором разделе представлены задания для экстенсивного чтения. Всего в разделе три главы, в каждой из которых разработки к двум художественным произведениям современных британских писателей.

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ВВЕДЕНИЕ

Методическое пособие предназначено для студентов I–V курсов факультета иностранных языков для проведения лабораторных работ по курсу «Домашнее чтение», а также может быть использовано для самостоятельной работы в рамках дисциплины *Практика устной и письменной речи*, для дополнительного чтения студентов и при написании курсовых работ и выпускных квалификационных работ по филологии.

В результате анализа целого ряда исследований было выяснено, что наряду с развитием таких видов речевой деятельности, как говорение и аудирование, необходимо развитие навыка чтения в процессе обучения иностранным языкам.

Актуальность и социальная значимость курса заключается в том, что чтение способствует формированию языковой компетенции. Знакомство студентов с произведениями современных британских писателей, чтение этих произведений является своего рода погружением в языковую среду, близкую к среде носителей языка.

Основной задачей курса является формирование культурно-коммуникативных компетенций студентов на материале оригинального художественного произведения автора страны изучаемого языка, а также обучение основным дискурсивным способам реализации коммуникативных целей высказывания и основным способам выражения преимущества между композиционными элементами текста. Результатом работы с пособием является формирование способности выражать свои мысли, используя разнообразные лингвистические средства.

Издание ставит перед собой цель помочь изучающим иностранный язык освоить два вида чтения: интенсивное и экстенсивное, а также использовать этот вид речевой деятельности как инструмент для достижения положительной динамики изучения иностранного языка. Таким образом, задачей курса является формирование навыков интенсивного и экстенсивного чтения, умения самостоятельно работать с художественным текстом, извлекать необходимую информацию в объеме, необходимом для решения конкретных речевых задач.

Структура учебного курса представляет собой два раздела, в первом уделяется внимание интенсивному чтению. Данный раздел состоит из пяти глав, в каждой из ко-

торых две части. Одна структурная часть включает в себя разработку заданий к выбранному курсом художественному произведению современного британского писателя. В среднем объем текста составляет 250–300 страниц. Увеличение уровня сложности произведений возрастает с переходом от одной главы к другой, что соответствует основным методическим рекомендациям. Все практические задания, представленные в разделах, направлены на формирование навыка внимательного (углубленного) прочтения произведения, развитие умения находить нужную информацию и расширение словарного запаса. Также представлены дополнительные задания для реализации творческого подхода к прочтению произведения. Во втором разделе даются задания для экстенсивного чтения. Всего в разделе три главы, в каждой из которых разработки к двум произведениям, используемым преподавателем в первом и втором семестре на III–V курсах. Эти произведения студенты читают самостоятельно, выполняют практические задания, и в конце семестра проводится одно-два занятия для обсуждения прочитанной книги и проверки выполненных заданий. В данном разделе акцент делается на формирование навыков углубленного прочтения (вопросы по содержанию, поиск информации), на совершенствование умения выражать свое мнение по теме (вопросы для размышления, анализа и комментирования) и расширение словарного запаса. Важной частью являются задания творческого характера (написание эссе, характеристики персонажей) и задания на аудирование (прослушивание интервью с авторами прочитанных произведений, просмотр фильмов, связанных с книгами).

РАЗДЕЛ I

ГЛАВА 1

BOOKS RECOMMENDED FOR FIRST-YEAR STUDENTS

MARK HADDON

THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME

Mark Haddon is a recognized name in the contemporary English literature. His talent not only involves novel writing but extends to poetry writing, illustration and abstract painting. His major contribution to literature includes an adult novel, *The Curious Incident of the Dog in the Night-Time*.

Born on September 26, 1962, in Northampton, England, Mark Haddon was raised by an architect. He received his early education from Uppingham School and then went on to major in English Literature at the Merton College, Oxford. Upon completion of his studies, he became a caretaker for disabled people in Scotland. His experience of taking care of patients with multiple sclerosis and autism would later influence his literary writing. In addition to that, he did a variety of jobs, including at a theater box office, mailing office and as a cartoonist and illustrator. His works were illustrated in numerous periodicals and in a cartoon strip, *Men — User's Guide*.

Subsequently, Haddon relocated to Boston, Massachusetts and stayed there with his wife. A year later they moved back to England where he took up his passion for abstract painting and sold his art. Afterwards, he began writing as a children's author. Before producing any major work, he illustrated children's books and wrote for popular television shows for kids. He published his first children's book, titled *Gilbert's Gobstopper*, in 1987. It was followed by several books which he self-illustrated.

In 1993, Haddon wrote the first book in his famous comical children's book series, *Agent Z Meets the Masked Crusader*. The Agent Z series is set in the present day fictional city of Britain. Agent Z is not an actual character in the series but secret identity adopted by three schoolboys when they play pranks on unsuspecting and bored people. Ben, Barney and Jenks

call themselves Crane Grove Crew and their mission is to fight boredom by unleashing Agent Z. The comical series contains four books and one of the titles, *Agent Z and the Penguin from Mars*, has been adapted into Children's BBC sitcom, in 1996.

Haddon wrote his first adult mystery, entitled *The Curious Incident of the Dog in the Night-Time*, published in 2003. It is titled after a quote from Arthur Conan Doyle's Sherlock Holmes story, *Silver Blaze*. The story is narrated from the first-person perspective of a 15-year-old Christopher John Francis Boone. He suffers from high-functioning autism, something Haddon had witnessed first-hand while caretaking patients. According to the author, the focus of the book is not the Asperger's syndrome itself but the difference it creates in the sufferer's life. The novel alludes to the refreshing outlook of a person with this syndrome and how their every experience has a surprising and revealing quality. Haddon's second adult novel, *A Spot of Bother*, appeared in 2006.

Additionally, he wrote screenplay for Raymond Briggs's story *Fungus the Bogeyman*, which aired on BBC in 2004. Three years later, he penned the drama *Coming Down the Mountain* for the same channel. His other contributions to television shows for children include *Microsoap* and *Starstreet*. In 2005, he published a poetry collection, entitled *The Talking Horse and the Sad Girl and the Village Under the Sea*. Mark Haddon has been awarded several prestigious awards over the years in honor of his contribution to literature. These accolades include the Whitbread Book Awards for Best Novel, the Commonwealth Writers Prize and the Guardian Children's Fiction Prize.

Lesson 1

Introductory tasks:

- Read through pages 1 to 15.
- Give the summary of the part.

Tasks for deeper understanding:

1. Who is the main hero?
2. Why did he start his book like this?
3. What does he compare his mind with?
4. Why was it difficult for him to talk with a policeman?
5. Why does the book have such a strange numeration?
6. Comment on the behavior of the policeman.
7. Comment on the information about the Milky Way, why is it given?

Tasks for vocabulary improvement:

Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|-----------------|-----------------------|
| a) muzzle | f) a gliding accident |
| b) prime number | g) to squat down |
| c) cross | h) assault |
| d) a housecoat | i) monkey-business |
| e) streaks | j) to lose one's rag |

Additional tasks:

- Make up a dialogue using the given words.
- Discuss the difficulties of the boy's life.

Lesson 2

Introductory tasks:

- Read through pages 16 to 34.
- Give the summary of the part.

Tasks for deeper understanding:

1. Describe the events at the police station
2. Why is it hard for Christopher to communicate and understand people?
3. Why doesn't he like his name?
4. Can he tell lies? Why?
5. What happened to his mother?
6. What were "Good Days" and "Bad Days"?
7. Does he consider himself to be clever?
8. Why did he decide to write a book?

Tasks for vocabulary improvement:

Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|---------------------------|---------------|
| a) tweezers | e) to weave |
| b) slander | f) squash |
| c) the apple of one's eye | g) corrugated |
| d) the pig of a day | h) spazzer |

Additional tasks:

- Make up a dialogue using the given words.
- What do you think why does Christopher want to find a murderer? Give your reasons.

Lesson 3

Introductory tasks:

- Read through pages 35 to 55.
- Give the summary of the part.

Tasks for deeper understanding:

1. Why did he paint cars on the get well card?
2. Why does he describe different kinds of heart-attacks?
3. Does he always do what people tell him to do? Why?
4. In his opinion how the things should be formulated?
5. How did Mrs. Shears react to his coming?
6. Why was Christopher happy to do detective work?
7. What does he think about religion? Heaven? Death?
8. Why doesn't he like France?
9. How was his investigation going?
10. Why did he leave Mrs. Alexander's garden?
11. What is Chain of reasoning?

Tasks for vocabulary improvement:

Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|------------------|--------------------|
| a) a lino | f) singularity |
| b) to punch | g) to have no clue |
| c) to have a go | h) sewer |
| d) a rake | i) to hit the hay |
| e) "red herring" | j) brass monkeys |

Additional task:

Make up a dialogue using the given words.

Lesson 4

Introductory tasks:

- Read through pages 56 to 77.
- Give the summary of the part.

Tasks for deeper understanding:

1. Do you agree with Christopher that other kids were stupid?
2. Why does he want to take A-levels?
3. What were his behavioral problems?
4. Why is a white lie not a lie?
5. Does Christopher consider himself to be a good astronaut? Why?
6. Why did he change his mind about quitting writing his book?
7. Why did he ask Mrs. Alexander about Mr. Shears? Did he break his promise to his father?
8. What did he find out?

Tasks for vocabulary improvement:

Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|----------------|--------------------|
| a) invigilator | d) to be at large |
| b) a white lie | e) licorice laces |
| c) trespassing | f) tartan material |

Additional tasks:

- Make up a dialogue using the given words.
- Christopher found out some shocking facts. Explain how he felt and illustrate it with the examples from the text.

Lesson 5

Introductory tasks:

- Read through pages 78 to 99.
- Give the summary of the part.

Tasks for deeper understanding:

1. What is the connection between Life and Maths?
2. Describe the Monty Hall problem. What does it prove?

3. Why did Christopher add some description of a garden? Why was the sky interesting?
4. Why is the Hound of the Baskervilles his favourite book?
5. Compare Christopher and Sherlock Holmes.
6. How does he explain why he wasn't sad?
7. How does he recognize people?

Tasks for vocabulary improvement:

Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|--------------------------|--------------------|
| a) illiteracy | f) a scroll |
| b) irate | g) a bog |
| c) maintenance | h) deerstalker hat |
| d) dungarees | i) to be muddled |
| e) let sleeping dogs lie | |

Additional tasks:

- Make up a dialogue using the given words.
- What do you think about having such a memory as Christopher? Would you like to have such a memory? Prove your point of view.

Lesson 6

Introductory tasks:

- Read through pages 100 to 124.
- Give the summary of the part.

Tasks for deeper understanding:

1. What program did he watch? Why did he like it?
2. What was his father's reaction to his book?
3. How did Christopher react to the quarrel?
4. Why doesn't he like yellow and brown?
5. What did he like in the zoo? How did he decide what his favorite animals were?
6. How does he understand love?
7. What does he think about the case of the Cottingley fairies?
8. What did he find in his father's room?

Tasks for vocabulary improvement:

Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|-----------------|------------------|
| a) to eject | d) sellotape |
| b) bollocks | e) occam's razor |
| c) level-headed | f) a tip |

Additional tasks:

- Make up a dialogue using the given words.
- Write a short monologue from Christopher's father point of view.

Lesson 7

Introductory tasks:

- Read through pages 125 to 148.
- Give the summary of the part.

Tasks for deeper understanding:

1. Comment on the phrase: "Lots of things are mysteries. But that doesn't mean there isn't an answer to them". Can you give your own examples?
2. What did Christopher tell about frogs' population? Why is it important?
3. Why does he like rain?
4. How does his mother explain why she left?
5. Why did Christopher feel sick and giddy?
6. What do you think about his father's actions?
7. What experiment does Christopher describe and why?
8. Why does he compare people and animals?

Tasks for vocabulary improvement:

Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|------------|----------------|
| a) friar | f) bubbly |
| b) a heron | g) smarties |
| c) tissue | h) turing test |
| d) tether | i) a clamp |
| e) to tug | |

Additional tasks:

- Make up a dialogue using the given words.
- Do you understand Christopher's mother? Give reasons for and against her actions.

Lesson 8

Introductory tasks:

- Read through pages 149 to 174.
- Give the summary of the part.

Tasks for deeper understanding:

1. Why was Christopher keeping silent?
2. What did his father tell him?
3. Why did he decide to leave?
4. Where did he hide and why?
5. Why did he describe the stars?
6. Where did he go first and why?
7. What options did he consider? Why weren't they suitable?
8. How did he come to the final decision?
9. Why couldn't he become an astronaut after all?
10. How did he prepare for leaving?
11. At what point did he become scared? Why? How did he get to the train station?

Tasks for vocabulary improvement:

Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|--------------------|--------------------|
| a) nocturnal | f) a luminous face |
| b) to be a handful | g) negligible |
| c) to chuck out | h) a flap of skin |
| d) bamboo canes | i) spanner |
| e) constellation | |

Additional tasks:

- Make up a dialogue using the given words.
- What do you think of father's explanations? What would you do if you were Christopher?

Lesson 9

Introductory tasks:

- Read through pages 174 to 204.
- Give the summary of the part.

Tasks for deeper understanding:

1. Why doesn't he like new places? What does he compare it with?
2. He tells the only joke he understands, why is it funny for him?
3. What was it like in the station building?
4. Describe the intercourses with a policeman. What must he have thought?
5. What does Christopher pretend to do at the railway station?
6. Why did he give 50 pounds instead of 40?
7. How was his condition changing during his being at the station?
8. Why are timetables important?
9. Describe the events on the train. What do you feel for Christopher?
10. What are his ideas about God and evolution?

Tasks for vocabulary improvement:

Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|---------------------------------|---------------------|
| a) crow aptok | g) quid |
| b) ridges | h) a prize specimen |
| c) rebooting | i) underpass |
| d) a crouch | j) to jieggle |
| e) to look a bit worse for wear | k) scrapyards |
| f) to take a stroll | |

Additional tasks:

- Make up a dialogue using the given words.
- Did you understand the rules of the Conway's soldiers? What do you think of this game?

Lesson 10

Introductory tasks:

- Read through pages 205 to 241.

- Give the summary of the part.

Tasks for deeper understanding:

1. Why was he counting the people?
2. Why was he seeing signs so strangely? What was happening to him?
3. Why was he repeating his question again and again (“Is this London?”)
4. Did he use an escalator? Why?
5. What helped him to find his way around?
6. Why was the situation getting worse for Christopher? How can we guess his emotional state? What helped him to feel better and not to be scared?
7. Why doesn't he like the idea of holidays?
8. How could he not notice that 5 hours had passed while he was sitting on the bench? What made him finally enter the train?
9. What happened at his mother's flat? Whom do you support in this fight?

Tasks for vocabulary improvement:

Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|-----------------------------|-------------------------|
| a) to detect | f) resonant frequencies |
| b) a slot | g) mad as a hatter |
| c) to trip | h) scarpering |
| d) to collapse | i) to catch one's death |
| e) clattering and squealing | |

Additional tasks:

Make up a dialogue using the given words.

Lesson 11

Introductory tasks:

- Read from page 242 to the end.
- Give the summary of the part.

Tasks for deeper understanding:

1. What do you think about Christopher's favourite daydream? What would your reaction be to living in such a world?
2. Why was it necessary for him to return to Swindon?

3. Why did he go out? How was he feeling?
4. And how do you think his mother was feeling? Was she happy that he came to her?
5. What main problems did Christopher have? Do you sympathize with him?
6. Why did his mother decide to leave everything and go back to Swindon? Was she making up for leaving Christopher?
7. Was Christopher sure about taking his exam?

Tasks for vocabulary improvement:

Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|------------------------|-----------------------------|
| a) director's cut | e) to get smth. in the neck |
| b) compassionate leave | f) hassle |
| c) cogs | g) appendix |
| d) to tessellate | h) to press charges |

Additional tasks:

1. Make up a dialogue using the given words.
2. Do you agree that the worst of all is not to know what is going to happen? Why?
3. Do you believe that Christopher will forgive his father?
4. What do you think about his plans? Will they become true?
5. Share your impressions with your group mates. Did you expect such an ending?

**RUTH RENDELL
PORTOBELLO**

Ruth was born on February 17, 1930, in London, England, and was educated at Laughton High School in Essex. She worked as a newspaper reporter and sub-editor in West Essex from 1948 to 1952. In 1950 she married Donald Rendell, whom she later divorced, then re-married in 1977. They had one son.

Rendell was variously described as the "new Agatha Christie," the "new First Lady of Mystery," and the "British Simenon." While she was hailed primarily for her creation of character, she was also praised for her inventive plots, her keen social observation and incisive social criticism, her evocative settings, and her startling and often grim endings. But what especially raised her writing above the level of much detective fiction was her masterly control

of elements of style (figurative language, dialogue, and irony) more often associated with "serious" fiction.

A prolific writer with consistently high standards, Rendell completed 27 novels and three short story collections. These works fall into two separate sub-genres of crime fiction. The first is the straightforward British police procedural, set in Kingsmarkham, which features Inspector Wexford as the central figure. The second is the individual psychological suspense thriller, with no detective and with no recurring characters. As noted by Francis Wyndham, Rendell excels equally in both forms: "Ruth Rendell's remarkable talent has been able to accommodate the rigid rule of the reassuring mystery story (where a superficial logic conceals a basic fantasy) as well as the wider range of the disturbing psychological thriller (where an appearance of nightmare overlays a scrupulous realism)."

It was in her first novel, *From Doon with Death* (1964), that Rendell introduced her central character, Detective Chief Inspector Reg Wexford of Kingsmarkham, a particularly murder-prone village in Sussex. In this and the 14 Wexford novels that followed the reader is given a realistic portrayal of an intelligent and admirable human being. Wexford is a great reader with a ready supply of literary quotations. Frequently these quotes are thematically or symbolically pertinent to the plot, and sometimes a quotation fragment serves as the book's title.

A civilized man with decent values, Inspector Wexford is unusually tolerant and compassionate. His success in case-solving is often based on his ability to see in people emotions and motivations that other detectives would overlook. In *Some Lie and Some Die* (1973), a novel centered around a rock music festival, it is Wexford's understanding of young people and his acceptance of their values which are instrumental to his solution of the case.

After his first appearance in the series at the age of 52, Wexford continued to grow, coping with domestic problems, conflicts with superiors, and personal illness. He is a vulnerable and thereby appealing character: a detective who transcends his crime-solving function.

To add texture and density to the series, Rendell created a "company of players" who were featured from novel to novel. Accounts of these characters (Wexford's family members, friends, and associates) are more than entertaining narrative digressions. They act as foils or provide frames for characters involved in the crimes, and they contribute to the development of the plot. For example, in the story "Inspector Wexford on Holiday," Dora, his supportive and sympathetic wife, plays an essential role in uncovering the clue which solves the mystery. In *A Sleeping Life* (1978), his daughter Sylvia's personal crisis serves as a catalyst for an examination of sexuality and the women's movement, both pertinent to the crime at hand.

Wexford's loving relationship with his actress daughter Sheila offsets and highlights the selfish and unhealthy relationship of the Fanshawes, the key characters in *The Best Man To Die* (1969).

An important character in the series is Detective Inspector Michael Burden, Wexford's aide and friend. Though 20 years younger than Wexford, he is older in temperament. Rigid, prudish, and generally conservative at the outset, Burden matures and becomes more charitable as a consequence of his association with Wexford. An important stage in his growth takes place in *No More Dying Then* (1971), in which Burden's personal tragedy, the death of his wife, is central to the plot, and later, in *Put on by Cunning* (1981), there are signs that Burden may even have become a cultural match for Wexford.

Rendell's portrayal of the ongoing friendship between the two men creates a continuity in the series. In sharp contrast to the sick fantasies and perverse behavior they, as policemen, must deal with, their own psyches are normal, their view of life and humanity realistic, and their relationship with each other symbiotic and healthy.

Rendell once stated that the creation of character was her primary interest, and it is characterization that invests the Wexford series with extraordinary richness and depth. Her fascination with character is even more apparent in the non-series books, the suspense thrillers.

Here she specialized in examining the inner guilt and darkness of her characters, whether they were drably commonplace or alarmingly aberrant. In fact, Rendell achieved suspense precisely by combining the more traditional elements of crime fiction with her rare gift for psychologically astute character study. In her muted, understated style, she leads the reader into uneasy identification with a compulsive strangler (*A Demon in My View*, 1976), a failed writer (*The Face of Trespass*, 1974), an illiterate housekeeper (*A Judgement in Stone*, 1977), and a soulbartering teenager (*The Killing Doll*, 1984). The reader experiences the desperate alienation of these characters and is absorbed into the excitement of spotting and tracking the victims all the way to the murderous conclusions.

In 1986 two more novels were published — *Live Flesh*, a psychological suspense story in which the main character is a rapist and murderer, and *A Dark-Adapted Eye*, written under the pen name of Barbara Vine, which deals with intimations of various crimes within a conventional family. Two more "Barbara Vine" novels were published in 1987 — *A Fatal Inversion* and *Talking to Strange Men*.

Rendell's mastery of crime fiction was widely recognized and honored. She received many awards, including the Mystery Writers of America's Edgar Allen Poe Award for short

story and the Crime Writers Association's Gold Dagger Award. Her works have been translated into 14 languages. More than a million copies have been printed in English. She lived in London.

Ruth died on May 5, 2015.

Lesson 1

Introductory tasks:

- Read through pages 1–28.
- Make summaries of chapters 1, 2 and 3 in a written form.
- Retell the story of the name of the street.

Tasks for deeper understanding:

Answer the questions:

1. Find the description of the road, what kind of road was it?
2. What do we learn about Arnold wren and his son?
3. Who is Mr. Gibson?
4. What made Joel think that the market was a dangerous place?
5. The victim of an assault, who was it? How did it happen?
6. What was Eugene's obsession?
7. What was he contemplating on when turning back home after having done some shopping?
8. How did Eugene decide to find the owner of the envelope?

Tasks for vocabulary improvement:

- 1) Translate the following words and word combinations:

a) centipede	h) Geneva
b) splay out	i) graze
c) stall	j) fulminate
d) paella	k) girth
e) widdershins	l) polystyrene
f) dawdle	m) plinth
g) assassination	

2) Find synonyms to these words in the text:

- | | |
|------------|-------------|
| a) revenge | d) belly |
| b) shining | e) eternal |
| c) sternly | f) supplier |

3) Find a word by its definition:

- a) a main road in a town
- b) coverings for a bed, such as sheets and blankets
- c) pottery made of clay
- d) a coastal district or a river's bank
- e) a sum of money paid regularly to a person
- f) begin to grow or increase rapidly

4) Search for the following word combinations and phrases in the text, and be ready to expand on the situation it was used in:

- a pinch in the heart

Additional task:

Dwell upon this phrase: “After all, he was a secretive man and there was no use in pretending otherwise.”

Lesson 2

Introductory tasks:

- Read through pages 29–52.
- Make summaries of chapters 4 and 5 in a written form.

Tasks for deeper understanding:

Answer the questions:

1. What do we learn about uncle Gib? Whose uncle is he?
2. Describe the flat of Lance’s girlfriend.
3. Dwell upon uncle Gib's routine.
4. Did Lance dare to ask for uncle’s advice?
5. What was Joel’s health status?
6. Why did Joel have an imaginary friend? What kind of friend was it?
7. Joel’s mother promised to go to the police, did she keep her word?
8. Describe Gene’s beloved.

Tasks for vocabulary improvement:

1) Translate the following words and word combinations:

- | | |
|----------------|-----------------|
| a) mortgage | f) unquenchable |
| b) haemorrhage | g) bully smb. |
| c) fastidious | h) wimp |
| d) wedlock | i) GP |
| e) piety | j) expedient |

2) Find synonyms to these words in the text:

- | | |
|------------|-------------------|
| a) fraud | d) outskirts |
| b) pastor | e) pound sterling |
| c) renewal | f) blurred |

3) Find a word by its definition:

- a) a sum of money or other payment demanded or paid for the release of a prisoner;
- b) convert or attempt to convert (someone) from one religion, belief, or opinion to another;
- c) a small kitchen or room at the back of a house used for washing dishes and other dirty household work.

4) Search for the following word combinations and phrases in the text, and be ready to expand on the situation it was used in:

- a) live on the benefit;
- b) hand down;
- c) a perpetual trial;
- d) remained stick-thin.

Additional tasks:

Dwell upon these phrases:

- “Beggars can't be choosers.”
- “Only don't you forget all the time you're diving deeper and deeper into sin.”
- “Another thin end of the wedge.”

Lesson 3

Introductory tasks:

- Read through pages 52–88.

- Make summaries of chapters 6 and 7 in a written form.

Tasks for deeper understanding:

Answer the questions:

1. What are Lance's "titles"?
2. Find the description of Eugene's house.
3. Did Lance succeed in naming the sum?
4. What was his main intention on his way back?
5. Did Ella sympathize with Joel?
6. Eugene pluck up his heart to make a proposal, how did all that happen?
7. Did Gene succeed in abandoning his 'Chocorange dependence'?
8. Did Lance continue to carry out his plan to rob White man's house?
9. What made Lance punch Gemma?

Tasks for vocabulary improvement:

- 1) Translate the following words and word combinations:

- | | |
|-----------------|----------------|
| a) anguish | f) scaffolding |
| b) nondescript | g) fulminating |
| c) nauseous | h) nonplussed |
| d) sell-by date | i) sitcom |
| e) frill | j) grime |

- 2) Find synonyms to these words in the text:

- | | |
|-------------------|----------------|
| a) self-confident | d) maliciously |
| b) nearly | e) endless |
| c) addicted | |

- 3) Find a word by its definition:

- a) a long upholstered seat for more than one person, typically with a back and arms;
- b) the ability to think and behave in a normal and rational manner; sound mental health;
- c) a situation in which a difficult choice has to be made between two or more alternatives;
- d) a separate room in a hospital, typically one allocated to a particular type of patient;
- e) a feeling of great happiness and triumph.

4) Search for the following word combinations and phrases in the text, and be ready to expand on the situation it was used in:

- a) the rich pickings;
- b) duck down;
- c) sash window;
- d) pay through the nose.

Additional tasks:

Dwell upon these phrases:

- “Best not to put temptation in his way and this thought brought him a kind of euphoria that lasted for most of the afternoon...” (p. 69).
- “The sight of her lovely face daily across the breakfast table and nightly at drinks time, would keep him on the straight and narrow...” (p. 73).
- “His heart was heavy. It felt like a stone hanging inside his chest and his muscles and his collarbone weren't strong enough to hold it up” (p. 81).

Lesson 4

Introductory tasks:

- Read through pages 89–128.
- Make summaries of chapters 8, 9 and 10 in a written form.

Tasks for deeper understanding:

Answer the questions:

1. Trace the author's comments on Joel's behavior towards Ella.
2. What was the thing Joel wanted to share with Dr Cotswold?
3. How did the whole appointment go?
4. What did Gene decide to make an ongoing feature of his marriage?
5. Be ready to describe the “robbery scene” in detail.
6. What was Ella brought down to earth by?
7. “...he had some extra sense, which no one had ever named.” Who is this line about?
8. Was the appointment with Dr Peacock of any help to Joel?
9. Dwell upon Joel's innermost secrecy.

Tasks for vocabulary improvement:

- 1) Translate the following words and word combinations:
 - a) musty;

- b) fenugreek;
- c) cache subcutaneous;
- d) charcoal.

2) Find synonyms to these words in the text:

- a) compete
- b) occasionally
- c) reasonable
- d) guy
- e) possible
- f) distrustful
- g) despondently

3) Find a word by its definition:

- a short excursion or journey for pleasure.

4) Search for the following word combinations and phrases in the text, and be ready to expand on the situation it was used in:

- a) to catch out in a lie;
- b) dark sanctuary.

Additional tasks:

Dwell upon this phrase: “It was the story of his life, nothing to do for most of the time and nowhere to go.”

Lesson 5

Introductory tasks:

- Read through pages 128–158.
- Make summaries of chapters 11, 12 and 13 in a written form.

Tasks for deeper understanding:

Answer the questions:

1. What are the commodities that could be found in numerous shops on Portabello road?
2. How does the author describe Uncle Gib and his manners?
3. Comment on Eugene’s growing addiction and inevitable despair.
4. Why does the author describe Joel’s house in such detail?
5. Why does Joel stop any visits to Dr Peacock?
6. Tell about Lance and his feeble attempt to steal a wallet.
7. Describe Lance’s room.

Tasks for vocabulary improvement:

1) Translate the following words and word combinations:

- | | |
|-------------------------|----------------------|
| a) dahlia | i) blear(y)-eyed |
| b) fungi | j) have the heart to |
| c) in innocuous-looking | k) commuter hernia |
| d) turquoise | l) grotty |
| e) spiraea | m) grime |
| f) circa | n) detour |
| g) venisongauze | o) nefarious |
| h) venue | |

2) Find synonyms to these words in the text:

- a) perfect;
- b) decorate;
- c) stoop;
- d) exhausted;
- e) disappointed.

3) Find a word by its definition:

- a) a spicy Spanish pork sausage;
- b) an ornamental covering spread over a horse's saddle or harness;
- c) to live saving money;
- d) a wealthy, powerful person in business or industry;
- e) a religious discourse that is intended primarily for spiritual edification rather than doctrinal instruction; a sermon.

Additional tasks:

1. Read and be ready to translate the sentences. Comment on the usage of the allusion.

- “No one took any notice of him, this tall emaciated old man with his Voltairean face and his fluffy white hair singing hymns as he bounded along.” (p. 134).

2. Dwell upon the phrase:

- a) “He'd shake the dust of this place off his feet forever” (p. 136);
- b) “...where you could say everything began – or maybe where everything ended” (p. 143);
- c) “A moth drawn to a flame...” (p. 152).

Lesson 6

Introductory tasks:

- Read through pages 158–193.
- Make summaries of chapters 14 and 15 in a written form.

Tasks for deeper understanding:

Answer the questions:

1. How was Eugene's 'phasing out' going on?
2. How did Lance manage to penetrate the old woman's house?
3. Does Elizabeth Cherry have any idea of the intruder?
4. Why does Uncle Gib search for the insurance company number?
5. Was Joel making any progress in his treatment?
6. Dwell upon Joel's appearance.
7. Find arguments for the fact that Ella is a true professional and a tactful person.

Tasks for vocabulary improvement:

1) Translate the following words and word combinations:

- | | |
|-------------|---------------------|
| a) fiver | d) sepulchral place |
| b) tenner | e) disconcerting |
| c) province | f) withdrawal |

2) Find synonyms to these words in the text:

- | | |
|-------------|-----------|
| a) secretly | c) old |
| b) steal | d) shrink |

Additional task:

Dwell upon the phrases:

- "It was a reversal of the accepted order of things" (p. 163).
- "But how much more dignified than his were their addictions!"

Lesson 7

Introductory tasks:

- Read through pages 193–218.
- Make summaries of chapters 16 and 17 in a written form.

Tasks for deeper understanding:

Answer the questions:

1. What was the mystery of Uncle Gib's suit?
2. What was Uncle Gib mainly worried about?
3. What was the conversation on Eugene and Ella's party about?
4. Dwell upon Eugene's moan on Chocorange.
5. How did Lance finally decide to penetrate into the old lady's house?
6. Why couldn't Linda stay with Joel?
7. Is Wendy Stemmer profoundly imbued with love to her son?
8. What was Lance busy with these days?

Tasks for vocabulary improvement:

1) Translate the following words and word combinations:

- | | |
|----------------------|-------------------------|
| a) edifice | g) stave off |
| b) ye | h) demeaning |
| c) disgruntled | i) jocular |
| d) to totter | j) tentacles of anxiety |
| e) pre-nuptial party | k) a larder |
| f) arsonist | l) steely eye |

2) Find synonyms to these words in the text:

- | | |
|-----------------|---------|
| a) vigorously | d) fade |
| b) neighborhood | e) loot |
| c) withholding | |

Additional task:

Dwell upon the phrase: "...I think he's a figment of my imagination..." (p. 208).

Lesson 8

Introductory tasks:

- Read through pages 218–244.
- Make summaries of chapters 18 and 19 in a written form.

Tasks for deeper understanding:

Answer the questions:

1. Where do Eugene and Ella come back from?
2. What did Lance avoid doing and why?

3. Was the way Lance entered the house different from the previous ones?
4. What was Lance's haul and treat at an old lady's house?
5. What had happened to Uncle Gib's house and why?
6. What was the fact that terrified Lance so immensely?
7. Did Uncle Gib enjoy being hard done-by?
8. What was the first thing Uncle Gib did in hospital when Reuben and Maybelle came to visit him?
9. Dwell upon Lance's nan hospitability.

Tasks for vocabulary improvement:

Translate the following words and word combinations. Be ready to reproduce situations they are used in:

- | | |
|------------------|------------------|
| a) on the watch | j) plodding down |
| b) tutelage | k) potholes |
| c) levered | l) aghast |
| d) retribution | m) relish |
| e) reek of | n) divulging |
| f) scrutinise | o) lucrative |
| g) conflagration | p) virtuous |
| h) velour | q) police bail |
| i) goner | |

Additional tasks:

Dwell upon the phrase:

- "...His habit made him lie to her all the time ..." (p. 218).
- "...to lie down in a real bed in solitude and peace and quiet was a treat he hadn't yet got over ..." (p. 222).
- "The panacea for all ills was at hand." (p. 223).
- "...It was a blow but things weren't as bad as they might have been." (p. 241).

Lesson 9

Introductory tasks:

- Read through pages 245–268.
- Make summaries of chapters 20 and 21 in a written form.

Tasks for deeper understanding:

Answer the questions:

1. Who was in charge of Elizabeth Cherry's house while she was absent?
2. Was Joel getting better?
3. Was Noreen managing with the duty?
4. What kind of hobby did Joel decide to have?
5. What did Mithras tell Joel about?
6. What was the celebration coming on?
7. What do we learn about Dorian Lupescu and his relatives?
8. What made Elizabeth call the police?
9. What made Ella run out of the cabinet?
10. How did Ella manage to restore Joel to consciousness?
11. Did Ella have any idea about Eugene's addiction?
12. What was Eugene's marriage destined to be?
13. What did Ella ask Wendy Stemmer to do?

Tasks for vocabulary improvement:

Translate the following words and word combinations. Be ready to reproduce situations they are used in:

- | | |
|-----------------------|----------------------------|
| a) conscientiously | h) be rifled with impunity |
| b) custody | i) spat |
| c) dissuade | j) nil |
| d) provenance | k) castigate |
| e) perpetrator | l) jolt |
| f) alleged | m) enervated |
| g) unaccommodated man | |

Additional task:

Dwell upon the phrases:

- “Absolute darkness was impossible” (p. 246).
- “They weren't red-headed but they were women and that was enough” (p. 249).
- “They were not pleased” (p. 250).
- “The package was produced” (p. 261).

Lesson 10

Introductory tasks:

- Read through pages 269–295.
- Make summaries of chapters 22 and 23 in a written form.

Tasks for deeper understanding:

Answer the questions:

1. What would Lance spend his money on?
2. What was the accusation Lance was introduced to?
3. What was the thing Ella was supposed to conform to Eugene?
4. What was Ella going to ask Carli about?
5. Why did Joel try to overdose the medicine?
6. What was the discovery of Ella's?
7. What was the evidence of Uncle Gib's presence?
8. Whose death do we come across in Chapter 22?
9. What were the changes in the forthcoming court?

Tasks for vocabulary improvement:

Translate the following words and word combinations. Be ready to reproduce situations they are used in:

- | | |
|-------------------|------------------|
| a) inanition | h) mulberry-red |
| b) callous | i) contorted |
| c) jibe | j) mixer |
| d) taunt | k) avuncular |
| e) revolt | l) bits and bobs |
| f) hoarding | m) belligerent |
| g) pristine state | n) repugnant |

Additional tasks:

Dwell upon the phrases:

- “He could easily guarantee that; he didn't know how to” (p. 272).
- “As she had thought before, in any sustained ...more like a child” (p. 280).
- “Uncle Gib, in one of his biblical phrases, would have said that the scales fell from his eyes” (p. 286).

Lesson 11

Introductory tasks:

- Read through pages 296–317.
- Make summaries of chapters 23 and 24 in a written form.

Tasks for deeper understanding:

Answer the questions:

- 1) What did Ella, Eugene, Uncle Gib and Gemma find out about the accusation?
- 2) What was Gemma's first reaction?
- 3) What has happened to Chocorange?
- 4) What made Eugene blush?
- 5) What was a Chocorange substitute?
- 6) How does Joel's place change?

Tasks for vocabulary improvement:

Translate the following words and word combinations. Be ready to reproduce situations they are used in:

- | | |
|----------------|--------------------------|
| a) equilibrium | f) aspartame |
| b) mundane | g) callous insensitivity |
| c) harpsichord | h) gushing voice |
| d) tautening | i) meek yielding |
| e) subterfuge | j) finality |

Additional tasks:

- Prepare good reading of the passage: (p. 312) "Gemma was the loveliest...It'll sort of prove it was you." What was Gemma's suggestion concerning Lance's situation? How does Eugene's attitude change towards Ella after her revelation?
- Prepare good reading of the passage: (p. 314) "She went up to him...Eugene had disappeared from view."

Lesson 12

Introductory tasks:

- Read through pages 318–348.
- Make summaries of chapters 26, 27 and 28 in a written form.

Tasks for deeper understanding:

Answer the questions:

1. What was Uncle Gib busy with?
2. Dwell upon Ella's state of mood at Eugene's leave.
3. What was the ritual Ella carried out?
4. What made Fize start feeling bad about things?
5. Did he make any attempt to change something?
6. What upset Eugene terribly?
7. Describe Ella's life after parting with Gene.
8. What could really distract Ella from her state of mood?
9. Was Gemma satisfied with the idea that Ian would come?
10. How did Eugene feel after he and Ella parted?
11. Was there anything common between Joel and Eugene for Ella?

Tasks for vocabulary improvement:

Translate the following words and word combinations. Be ready to reproduce situations they are used in:

- | | |
|---------------|-------------------|
| a) confined | h) abstemiousness |
| b) obituary | i) delirious |
| c) robustly | j) lager |
| d) matrimony | k) filth |
| e) infidelity | l) barking |
| f) girth | m) bollocks |
| g) delusion | |

Additional tasks:

1. Prepare good reading of the passage: p. 334 "The man who sat on a green..." up to the end of the chapter.
2. Prepare good reading of the passage: p. 343 "Ian hadn't brought anything... up to p. 347 "...as his legs buckled and he fell, nothing more."
3. Comment on the phrases:
 - "It would be useless" (p. 320).
 - "It seemed utterly unreal, yet the only real thing in her world at the moment." (p. 320).

- “Dead to the world” (p. 327).
- “They prefer the doubt to the fact” (p. 343).

Lesson 13

Introductory tasks:

- Read through pages 349–376.
- Make summaries of chapters 29, 30 and 31 in a written form.

Tasks for deeper understanding:

Answer the questions:

1. How was Eugene feeling in the morning and why?
2. What was Ella reproaching herself for?
3. Why did Gemma come to Ella?
4. What was the idea Uncle Gib came to while answering one of the worshippers?
5. Dwell upon the meaning of Eugene’s dream. P. 358 Is it the first time we come across the image of a mermaid?
6. What finally “cured” Eugene from his addiction?
7. How did Ella call this addiction?
8. What was Uncle Gib’s courtship plan?
9. What was Ella’s reaction to Gemma’s confession about Lance being not guilty?
10. What did Uncle Gib grow almost dizzy about?
11. Find the sentence describing Eugene’s “evolution” of addictions.
12. What was Lance’s further fortune?
13. Did Uncle Gib move into a newly build house?
14. Dwell upon the destiny of all the characters of the book.

Tasks for vocabulary improvement:

Translate the following words and word combinations. Be ready to reproduce situations they are used in:

- | | |
|-------------------------|-----------------------|
| a) figurines | f) mourner |
| b) causeway | g) flowing gown |
| c) incipient depression | h) marmite |
| d) eulogy | i) succumb to |
| e) coiffure | j) to be in thrall to |

k) yearned fo

l) nick

m) lamentably

n) a man of discernment

o) insurmountable difficulties

p) recriminations

Additional tasks:

1. Prepare good reading of the passage: (p. 370) “He waited...” up to the end of the chapter.

2. Dwell upon Ella and Eugene’s reunion.

3. Dwell upon the destiny of all the characters of the book.

4. Comment on the phrases:

- “The dreams we have in the daytime are often more vivid and more lingering than those of the night”(p. 358).

- “For something so absurd, so base, so easily banished – and for good, for ever, as he knew somehow that it would never come back – he had lost her” (p. 360).

- “Dead to the world” (p. 327).

Lesson 14

Additional tasks:

1. Be ready to name all the main characters of *Portobello*.

2. Dwell upon the appearance and their character, manners, way of life.

3. Find some examples of the so called “speaking” names in the story.

4. Dwell upon:

- Uncle Gib and his colorable piety.

- Eugene Wren and his Chocorange addiction.

- Joel Roseman and his tragedy.

Topics for an essay:

- “Nothing can influence more than a tragedy experienced in one’s childhood”.

- “Man can be a hostage of his weaknesses”.

- “Clearing your conscience can even sometimes cost you life”.

Write an essay (250–300 words). Before you start writing, decide on the paragraph plan of your essay. Don’t forget to support your ideas with examples from the story “Portobello”.

ГИАБА 2

BOOKS RECOMMENDED FOR SECOND-YEAR STUDENTS

NICK HORNBY. ABOUT A BOY

Nick Hornby is an English writer, essayist, screenwriter and lyricist born on 17th April 1957 in Surrey, England. He went to Maidenhead Grammar School in Maidenhead, where he grew up. He studied English from Jesus College, Cambridge. His first authored book was an autobiographical story named 'Fever Pitch' published in 1992. It received the 'William Hill Sports Book of the Year Award'. Following the success of the book, Hornby began publishing his articles in 'Sunday Times', 'Times Literary Supplement' and 'Time Out' as well as writing music reviews for 'The New Yorker'. His second work was a novel titled 'High Fidelity' published in 1995. This novel was made into a film adaptation starring John Cusack in 2000 and a Broadway musical in 2006.

His novel *About a Boy*, also adapted into a film starring Hughes Grant, came out in 1998. This is a story that explores the lives of two 'boys'; Marcus, a young awkward but charming teen with a single parent and Will, a thirty something carefree and immature man. The novel describes how their lives intertwined making both of them better people and good friends in the end. Nick Hornby's third novel was *How to be Good*, published in 2001. This book won the 'W.H Smith Award for Fiction' in 2002. His next book was *Speaking with the Angel* (2002) which was also well received. It is a collection of various stories contributed by his friends and fellow writers. His own story *Nipple Jesus* is also included in it.

In 2003 Hornby wrote some essays on songs that carried emotional connotation in a collection called *31 Songs*. The same year he was given the 'London Award'. He has written many other essays mostly on music. He also writes a book review column by the name 'Stuff I've Been Reading' for the magazine 'The Believer'. Hornby's novel *A Long Way Down* (2005) was shortlisted for the 'Whitbread Novel Award'. His works as an editor include *My Favorite Year* and *The Picador Book of Sports Writing*. His book, published in 2007 called *Slam* was recognized as 'Best Book for Young Adults' in 2008 by Young Adult Literary Services Association. Hornby's most recent novel is called *Juliet Naked* and it was released in 2009. Hornby adapted his screenplay *An Education* from an autobiographical memoir by Lynn Barber who is a journalist. He received a nomination for an Oscar for this screenplay. Hornby's short story collection includes *Faith* (1998), *Not a Star* (2000) and *Otherwise Pandemonium* (2005).

Nick Hornby's novels show significance of music and it is most probably evolved from the importance of music in his own life. He has been in collaboration with a rock band named 'Marah'. He toured America and Europe with them also reading out his essays on various performers of music who have influenced him in one way or the other. He also wrote songs for the album called 'Lonely Avenue' by the singer Ben Folds.

Nick Hornby has also been given many awards for his contribution to English Literature which include the 'Los Angeles Times Book Prize' (2006) and 'Commonwealth Writers Prize' (2006). He has been given the name 'The maestro of the male confessional' for the brilliant portrayal of his male characters in his early novels.

Lesson 1

Introductory tasks:

- Read through chapter 1, 2 and 3.
- Be ready to name the main characters of the book.

Tasks for deeper understanding:

Answer the questions:

1. Where and when did the action happen?
2. Who are the characters of chapter 1?
3. Where did the action happen? Where did the main characters come from?
4. How old is the boy? What is his name?
5. How old is Marcus's mother? What did Marcus think of his mother, her appearance, her character? Do you agree with the boy's characteristics of his mother?
6. What can you say of Marcus's school?
7. Do Marcus and his mother get on well with each other? Do they argue a lot?
8. Describe Marcus's two lives.
9. How did Marcus and his mother spend their time in London?
10. How old is Will?
11. What is Will's main problem?
12. How much money did he earn and how much did he spend?
13. What did Will think about people living 60 years ago?
14. Is it good when a person simply watches other people's lives and doesn't live himself?
15. Why did Marcus sleep badly that night?

16. What was his basic problem?
17. What did Marcus think of himself (clothes, haircut, parties, books, TV)?
18. Whom did Marcus envy? Could he become an actor?
19. Why are his thoughts compared with boomerang?
20. Did Mother understand Marcus's problems?
21. What happened at school one day?

Tasks for vocabulary improvement:

Find the words in the text to the definitions (Найдите слово в тексте по его значению):

- a) to think that something is a fact or to have a particular opinion about something (p. 3);
- b) to make someone worried or upset (p. 2);
- c) a man (p. 3);
- d) very strange, mysterious, frightening (p. 1);
- e) to be very disorganized and full of problems (p. 3);
- f) to end a marriage or relationship (p. 1);
- g) a large number of things that are scattered somewhere in an untidy way (p. 7);
- h) feeling weak or unhealthy because you are very tired (p. 7);
- i) the state of being completely forgotten (p. 9);
- j) the act of guessing without knowing all the facts about something or the guesses that you make (p. 6);
- k) the complete loss of other people's respect because you have done something they disapprove of (p. 7);
- l) to behave as if you have not heard or seen someone or something (p. 13);
- m) to go around the different parts of an area or building at regular times to check that there is no trouble or danger (p. 13).

Additional tasks:

1. Comment on the sentences:
 - A. She cried a lot now-but he had no idea whether that was anything to do with boy-friends.
 - B. It was just that he thought he ought to say something optimistic.
 - C. The twenty-year-old Will would have been surprised and disappointed to learn that he would reach the age of thirty-six without finding a life for himself.
 - D. These two were beginning to make him feel physically ill.

- E. He'd still be who he was, and that, it seemed to him, was the basic problem.
F. Sometimes he was weird just because of whom he was, rather than what she did.
G. He knew what she was doing and why, and he hated her.
2. Translate:
- “Marcus wasn't surprised...” (p. 2).
 - “He understood what she meant. ...” (p. 3).
 - “People like him...” (p. 6).
 - “All that night he thought like boomerangs fly...” (p. 12).
3. Read and comment on the talk between:
Marcus and his friends (p. 7–9).
4. Act out the scene of:
- Roger's leaving.
 - Arrival of pizzas.
 - Singing at the lesson.

Lesson 2

Introductory tasks:

1. Read through chapter 4, 5 and 6.
2. Be ready to answer these questions:
 - Why did Marcus consider himself to be weird?
 - Will Why did decide to become a serial nice guy?

Tasks for deeper understanding:

Answer the questions:

1. What can you say about Will and Angie's relations?
2. What conclusion did Will come to?
3. Did Marcus find it easy to perceive his mother's state of mind and mood?
4. What attracted big boys to Marcus and his friends?
5. Speak on Marcus's meditations about his friends' motives.
6. Could Marcus understand their desire to be invisible?
7. Comment on “an instinct for self-preservation”. In what situation is it used? Why did Will think that it was easy to get acquainted with a single mother?
8. What did he understand about them?
9. What group did he decide to join?

10. What experience of communicating with other organizations did he have?
11. Describe Will's emotions during the visit of the SPAT group?
12. Why did Will pretend to have a child?
13. What impression did Suzie produce upon Will?

Tasks for vocabulary improvement:

- Find the English equivalents of the phrases and read the sentences they are used in:
 - a) нормы приличия (p. 35);
 - b) бесконечные остроумные вариации на тему (p. 36);
 - c) быть изгнанным из помещения (p. 33);
 - d) быть потопленным (p. 29);
 - e) ходить робко на цыпочках (p. 27);
 - f) дети-инвалиды (p. 26);
 - g) немодные, скучные (p. 28);
 - h) чрезмерное потакание своим слабостям (p. 32);
 - i) закатывать глаза (p. 34).
- Find the words in the text to the definitions:
 - a) to think carefully and seriously about something (p. 20);
 - b) something that you do or say which is intended to give you an advantage in an argument (p. 18);
 - c) to talk to someone as if they are stupid when in fact they are not (p. 18);
 - d) a look, remark that makes someone feel stupid, embarrassed, or lose confidence (p. 17).

Additional tasks:

1. Read the text and explain how it is connected with chapter 6:

A traveler in the South of the USA chatted with an aged negro, whom he met on the road.

“And I suppose you were a slave?”

“Yes, sir”, the old colored man answered.

“And so, after the war, you gained your freedom”, the gentleman continued. But the negro shook his head sadly.

“No, sir”, he declared with great emphasis, “I didn't get much freedom, sir, after the war – I got married.”

2. Act out any episode from the chapters.
3. Translate the passage “Marcus could see that...” (p. 30)
“In the end, the thing that swung for him in his affair...” (p. 21).
4. Read and comment on the talk between:
 - Will and Angie (p. 19).
 - Will and Angie (p. 23–24).

Lesson 3

Introductory tasks:

1. Read through chapter 7, 8 and 9.
2. Be ready to answer these questions:
 - A. Why did Will spend the whole day with the children during the picnic?
 - B. How did it happen that Marcus had sweets and chewing gum in his pocket?
3. Answer the questions:
 - A. Why did Marcus think he had been doing fuss about nothing?
 - B. What happened in the newsagent’s?
 - C. What new information did you come to know about Marcus’s mother (her past, her name)?
 - D. Where did Marcus find chocolate bars and chewing gum?
 - E. What did the shop assistant advise him to do?
 - F. Was it possible to follow his advice? Why?
 - G. What did Marcus discover at home?
 - H. How did Marcus look on parents’ role in the children’s lives?
 - I. What was Mother’s decision?
 - J. What feelings did Will experience finding excuses for not bringing his child for the outing?
 - K. How did meditations about imaginary child characterize Will?
 - L. What was Will’s source of money?
 - M. What did Marcus and Will think about each other?
 - N. What did Marcus do with the duck?
 - O. Dwell upon Will’s attitude to the incident.
 - P. What feelings did Marcus experience when he saw his mother?
 - Q. In what state was Fiona found?
 - R. How did everybody react to Fiona’s state?

S. Did Marcus understand what had happened?

Tasks for vocabulary improvement:

Choose a word to fill in the gaps:

1. It was difficult to ... people.
a) believe b) make up c) deceive
2. He hoped that he would not ... face.
a) make b) save c) lose
3. They accused him of his lack of
a) knowledge b) respect c) sense of humor
4. We need a rest when we are off
a) colour b) way c) hope
5. Time could hang heavy on one's
a) hands b) feet c) neck
6. His intention was to ... his career problem.
a) put off b) sort out c) burst out
7. You are bound to ... singing loudly.
a) to stop b) to end up c) to start

Additional tasks:

1. Translate:
 - “I mean...” (p. 43).
 - “Will felt that his apologies...” (p. 51).
2. Ask 5 Why questions on the chapters.
3. Act out the talk between Will and Suzie.
4. Discuss:
 - The SPAT group members discuss relations between Suzie and Will.
 - The shop assistants discuss the incident happened with Marcus and the boys.
5. Comment on the sentences:
 - A. Will was completely absorbed in what was happening.
 - B. He managed to restrain himself from rubbing hands together.
 - C. Marcus was going to test out his theory on Suzie.
 - D. They were in the clear.

6. Read the dialogue on p. 54–55.
7. Read the saying “Though it be honest, it is never good to bring bad news.”
 - Do you agree with W. Shakespeare?
 - How is this saying connected with chapter 9?

Lesson 4

Introductory tasks:

1. Read through chapter 10, 11 and 12.
2. Be ready to answer these questions:
 - Why did Marcus have problems choosing videos?
 - Why did Will buy “Time Out”?

Tasks for deeper understanding:

Answer the questions:

1. Why did he think that he would remember it forever?
2. What made Will believe that Marcus was a bright boy?
3. What did Will feel about the incident with Fiona?
4. Do you agree with Marcus who said that his mother was different from the deadbeat in the waiting room?
5. Why did Will have another opinion?
6. What letter did Marcus find?
7. What was mother’s reaction towards that letter?
8. Dwell upon Marcus’s thoughts about a family consisting of two people.
9. What problem did Marcus face in the newsagent’s?
10. Describe the film. Do you agree with Marcus that the film wasn’t realistic?
11. Could Marcus understand Mother’s behavior and mood?
12. Speak about the way Will usually spent his time.
13. What idea came into Will’s mind?
14. Why did Will buy “Time Out”?
15. Why couldn’t Will find anything appropriate for Marcus?
16. What are the reasons of young people’s turning to crime and drugs?
17. What did Will and Marcus talk about?
18. What did Will buy in the shop?
19. Why did he spoil the seat in his car?

Tasks for vocabulary improvement:

Find the words in the text to the definitions:

- A. Being like an uncle; kind and concerned about someone who is younger (p. 73).
- B. Slightly crazy (p. 74).
- C. Happening or arriving late (p. 76).
- D. Not excited about something and not caring whether it happens, or not interested in anything and unwilling to make an effort to change or improve things (p. 75).
- E. Not caring that other people are suffering (p. 77).
- F. To make a story or statement more interesting by adding details that are not true (p. 73).
- G. Showing a desire to harm other people (p. 74).

Additional tasks:

1. Comment on the sentences:

- A. Asking a kid to do anything in these circumstances was unreasonable.
 - B. The gestures belonged to quieter more domestic circumstances.
 - C. They were not appropriate for the oldest twelve-year-old in the world.
 - D. He didn't want to sound like someone watching a really good disease-of-the-week film.
 - E. Again the momentary blankness: Ned and Paula.
 - F. Marcus was in a place where words didn't matter.
 - G. He was trying to save his mum from watching a man committing suicide for hours on end, and she was calling him an idiot.
 - H. Marcus was starting to lose track of his mother.
 - I. It was the days that tested his patience and ingenuity.
 - J. Sarcasm, Will was beginning to see, was a language that Marcus found peculiarly baffling.
 - K. In the end-possibly to over-compensate his previous callousness-he bought the most expensive car seat in the store.
2. Translate:
- “Dear Marcus...” (p. 64).
 - “Marcus was really angry” (p. 68).
 - “Occasionally, when the mood took him...” (p. 72).

3. Read and comment on the talk between:
 - Marcus and his mum on p. 68–69;
 - Marcus and Will on p. 75–76.
4. Make up the plan of the chapters.

Lesson 5

Introductory tasks:

1. Read through chapter 13, 14 and 15.
2. Be ready to answer these questions:
 - What was the real reason of taking mother out somewhere with Will?
 - Why didn't Will like Fiona?

Tasks for deeper understanding:

Answer the questions:

1. Why did Marcus want his mum to go with him?
2. What conclusion did Marcus come to after checking Will out?
3. What words have been chosen by the author to describe Fiona?
4. What place had Marcus chosen to go to and why?
5. Describe Fiona's new look.
6. How did Fiona and Marcus react to Will's car?
7. Why did Marcus want his mother to order the same dish as Will?
8. What did Marcus think about families?
9. What question did Marcus think about at the end of the dinner?
10. Why didn't Will like Fiona?
11. Why did Will change his mind completely?
12. What happened during the visit?
13. Why did Will get drunk?
14. Why did Will decide to forget Marcus and Fiona?
15. Who came to him one day?
16. Speak about Will's meditations about his life.
17. What is the difference between being daft and stupid-daft according to Marcus?
18. Why didn't he tell anything about Will to his mum?
19. What comparison did the author draw between giving information to somebody and spending birthday money?

20. Why did Marcus want to see Will now and again?
21. What did Marcus and Will do together? What did they talk together?
22. How is Will's flat described?
23. What did Marcus feel coming back home every day? How often did he think about his mum and what had happened to her?

Tasks for vocabulary improvement:

1. Find the words in the text to the definitions:
 - A. Extremely unpleasant, because it is embarrassing or sad (p. 91).
 - B. To try to find out things about other people in a way that is annoying (p. 92).
 - C. Having more money than many other people (p. 78).
 - D. A statement that sounds reasonable and seems likely to be true (p. 92).
 - E. Someone who carries goods from place to place and tries to sell them (p. 91).
 - F. Make someone feel embarrassed by behaving in a stupid way when you are with them (p. 83).
 - G. Silly or not very sensible (p. 94).
 - H. Something that is annoying, because it causes a lot of problems or is difficult to do (p. 98).
 - I. Someone who behaves in a silly way (p. 100).
2. Find the words "work out" in the text and choose the meaning in which it is used:
 - A. Calculate an answer.
 - B. Think about somebody and manage to understand it.
 - C. Think carefully about how you are going to do something and plan a good way of doing it.
 - D. To work your body fit and strong.

Additional tasks:

1. Comment on the sentences:
 - A. He seemed on his own.
 - B. He introduced himself, which Marcus thought very stupid as everyone knew who everyone else was anyway.
 - C. Marcus wasn't sure what to look for but he had a feeling that this was going to work.
 - D. Nobody was going to get married to anybody at this rate.
 - E. But it's got to be my sort of famous not your sort of famous.

F. He didn't care whether the family he wanted were all men, or all women, or all children. He simply wanted people.

G. We have at least sixty years of conversational experience between us here.

H. It wasn't the quality that embarrassed him, it was the sincerity.

I. There was nothing between her and the songs, she was inside them.

J. Marcus wouldn't want pictures of people who took drugs and died.

K. Being an introvert just means that it wasn't even worth trying.

L. Marcus was interested in that "old enough".

M. All he wanted was the promise from someone, anyone that it wouldn't happen again.

2. Translate:

- "So then there would be five of them..." (p. 78).

- "Marcus didn't have a girlfriend..." (p. 84).

- "He'd never talked about it ..." (p. 101).

3. Read and comment on the talk between:

- Will, Marcus and Fiona on p. 83–86.

- Marcus and Will on p. 96–97.

Lesson 6

Introductory tasks:

1. Read through chapter 16, 17 and 18.

2. Be ready to answer these questions:

- What was the real reason of Marcus's coming to Will?

- What is Will's idea of being in disguise?

Tasks for deeper understanding:

Answer the questions:

1. Did Will get used to Marcus's visits?

2. Why was Will always at home at 4.15?

3. Why did Will give up asking about Fiona?

4. What did Will come to know about Marcus's dad?

5. How did Will look upon problems in somebody's life?

6. What happened one day?

7. What is Will's idea of being in disguise?

8. What feelings did Will experience after buying trainers to Marcus?
9. Why didn't Marcus's mother ask anything about trainers?
10. What did the author compare the trainers with?
11. Why couldn't Marcus tell anything about stolen trainers?
12. Why did Marcus find Mother's questions boring?
13. What feelings did Will experience talking to Fiona?
14. What did Marcus understand about his school life after Will's shouting?
15. Why couldn't Fiona understand her son's problems?
16. Why did Marcus like the conversation?
17. Did Marcus agree with his mother that they were doing all right?
18. How did Marcus make his mother shut up?
19. When did Will hear his father's song for the first time that year?
20. Why did Will hate Christmas?
21. What was in common in Marcus's and Will's childhood?
22. Did Will find it easy to perceive Fiona's state of mind?
23. Speak on Will's meditations on having dinner with a woman in a café.
24. What did Will and Fiona discuss in the café?

Tasks for vocabulary improvement:

Find the words in the text to the definitions:

1. To do something that makes someone unfriendly or unwilling to support you (p. 125).
2. Using dishonest tricks and deceiving people in order to get what you want (p. 130).
3. Behaving in a way that deliberately tries to attract sexual attention, but not in a serious way (p. 129).
4. To repeat a statement or opinion in order to make your meaning as clear as possible (p. 130).
5. Move gently through the air (p. 129).
6. Unexpectedly (p. 130).
7. To attack or harm someone, especially a child by touching them in a sexual way or trying to have sex with them (p. 115).
8. A situation in which people blame each other (p. 124).
9. Someone or something that makes you feel better when you are sad or disappointed (p. 104).

10. To change somebody's appearance so that they look like someone else and people cannot recognize them (p. 109).
11. To have something expensive you think suitable for some occasion but other people think it's silly (p. 106).
12. Something strange, unsuitable, different from everything around (p. 104).
13. Very generous (p. 112).

Additional tasks:

1. Comment on the sentences:
 - A. It wasn't that he behaved badly when he came round, because he didn't.
 - B. The thing was, Will had spent his whole life avoiding real stuff.
 - C. Their bravado was undercut by their immediate disappearance.
 - D. Will would never have run away from Will in a million years.
 - E. Sometimes Marcus sounded as though he was a hundred years old, and it broke Will's heart.
 - F. You make yourself obvious.
 - G. You could shut life out. If you didn't answer the door to it, how was it going to get in?
 - H. She spotted the socks which were only where they should be.
 - I. He's sort of become my friend.
 - J. How come it was Will, though, whom he'd known for two minutes and not his mum, whom he'd known all his life.
 - K. The way he saw it the hospital stuff was more serious than the sweets and trainers stuff, and no one should mix them in together.
 - L. Neither of them was doing all right.
 - M. The two of them would still have found plenty to talk about at parties.
 - N. He had intended to keep his thoughts to himself throughout the conversation, but they kept escaping through the nose.
2. Translate:
 - "It wasn't that he behaved badly..." (p. 103).
 - "That figured, Will thought...." (p. 105).
 - "Marcus suddenly felt exhausted..." (p. 115).
 - "She laughed..." (p. 120).

3. Read and comment on the talk between:
 - Fiona and Marcus on p. 121–122.
 - Will and Fiona on p. 129–133.
4. Make up a plan of chapters 17, 18.
5. Act out the scene of bombarding Marcus with sweets.

Lesson 7

Introductory tasks:

1. Read through chapter 19, 20 and 21.
2. Be ready to answer these questions:
 - Why was Marcus positive about the talk between Fiona and Will?
 - Why didn't Will like Christmas?

Tasks for deeper understanding:

Answer the questions:

1. Why didn't Marcus like the idea of his Mum talking to Will?
2. In what mood did Fiona come back after talking to Will?
3. Why did Marcus go to the Headmistress?
4. Describe a new character.
5. Why did Marcus begin a conversation with Ellie?
6. What was the topic of their discussion?
7. Speak about Marcus's meditations on being a truant and a tramp.
8. What new information about Will did you get to know?
9. What feelings did Will experience seeing Marcus in the street in the day time?
10. Why didn't Marcus come to Will earlier that day?
11. What did Will understand about helping Marcus?
12. What was everybody's reaction to Marcus's bunking off?
13. What was the topic of conversation between Marcus and Ellie?
14. What did Marcus tell Will about Ellie?
15. What did Marcus think about girls?
16. Why did Marcus ask Ellie about her boyfriend?
17. What did Marcus understand about Ellie?
18. What did Marcus's classmates think and feel about Ellie's appearing?
19. What did Marcus think about bad publicity?

Tasks for vocabulary improvement:

Find the words in the text to the definitions:

- a) to walk in a slow relaxed way (p. 142);
- b) to stay away from school (p. 146);
- c) to struggle with someone holding them tightly (p. 143);
- d) rude and disrespectful to someone older (teacher or parents) (p. 137);
- e) stupid (p. 138);
- f) to avoid work or school by staying away or leaving without permission (p. 146);
- g) to hit or knock against something (p. 148).

Additional tasks:

1. Comment on the sentences:

- A. Every possible topic of conversation meant trouble of some sort.
- B. He knew how loud the buzzer was inside the flat, and he had the time to ring it.
- C. Nothing. This was his line and he was sticking to it.
- D. She was so thick that in the end Marcus began to shout.
- E. He loved being swallowed up in the flow of the city's life.
- F. He felt a little surge of affection to Marcus.
- G. Marcus was locked into himself.
- H. So, we've scored.
- I. Marcus was getting frustrated with Will. Why didn't he want him to make friends?
- J. He'd only asked one question, and already he had made the girls laugh.
- K. Marcus hoped that one of them had lost a life.
- L. Nobody said anything. They couldn't, unless they were prepared to argue with Ellie, which clearly none of them were.
- M. Anyone hanging around with Ellie must have been kidnapped or brainwashed.
- N. He did feel he'd been adopted.

2. Translate:

- "So now he had a choice..." (p. 135).
- "It was then for the first time, that Will saw the kind of help Marcus needed..." (p. 147).
- "Ellie didn't care..." (p. 152);
- "There's no such thing as bad publicity..." (p. 154).

3. Read the talk between:
 - a) Fiona and Marcus (p. 135);
 - b) Marcus and Ellie (p. 136);
 - c) Marcus and Will (p. 144);
 - d) Marcus and Ellie (p. 151).
4. Act out:
 - the scene of Marcus's coming into Will's flat;
 - the scene of getting acquainted with Zoe (p. 149).

Lesson 8

Introductory tasks:

1. Read through chapter 22, 23 and 24.
2. Be ready to answer these questions:
 - Why did Marcus eat meat at Christmas party?
 - What was the most interesting thing in Will's life?

Tasks for deeper understanding:

Answer the questions:

1. What did Will think about Christmas? What plans did he have for Christmas? Why did he change his plans?
2. Why did Will accept Marcus's invitation to celebrate Christmas in his house?
3. Speak about Will's meditations on ex-wives and ex-husbands.
4. What resolution would Will make on New Year's Eve?
5. What presents did Will, Fiona, Marcus prepare for each other? Explain their choice.
6. What did Marcus think of advantages of his parents' living apart?
7. What did everybody do after giving and receiving presents?
8. Why didn't Will want to wear a hat?
9. What was the reason of a row?
10. Why was Fiona angry at Lindsey?
11. What did Will feel when Suzie appeared at the party?
12. Why did Marcus find Suzie's snubbing very exciting?
13. What did Marcus know about snubbing?
14. How did Marcus try to defend Will?
15. How did Will make everybody appalled?

16. Who did Will fall in love with?
17. What did Will think of people who are in love with somebody?
18. Describe Rachel.
19. Why couldn't Will attract Rachel's attention?
20. What was the most interesting thing in Will's life?
21. What did Will compare his talk with Rachel with?
22. What did Will and Rachel decide to do?

Tasks for vocabulary improvement:

1. Find the words in the text to the definitions:
 - A. The situation where you feel safe because you are with people who love and protect you (p. 156).
 - B. People come together especially for a formal meeting (p. 159).
 - C. Extremely funny (p. 159).
 - D. A feeling or attitude that is extremely unfriendly (p. 159).
 - E. To hate something or someone very much (p. 160).
 - F. A mistaken belief or a wrong understanding of something (p. 159).
 - G. To quarrel continuously about something important (p. 160).
 - H. To destroy something or someone completely (p. 174).
 - I. Very shocked by something very bad or unpleasant (p. 170).
 - J. A cigarette containing cannabis (p. 164).
 - K. To step backwards suddenly and almost fall over, especially after being hit or getting a shock (p. 174).
 - L. To treat somebody rudely, especially by intentionally ignoring them when you meet (p. 167).
2. Make up a dialogue with these words.

Additional tasks:

1. Comment on the sentences:
 - A. Christmas was a message to the world about where you were at in life, some indication of how deep a hole you had managed to burrow for yourself.
 - B. Any conversational holes that needed filling were usually filled by Marcus.
 - C. Fiona and her ex seemed to look back on their relationship as the thing that had brought them together in the first place, rather than something that had gone horribly wrong and driven them apart.

D. Marcus showed him this miserable haul with a pride and enthusiasm that almost broke Will's heart.

E. Whatever old people wanted, they got.

F. There were snubbing rules, and you just had to sit there and be snubbed, even if you didn't feel like it.

G. He vowed to bring up Marcus at the first available opportunity.

H. Clucking was something he had got really good at.

I. He had to be careful about the hospital stuff.

2. Translate:

- "Marcus was not deliberately funny..." (p. 158);
- "Will knew he would never be good in that way..." (p. 162);
- "One of his problems..." (p. 172).

3. Read and comment on the talk between:

- Marcus and Will on p. 157;
- Marcus, Will, Fiona, Suzie on p. 169;
- Will and Rachel on p. 175.

4. Act out the scene of Will's humiliation.

Lesson 9

Introductory tasks:

1. Read through chapter 25, 26 and 27.
2. Be ready to answer these questions:
 - How did Marcus decide to keep Ellie beside him? What did he suggest doing?
 - How did Will understand that Rachel hadn't thought about him?

Tasks for deeper understanding:

Answer the questions:

1. "The world is a small place." How is this proverb connected with the beginning of the chapter?
2. How could Marcus guess who was Ellie's mother? Did he enjoy her dancing?
3. What do you know about Ellie's father?
4. What question did Ellie ask Marcus?
5. What did Marcus think about 1993?
6. Who insisted on a proper drink?

7. Why did Marcus watch his mother?
8. What did he compare their life with?
9. Why couldn't Marcus trust Ellie?
10. How did Marcus solve his problem?
11. What did Ellie feel about her mother?
12. What did Marcus think about the place with no rules?
13. Where did Will and Marcus meet? What did Will want from Marcus? Why had Will chosen amusement centre to talk with Marcus?
14. Why didn't Marcus want to support Will? What couldn't he understand?
15. Did Will and Marcus find much in common?
16. What did Marcus and Will think of Marcus's questions about his life?
17. What did Will feel when Rachel had called Marcus another name?
18. Describe: Rachel's house; Ali's room.
19. Describe Alistair.
20. Describe Marcus's and Ali's feelings.
21. Why did Marcus leave Rachel's house?
22. Where did Will find Marcus?
23. Why did Marcus agree to come back?
24. What did Marcus learn from Will?
25. What was Ellie's reaction to Marcus's new way of looking?
26. What happened at the newsagent's? What surprised Marcus?

Tasks for vocabulary improvement:

Find the words in the text to the definitions:

1. Careful to avoid danger or risks (p. 181).
2. To feel someone to stop saying things that are completely wrong or untrue (p. 187).
3. Extremely unpleasant and making you feel sick (p. 184).
4. The quality of being able to produce the result that was intended (p. 188).
5. To make someone feel ashamed or uncomfortable (p. 179).
6. To put your arms around someone and hold them tightly to show love or friendship (p. 184).
7. To fix ideas, principles in someone's mind (p. 192).
8. Respect or hatred is felt equally by two people towards each other (p. 191).
9. Very frightening dream (p. 186).

10. To give or to do something because something similar has been done to you or given to you (p. 189).

11. To tell someone especially a child to be quiet by putting a finger against your lips (p. 184).

12. To misunderstand one small thing that makes you misunderstand everything about a particular situation (p. 186).

Additional tasks:

1. Comment on the sentences:

A. It wasn't worth taking the risk.

B. Even though what they were talking about was miserable, Marcus was enjoying the conversation.

C. Marcus looked at him as if he had suddenly started speaking in Urdu.

D. The conversation had the virtue of creating of mutuality between them.

E. This mutuality seemed more than enough to persuade Marcus that it would be disloyal of him not to act as Will's son.

F. The question was so basic and yet so pertinent that Will was so completely thrown.

G. "Yeah", Marcus agreed and for a moment Will loved him.

H. He had obviously missed something already although he wasn't quite sure what.

I. Marcus couldn't see how you could threaten to kill someone by mistake.

J. How could you gaze into someone's eyes if all you ever saw was their ears?

2. Translate:

a) "Marcus had never had a proper talk..." (p. 181);

b) "It seemed big..." (p. 182–183);

c) "Even though it didn't bother Ellie..." (p. 185);

d) "I want to be with her more..." (p. 191);

e) "Will had remembered..." (p. 194);

f) "Marcus was beginning to realize..." (p. 198).

3. Read and comment on the talk between:

• Marcus and Ellie (p. 181);

• Marcus and Will (p. 192–193);

• Marcus and Ali (p. 197).

4. Act out:
 - the scene of dancing (p. 178–179);
 - the scene of shaking hands.

Lesson 10

Introductory tasks:

1. Read through chapter 28, 29 and 30.
2. Be ready to answer these questions:
 - What did Marcus learn from Will?
 - Why did Will try to eat a spring roll for a long time?

Tasks for deeper understanding:

Answer the questions:

1. Why did Will find the conversation with Marcus very difficult?
2. Why did Will feel like hugging Marcus?
3. Why did Will decide to confess to Rachel?
4. What did Rachel think about Will?
5. What happened during four weeks?
6. What comparison did Marcus draw between his mother's crying in the past and these days?
7. Why hadn't it occurred to Marcus that he could do something about Mother's crying?
8. Dwell upon Will's attitude to Marcus's opinion about being friends.
9. Why did Marcus think that Ellie was different from Will? In what way was she different?
10. Why couldn't Ellie comfort Marcus? What happened?
11. In what state did Ellie find Marcus?
12. What was the topic of their conversation?
13. What was the reason of Marcus's tears?
14. What did Will think of helping Fiona? Why couldn't he help Fiona?
15. How did Will look upon someone buoyant to hang on to?
16. What did Will feel listening to Rachel?
17. How did the narrator describe the double paradox?
18. Did Will find it easy to perceive Rachel's state of mind?

19. What was the point in life according to Rachel?
20. What did she tell about life?
21. How did Will react to Rachel's wish to meet and talk to Fiona?

Tasks for vocabulary improvement:

1. Find the words in the text to the definitions:
 - A. To flow or come from (p. 209).
 - B. To talk about something in a very interested or excited way (p. 204).
 - C. To imagine that something will happen in the future (p. 208).
 - D. Something wrong because that is based on information that is not correct (p. 206).
 - E. To talk about something continuously, especially in a way that is annoying and boring (p. 207).
 - F. To behave in a violent, noisy, uncontrolled way (p. 208).
 - G. 1. Able to float or keep things floating; 2. Cheerful and confident (p. 222).
 - H. To think seriously about something for a long time, especially to understand it better (p. 213).
 - I. Slow to understand things, in a way that is annoying (p. 215.)
 - J. A state of imagining or thinking about pleasant things, that is like dreaming (p. 222).
 - K. Dizzy, a feeling caused by looking down from a very high place (p. 220).
2. Make up a dialogue using these words.

Additional tasks:

1. Comment on the sentences:
 - A. She was definitely seeing some kind of funny side, even though she clearly thought he was a weirdo.
 - B. He needed someone buoyant to hang on to.
 - C. Rachel's observation that there were real feelings involved kind of changed things.
 - D. The point is you keep going. So all the things that make you want are the point.
 - E. I realized there would always be something and that this something would be enough.
2. Translate:
 - "Will knew this was supposed..." (p. 210);
 - "Marcus was disappointed for a moment..." (p. 213);

- “People like Fiona really pissed him...” (p. 221–222).
3. Read and comment on the talk between:
- Will and Marcus (p. 204);
 - Will and Rachel (p. 206);
 - Marcus and Will (p. 212–215);
 - Marcus and Ellie (p. 216–219).

Lesson 11

Introductory tasks:

1. Read through chapter 31, 32 and 33.
2. Be ready to answer these questions:
 - How did Marcus and Ellie find an empty classroom to chat?
 - How many places had Will and Fiona been to that day?

Tasks for deeper understanding:

Answer the questions:

1. How did coming spring influence Marcus?
2. What was Marcus’s reaction to his mother’s news?
3. Why did Marcus change his mind about going to Cambridge?
4. Why did Marcus decide to take Ellie to Cambridge?
5. What happened on the day of their departure?
6. Why did Marcus make Ellie close her eyes and follow him?
7. What did Marcus think about guided missile at the beginning of the chapter and at the end of it?
8. What had Will arranged?
9. In what state did Will find Fiona?
10. Describe Will’s emotions during his conversation with Fiona.
11. Dwell upon the new information the chapter gives about Fiona.
12. In what situation did Will’s intuition come to life?
13. What did Marcus feel on the train? Why?
14. What happened at Royston station?
15. What impression did Ellie produce on Marcus?
16. How did Marcus and Ellie behave at the police station?
17. Why did Ellie praise Marcus’s speech?

18. Why did Will remember the Dead Duck Day?

Tasks for vocabulary improvement:

1. Find the words in the text to the definitions:

A. To learn to do something or use something (p. 241).

B. To allow something dangerous or destructive to begin to affect a situation or other people (p. 232).

C. Talk that is meant to impress or deceive you but does not mean anything; non-sense (p. 244).

D. Ordinary and uninteresting (p. 239).

E. in a very untidy state (p. 243).

F. Not to have correct information or good understanding about a subject (p. 242).

G. A disease that can be passed from a person to person by touch (p. 248).

2. Make up a dialogue using these words and word combinations.

Additional tasks:

1. Comment on the sentences:

A. He's having this big think about his life.

B. Marcus wondered whether his idea of a great time would be the same as Ellie's idea of a great time.

C. He knew he was overdoing it.

D. It took Marcus a while to get used to the idea that all these people were holding something that he has always thought of as a part of her.

E. She could just blow up in his face any time.

F. Fiona would cheer up and lose the urge to top herself.

G. I'll weed out the rubbish.

H. He had never had any kind of intuition, but he had it now.

I. She rescued Kurt Cobain from his record-shop prison.

J. He didn't look like a man who had been desperate to see his only son.

K. It was the anger juice talking.

2. Translate:

1. "He's having this big think about his life..." (p. 231).

2. "He suddenly remembered something..." (p. 236).

3. "They went to Pizza Express..." (p. 242).

4. "His whole life had changed..." (p. 252).

5. “What’s going off the rails...” (p. 255).
3. Read and comment on the talk between
 1. Marcus and Ellie on p. 235–238.
 2. Marcus and Ellie on p. 248–250.
4. Act out:
 - Marcus and Ellie’s getting to the platform.
 - breaking the window.

Lesson 12

Introductory tasks:

1. Read through chapter 34, 35 and 36.
2. Be ready to answer these questions:
 - Why didn’t Marcus mind Lindsey’s baby?
 - Why did Marcus listen carefully to Will’s answer about getting married to Rachel?

Tasks for deeper understanding:

Answer the questions:

1. Did Will understand two women in his car?
2. Speak on Marcus’s ability to connect people.
3. What was in common between Marcus and Kurt Cobain according to Will?
4. Why did Ellie become confused after meeting the shop owner?
5. How did Fiona behave in the police station?
6. What did Will think of finding a person not very different from him?
7. Who seemed more scared?
8. Why did Marcus feel sorry for his dad?
9. What did Marcus think of Clive being a father? Who did he compare him with?
10. What did Marcus work out for himself?
11. Why didn’t Marcus mind Lindsey’s baby?
12. What was the reason that Will took Marcus and Ali out somewhere?
13. What places had he chosen and why?
14. Why did Marcus seem older than Ali at that moment?
15. Do you agree with Marcus’s opinion that couples don’t have future?
16. What was Fiona’s attitude towards life?
17. Why was Will sure that Marcus would be all right in future?

Tasks for vocabulary improvement:

1. To do something to hurt or punish someone, because they have harmed or offended you (p. 260).
2. Someone who has a very strong belief in a religion (p. 262).
3. Disagreement about important things that make people be unfriendly to each other (p. 261).
4. A mistake or weakness that makes something imperfect (p. 266).
5. Your family, family relationship (p. 260).
6. The good or bad feelings that a particular person or situation seems to produce and that you react to (p. 260).
7. To hate a kind of behavior or way of thinking, especially because you think it is morally wrong (p. 277).
8. Thinking carefully about things before doing them (p. 275).
9. A strong and healthy person (p. 278).
10. Someone who always thinks clearly and does things in a very sensible, organized way (p. 275).
11. To twist from side to side with small quick movements (p. 273).

Additional tasks:

1. Comment on the sentences:
 - A. Life was like air.
 - B. Marcus had the knack of creating bridges.
 - C. This strange and lonely child could make connections and yet remain so unconnected himself.
 - D. He took the Royston incident as a measure of how far he'd come to the last few months.
 - E. It was funny how you could still know tiny little things about people, even though you didn't know what they were thinking from one week to the next.
 - F. Why do you think I need a father now? I'm doing OK without.
 - G. He felt as if he were a chick whose egg had been cracked open and he was outside in the world shivering and unsteady on his feet.
2. Translate:
 - a) "Marcus thought about that..." (p. 256);
 - b) "Life was like air..." (p. 256);

- c) "What, because someone else broke a window..." (p. 270);
 - d) "Those ones when you stand on top of loads of people..." (p. 270–271);
 - e) "Will thought he knew one of the reasons..." (p. 277–278).
3. Read and comment on the talk between:
- a) Ellie and the shop owner (p. 262);
 - b) Marcus, his family, Will and Katrina (p. 265);
 - c) Marcus and Clive (p. 269–271);
 - d) Marcus, Ali, Will (p. 275–276).
4. Act out the talk between Ellie and Ruth.

Lesson 13

Additional task:

Describe the characters of the book.

JULIA DARLING

THE TAXI DRIVER'S DAUGHTER

Poet, playwright and novelist Julia Darling was born on 21 August 1956 in Winchester, England, and was educated at Falmouth School of Art.

She worked in Sunderland as a community arts worker from 1980 to 1986 and became a full-time freelance writer in 1987. She performed her poetry in venues throughout the UK and was an ex-member of the Poetry Virgins. She was also co-founder and co-editor (with Ellen Phethean) of "Diamond Twig", a small press established in 1992 to publish new writing by women in the North East of England.

Julia Darling's first poetry collection, *Sauce*, was published in 1993, followed by *Bloodlines*, a collection of short stories, in 1995. She contributed short stories to numerous publications; most recently, her story *Pearl* was included in *Gas and Air* (2002), a volume of short stories about childbirth. Her first novel, *Crocodile Soup*, in 1998, was the winner of an Arts Council Writers' Award. The story is narrated by the heroine, Gert, a curator in a northern museum, whose story is interwoven with flashbacks to her eccentric childhood. Julia Darling's second novel, *The Taxi Driver's Daughter* (2003), the story of a family on the verge of collapse, is a blend of domesticity and eccentricity, centred on rebellious teenagers and family life.

Her plays include *Black Gold*, *Raffert's Cafe* and *Doughnuts Like Fanny's*, a play about the life of celebrity cook Fanny Cradock, written for the Quondam Theatre; *Eating the Elephant*, a comedy which tackled the trauma of breast cancer; *Venetia Love Goes Netting*, a short half-hour monologue commissioned and produced by Live Theatre and Yorkshire TV as part of their NE1 Project and subsequently staged at the Theatre Royal in Newcastle; and *Planet Yorkshire*, a one-woman show. *Cold Calling*, a collection of her plays, was published in 2003.

Julia Darling was Royal Literary Fund Fellow at Newcastle University, where she completed a poetry MA. She was also Writer in Residence at Live Theatre with the poet Sean O'Brien, with whom she co-wrote two plays: *The Black Path* (for BBC Radio Three) and *Attachments*. Her work at Live Theatre included *Personal Belongings* and a new play, *Post*. She was commissioned by Newcastle Council to write poems written on glass benches designed by Cate Watkinson throughout Newcastle upon Tyne city centre.

Her poetry collection *Sudden Collapses in Public Places* (2003), poems about breast cancer, was a Poetry Book Society Recommendation, and this was followed by *Apologies for Absence* (2004). She lived in Newcastle upon Tyne and in 2003 was awarded the Northern Rock Foundation Writer's Award.

Julia Darling died in April 2005.

Lesson 1

Introductory tasks:

Read through chapter 1, 2, 3, 4 and 5.

Tasks for deeper understanding:

Answer the questions:

Chapter 1 “Mac”

1. Who is Mac?
2. What car did Mac have?
3. What was Mac's attitude towards the city?
4. What could he do being in a taxi?
5. Why did Mac like to go to the airport?
6. Whose photographs did he have in his car?
7. Who rang him up?
8. What was the matter?

Chapter 2 “Decorating the tree”

1. What was Caris doing at that time?
2. How old is she?
3. What does she like?
4. What was the tree compared with?
5. How did her sister Stella like to sound?
6. Who came into the house? What was the reason of their coming?
7. Why didn't anybody pay attention to Caris?

Chapter 3”Brussels, Sprouts and Toasts”

1. Who was the only person who could speak to Caris?
2. How did Nana Price explain her daughter's behavior?
3. Why couldn't Caris stand Christmas dinner?
4. Why did she leave everything and go to the street?

Chapter 4 “Lovely Girls”

1. Who is Jeannie?
2. Who was Mac's passenger?
3. What was Mac trying to tell the passenger?
4. Why was it better for him to work than go home?

Chapter 5 “Cheap Shoes”

1. Why is the chapter called “cheap shoes”?
2. Why did Caris let Margaret go away?
3. What bothered Caris in the case of mother's stealing shoes?
4. In what way was Louise different from all other mothers?

Tasks for vocabulary improvement:

Find the words in the text to the definitions:

1. To be found and taken away by the police to be arrested (p. 7).
2. The official line that marks the edge of the town, country (p. 17).
3. A short but extremely strong feeling of happiness and excitement (p. 2).
4. Behaving in a proud unfriendly way (p. 4).
5. Bad-tempered, unhappy and silent (p. 15).
6. Wanting to protect someone from harm or danger (p. 5).
7. Having no money (p. 10).

8. Very different from usual in a way that seems strange, wrong or dangerous (p. 21).
9. To tell someone you trust about personal things that you do not want other people to know (confide) (p. 20).

Additional tasks:

1. Comment on the sentences:
 - A. Her bare purposeful feet...
 - B. The Christmas tree looks depressed, as if it has been in the dark too long and can't work up much enthusiasm for the festive season.
 - C. By the time she leaves school she won't have any space left in her brain.
 - D. Stella often uses health-and-safety vocabulary in conversation.
 - E. Perhaps she stole me.
 - F. Jeannie always asks about Mac's back, as if it's a member of his family.
 - G. Caris suddenly feels furious and trapped in a small room.
2. Translate:
 - a) "Her mother's door is closed..." (p. 9);
 - b) "Caris stands in the middle of the room..." (p. 3).
3. Read and comment on the talk between:
 - a) Stella, Caris and the policemen (p. 5–7);
 - b) Caris and Nana Price (p. 11).
4. Make up a plan of the chapter "Decorating the tree".
5. Complete the sentences:

Who:

 - a) ... is ready to make peace in the family;
 - b) ... wants to be an aroma therapist;
 - c) ... approves of mac;
 - d) ... has meaty jaws;
 - e) ... has girlish hair;
 - f) ... doesn't know anything about Lady Macbeth.

Lesson 2

Introductory tasks:

1. Read through chapter 6, 7, 8, 9 and 10.
2. Make up a plan of the chapter "Judgment Day".

Tasks for deeper understanding:

Answer the questions:

Chapter 6 “Judgment Day”

1. Why did everybody dread February?
2. When was Louise’s court day?
3. Why couldn’t Caris go to school?
4. Why was Stella ashamed of Caris’s behavior in the street?
5. What did Caris feel in the shoe shop?
6. Describe the places where Caris had been to.
7. What did Mac feel towards “losers” in the court?
8. What was everybody’s reaction to the news?

Chapter 7 “The Vale”

1. Why did the house look different the next day?
2. Whom did Caris meet in the Vale?
3. What was the end of the girls’ talk?

Chapter 8 “Degna”

1. What did Mac feel about Louise?
2. Who did Mac meet?
3. Why did Mac like Degna?

Chapter 9 “Tree-climbing”

1. What place did Caris occupy?
2. Whom did Caris see and what did she think about him?
3. What was Nana Price’s reaction towards Caris’s appearance?
4. What’s Caris’s attitude towards Nana Price?

Chapter 10 “Stella”

1. Enumerate all the places Stella had been to.
2. Speak about Stella’s activities.
3. Dwell upon her meditations and feelings about her mother’s getting into prison.

Tasks for vocabulary improvement:

Find the words in the text to the definitions:

1. Involved in or knowing about a situation, especially one that is morally wrong or dishonest (p. 24).

2. To feel anxious or worried about something that is going to happen or you think will happen in future (p. 23).
3. To hate somebody or something very much (p. 24).
4. Having completely different characters so that it is difficult for people to have a good relationship (p. 43).

Additional tasks:

1. Comment on the sentences:
 - A. Louise stands in an obedient navy-black jacket.
 - B. She often feels like spitting or swearing these days.
 - C. There is a wounded pause.
 - D. He made her sound like a criminal.
 - E. Caris smells her malice.
 - F. It feels like her head is filling with boiling water.
 - G. The word brings a lump in his throat which he swallows immediately.
 - H. She's listening. She's all ears.
2. Translate:
 - "She sees her as a ghost..." (p. 25).
 - "There had been a lot of silence..." (p. 27).
 - "Nana Price lives in a festering bungalow up on the coast..." (p. 42).
3. Read and comment on the talk between:
 - Caris and Mac (p. 27–29);
 - Caris, Margaret and Layla (p. 33–35);
 - Caris and Nana Price (p. 41–43).

Lesson 3

Introductory tasks:

Read through chapters 11, 12, 13, 14 and 15.

Tasks for deeper understanding:

Answer the questions:

Chapter 11 "Sprung Mattresses"

1. Why did Mac wake up feeling guilty?
2. What feelings did Mac experience about Nana Price?

3. What is Mac's theory about "old people"?

Chapter 12 "More Shoes"

1. How did Stella wake Caris up in the morning?
2. How did Caris feel after reading the letter?
3. In what way was Stella different from Caris?
4. What's Caris's opinion about George and his life?

Chapter 13 "Revenge"

1. Why didn't Mr. Fortoba want to talk to Caris any longer?
2. Where did Caris go instead of going to the library?
3. What wish did Caris make?

Chapter 14 "Confession"

1. Why was Mac afraid of priests?
2. Why did he have tears during the conversation?
3. What advice did the priest give to Mac?
4. How did Mac usually spend his evenings?

Chapter 15 "Fish and Chips"

1. What did the family decide to have for supper?
2. What information did Stella give to Mac?
3. Why was Mac afraid of school?

Tasks for vocabulary improvement:

Find the words in the text to the definitions:

1. To support someone, especially with money, power, influence (p. 46).
2. An action or word that expresses your love for someone (p. 49).
3. To get rid of the unnecessary parts of something (p. 48).
4. Showing very strong feelings or opinions (p. 59).
5. Eagerness to do something, especially to achieve a particular religious or political aim (p. 62).

Additional tasks:

1. Comment on the sentences:
 - A. The empty room is full of the memory of their shrill voices.
 - B. Stella holds the washing-up brush like a scepter and looks superior.
 - C. Their father's bigness filled the house.

- D. The boiling water in the kettle sounds like a growing wail of despair.
2. Translate "The tree waits for her..." (p. 59).
 3. Read and comment on the talk between:
 - a) Caris and George (p. 52–55);
 - b) Caris, Stella and Mac (p. 68–69).

Lesson 4

Introductory tasks:

Read through chapters 16, 17, 18, 19 and 20.

Tasks for deeper understanding:

Answer the questions:

Chapter 16 "Prison Visit"

1. What was the day of prison visit?
2. Why didn't Mac want his family to go with him?
3. Speak about preparations before going to the prison.
4. Why had Louise been imprisoned according to Nana Price?
5. What did Caris feel inside the prison?
6. Describe the prison.
7. How did Louise look like?
8. What did Louise think about the family?

Chapter 17 "Sunday Morning"

1. Why was the house empty on Sunday morning?
2. Who visited Caris?
3. What did Caris think of the future life?
4. Where did she go in the evening?
5. What did Caris think of George's house, his parents?
6. Whom did they see in the park?

Chapter 18 "Eating Pizza"

1. Is the chapter about eating pizza?
2. What is the topic of each conversation with Louise?
3. Why did Caris feel like crying?
4. How did Stella sound talking to mother?
5. What was Mac afraid of?

6. What decision did Caris come to?

Chapter 19 “School Visit”

1. How did the teacher look upon the trouble in Caris’s family?
2. What impression did Caris produce on Mr. Fortoba?
3. Did he find it easy to perceive Mac’s state of mind?
4. What feelings did Caris experience talking to Mac and Mr. Fortoba?
5. How did thinking of his own mother characterise Mr. Fortoba?
6. Why did Mr. Fortoba want to finish the conversation as fast as possible?

Chapter 20 “The Tree of Shoes”

1. What did George do?
2. Whose opinion did George ignore? What was it?
3. What did he think about capturing souls?

Tasks for vocabulary improvement:

Find the words in the text to the definitions:

1. To walk in a slow relaxed way (p. 70).
2. To make someone feel ashamed and upset by making them seem stupid and weak (p. 72).
3. To say officially that you want to stop fighting because you realize that you cannot win (p. 72).
4. You think about smb. all the time and you cannot think about anything else (p. 78).
5. To include a wide range of ideas, subjects (p. 78).
6. To catch someone in order to make them a prisoner (p. 92).
7. To feel anxious or worried about something that is going to happen (p. 89).
8. To keep someone in a place, especially a prison (p. 87).
9. Some damage, harm, so it is so bad that it can never be repaired or made better (p. 88).
10. Help or advice that makes you feel less worried or frightened about a problem (p. 84).

Additional tasks:

1. Comment on the sentences:
 - A. ...with her younger self glimpsing out from behind her lined features.
 - B. She feels as if she’s opening a door into another universe.

- C. Caris thinks that Nana may collapse.
 - D. He is consumed by curiosity.
 - E. She delights in knowing something that he doesn't.
 - F. His feet are very small. His whole life is small.
2. Translate:
 - "I'm not a nice person..." (p. 85);
 - "He wishes Caris liked him more..." (p. 88);
 - "Caris nods..." (p. 89);
 - "George won't look at her..." (p. 92).
 3. Read and comment on the talk between:
 - the members of the family (p. 73–75);
 - Caris, Nana Price and George (p. 81–82).
 4. Make up the plan of the chapter "Sunday Morning".
 5. Act out each conversation in chapter "Eating pizza".

Lesson 5

Introductory tasks:

Read through chapters 21, 22, 23, 24 and 25.

Tasks for deeper understanding:

Answer the questions:

Chapter 21 "Writing on the wall"

1. What did Layla and Margaret do?
2. Dwell upon their ideas about the Devil and the God.
3. What did Caris dream about?
4. What was happening in prison at that moment?
5. What did Caris feel seeing her name on the wall?

Chapter 22 "Friday Night"

1. What did Degna think about her new life?
2. Why did she compare it with her old one?
3. Why did Mac like talking to Degna?
4. What did Mac and Degna remember about their school days?
5. What was Mac's dream? Why couldn't he do anything with his dream?

6. Why did Mac feel regret?

Chapter 23 “Dead People’s Shoes”

1. What did Caris feel?
2. Describe the weather and surroundings.
3. What made Caris hide in the tree?
4. What did she hang on the branches? What did she wish?
5. Why did Caris and George go to the Cancer Care shop?
6. Why did Caris feel uncomfortable in the café?
7. What is the reason of George’s changing schools?

Chapter 24 “The Rank”

1. Why didn’t Mac participate in the drivers’ conversation?
2. What was his dream?
3. Who could be blamed for his present state?
4. What decision did he come to?

Chapter 25 “Home”

1. What did Mac feel at home?
2. Why couldn’t Mac and Caris understand each other?
3. What reason made Louise begin stealing according to Caris?

Tasks for vocabulary improvement:

Find the words in the text to the definitions:

1. Friendly and easy to talk (p. 104).
2. To deliberately encourage people to cause trouble, fight, argue (p. 93).
3. To annoy someone repeatedly, especially by asking them to do something (p. 112).
4. To make an activity or experience last as long as you can, because you are enjoying every moment of it (p. 97).

Additional tasks:

1. Comment on the sentences:
 - A. She wants to matter.
 - B. She curls up in its arms and lets the evening wrap her in darkness, while her teenage heart beats against her chest and she cringes with rage.
 - C. Caris feels airy and proud.
 - D. ...the tree waits for them, a personality now, adorned with shoes.

2. Translate "Caris is lying under her bedclothes..." (p. 94).
3. Read and comment on the talk between:
 - Mac and Degna (p. 97–98);
 - Caris and George (p. 105–106);
 - Caris and Mac (p. 111–112).

Lesson 6

Introductory tasks:

Read through chapters 26, 27, 28, 29 and 30.

Tasks for deeper understanding:

Answer the questions:

Chapter 26 "Stick Insects"

1. How is George's room described?
2. What didn't George tell Caris about his ex-classmate?
3. Speak on George's meditations about the "creature" he had found.

Chapter 27 "Road Rage"

1. What didn't Mac like?
2. Why did Mac pity himself?
3. What did Mac dream about?

Chapter 28 "Light and Shade"

1. Describe the afternoon in the prison.
2. Did Louise do well in painting? What was she painting at the moment?
3. Why did she choose to paint?
4. What did we come to know about her previous job?
5. What did you know about George, Mrs. Farrish?
6. Why did Louise quit her work at the Farrishes'?

Chapter 29 "Love bites"

1. Why did Nana Price want somebody to look after her?
2. What did Nana Price think about sex?
3. What Caris's emotions was Nana Price puzzled by?
4. Did Caris understand Nana Price's words?

Chapter 30 “Driving to School”

1. Why did Mac drive his daughters to school?
2. Why didn't Caris want to go to school?
3. Why did Mac feel guilty?
4. What did he remember about his school days?

Tasks for vocabulary improvement:

Find the words in the text to the definitions:

1. Feeling slightly sick and unable to balance, because everything seems to be moving (p. 129).
2. To move in a slow and awkward way (p. 127).
3. The art of painting or drawing pictures of people (p. 127).
4. A woman who works in a cinema, showing people to their seats (p. 125).

Additional tasks:

1. Comment on the sentences:
 - Nana puts on her pleading face.
 - She feels as if she's floating down the river and her old nana is trying to throw her a life-jacket, but she can't reach it.
 - Days are obstacle courses full of dangerous journeys from one room to another.
2. Read and comment on the talk between:
 - Caris and George (p. 114–115);
 - Louise and Mrs. Farrish (p. 124–125);
 - Caris and Nana Price (p. 129–130);
 - Mac and Caris (p. 132).

Lesson 7

Introductory tasks:

Read through chapters 31, 32, 33, 34 and 35.

Tasks for deeper understanding:

Answer the questions:

Chapter 31 “Potential”

1. Dwell upon the new information the chapter gives about Mr. Fortoba.
2. How are the women talking about their children described?
3. What thought came to Louise's mind?

Chapter 32 “Driving Degna”

1. What did Mac think about while waiting for Degna?
2. What was the topic of Mac and Degna’s conversation?
3. What was Caris doing at the moment?
4. Why did Nana Price cry at night?

Chapter 33 “Stella’s Black Boots”

1. Speak about Stella.
2. What is the history of her black boots?
3. Why did she take her boots to the tree?
4. What did Stella wish?

Chapter 34 “Hanging around Town”

1. How did Caris and George spend their time?
2. What did George suggest doing?
3. Why did George leave Caris?
4. What did Caris feel being alone?

Chapter 35 “The Visitor”

1. Who came on Friday?
2. Dwell upon Mr. Fortoba’s attitude Towards Caris’s place of living and her family.
3. What feelings did Stella experience seeing Mr. Fortoba at home.
4. Why did Mr. Fortoba consider the moment as a transforming moment in his life?

Tasks for vocabulary improvement:

Find the words in the text to the definitions:

1. To make a sound louder (p. 145).
2. To cut off someone’s arm, leg or finger during a medical operation (p. 144).
3. Pleased with what you have achieved so that you stop trying to improve or change things (p. 155).
4. To hang or swing loosely, or make something do this (p. 142).
5. Not interesting or cheerful (p. 146).
6. Strange or frightening (p. 142).
7. To make someone feel annoyed or impatient for a long period, especially by repeatedly doing something (p. 147).
8. To become smaller in size, importance, or value, or make something do this (p. 134).

9. A very small person who will never grow tall because there is something wrong with their body (p. 133).

10. Proofs, results advantages that are easy to see so that there is no doubt (p. 137).

Additional tasks:

1. Comment on the sentences:

A. Even speaking to these two lessens her.

B. She envied him his long unstructured days.

C. It seems as if it will never end, this continual line of people who want to go somewhere.

D. She smells like Spain, or Italy, not Northern England.

E. Mac sips his drink, which tastes like moral indignation.

F. Mac walked in, chuckling like a man with the key to happiness.

G.and wherever he goes he stands out.

H. George doesn't respond to the world around him.

I. He roams about, hungry for something new, uncomfortable in daylight.

J. She seems to represent his failure as a teacher.

K. The atmosphere in the room is grave and dark.

L. Caris sees them like a photograph.

2. Translate:

• "Louise doesn't join in the conversation..." (p. 135);

• "George leans against the staircase..." (p. 145).

3. Read and comment on the talk between:

• Mac and Degna (p. 139–140);

• Caris and George (p. 147–148).

Lesson 8

Introductory tasks:

Read through chapters 36, 37, 38, 39 and 40.

Tasks for deeper understanding:

Answer the questions:

Chapter 36 "Flatpacks"

1. Where did Mac find his next "fare"?

2. What did Stella tell Mac about Caris?

3. Why was Mac filled with a dictatorial rage?

Chapter 37 “Mac Makes Tea”

1. What did Mac prepare for supper?
2. Why did Stella like Mac’s taking control?
3. Why did Mac ignore Nana Price?
4. What did Mac suggest doing to Caris?

Chapter 38 “The Pet Graveyard”

1. What did Louise remember about her life?
2. What did Louise compare her love with?
3. Speak about Caris’s feelings.
4. What did Caris find?

Chapter 39 “Divorce”

1. What happened in prison?
2. What did Mac tell Louise?
3. What was Louise’s reaction?

Chapter 40 “George and Marina”

1. How did George feel at home?
2. What was the topic of George and Marina’s conversation?
3. What words did George use to calm her mother down?

Tasks for vocabulary improvement:

Find the words in the text to the definitions:

1. A person tells other people what to do in an unreasonable way (p. 158).
2. To make someone feel worried, disappointed, and upset (p. 171).
3. Very sad (p. 157).
4. Not protected from attack, vulnerable (p. 165).
5. Activity, noise that continues without stopping, in an annoying way (p. 172).
6. Having won in a victory (p. 162).
7. Physical and mental energy and determination (p. 173).

Additional tasks:

1. Comment on the sentences:
 - A. When his fare appears she’s carrying a paper lampshade.
 - B. The house is steaming with bad-tempered women.

- C. It's the start of the downhill slope.
 - D. Stella likes the way Mac is taking control.
 - E. Louise can make herself cry with these kind of images.
 - F. She feels exposed.
 - G. The house looks lonely as if it longs for company.
 - H. Mac looks guilty, like a dog that's just eaten the pie.
 - I. The worst thing is powerless.
 - J. His leather-coated back looks like a rock face.
 - K. She wants to launder him, iron him, straighten him.
2. Translate:
- “What happened?..” (p. 163);
 - “While Caris walks back home...” (p. 172).
3. Read and comment on the talk between:
- Mac and Stella (p. 156–157);
 - Mac, Stella and Caris (p. 161–162);
 - George and Marina (p. 173).

Lesson 9

Introductory tasks:

Read through chapters 41, 42, 43, 44 and 45.

Tasks for deeper understanding:

Answer the questions:

Chapter 41 “Stella, Margaret and Layla”

1. What thought did Stella carry home?
2. Why didn't Margaret and Layla want to speak to Stella any longer?
3. How did Stella's power influence Margaret and Layla?

Chapter 42 “Mac Goes Shopping”

1. What did Mac buy for his daughters?
2. How did he feel at the shop?
3. What plans did he make during the football match?

Chapter 43 “Park Management”

1. What season was it at the moment?
2. Dwell upon two workmen's attitude towards the tree.

Chapter 44 “The Doctor’s House”

1. How did Caris understand whose house it was?
2. What did they find inside?
3. How did Caris and George behave?
4. Why did Caris call George “poor George”?

Chapter 45 “After the Match”

1. Did Mac find anybody at home?
2. What did Mac find in Caris’s room?

Tasks for vocabulary improvement:

1. Find the words in the text to the definitions:
 - A. Feeling very happy and excited (p. 186).
 - B. To search for something by moving things around in a careless way (p. 189).
 - C. Bad-tempered and cruel in the things that you say (p. 181).
 - D. To move forward in sharp angles, first to the left then to the right (p. 179).
2. Find the word “survey” in the text and choose the meaning in what it is used:
 - A. To ask a large number of people questions in order to find out their attitudes or opinions.
 - B. To look at or consider someone or something carefully, especially in order to form an opinion about them.
 - C. To examine the condition of the house or other building and make a report on it, especially for people who want to buy it.
 - D. To examine and measure an area of land and record the details on a map.

Additional tasks:

1. Comment on the sentences:
 - A. I wouldn’t want to be in your shoes if you so much as speak to Caris again.
 - B. ...knowing that he sounds out of date.
 - C. Green shoots force their way through dead leaves.
 - D. ...hoping to win a place in the Cities in Bloom competition.
 - E. Like a fruit picker he pulls the shoes from the branches.
 - F. He likes it when he makes her light up.
 - G. Remnants of the lost game are everywhere, in...heartbroken supporters.

2. Translate:
 - “Caris is struck by the soft, lonely atmosphere of the family’s absence...” (p. 184)
 - “The door to Caris’s room is wide open...” (p. 189)
3. Read and comment on the talk between Stella, Margaret and Layla (p. 176)

Lesson 10

Introductory tasks:

Read through chapters 46, 47, 48, 49 and 50.

Tasks for deeper understanding:

Answer the questions:

Chapter 46 “Falling”

1. Where did Caris and George take the doctor’s shoes?
2. What did they discover?
3. What is Caris’s and George’s attitude to their mothers?
4. What happened to Caris?

Chapter 47 “Waiting for Caris”

1. What did Stella feel having father only for herself?
2. What did the shopkeeper tell Mac about Caris?
3. Speak on Mac’s meditations about his daughter.
4. What did Stella write in her diary?

Chapter 48 “Bingo”

1. Why was Nana Price in despair?
2. How did the narrator picture Nana Price’s life and feelings?

Chapter 49 “Broken”

1. How do you understand:
 - her “not-there-ness”;
 - He evaporates into the darkness.
2. Who found Caris lying on the bench unconscious?

Chapter 50 “Louise Wakes up”

1. In what way did Louise find herself and Caris similar?
2. Why couldn’t Louise sleep in prison on that day?

Tasks for vocabulary improvement:

Find the words in the text to the definitions

1. To become lost (p. 195).
2. Always thinking of what other people need or want and taking care not to upset them (p. 196).
3. The dead body of a person (p. 199)
4. Angry and deliberately unfriendly towards someone and ready to argue with them (p. 196).
5. Too large or too difficult to deal with (p. 198).
6. A feeling of anger because something has happened that you think is unfair (p. 197).
7. Done as part of a rite or ritual (p. 199).

Additional tasks:

1. Comment on the sentences:

A. The tree is undressed.

B. She wonders if the shoes lying beneath them will take root and grow into saplings with midget shoes blossoming from their branches.

C. Her current life bears no resemblance to the world she aspires to.

D. Abdul keeps an eye on the neighborhood.

E. She's going right off the tracks.

F. Caris is just bad. A bad apple.

G. Caris's absence creeps in like a tide.

H. Her feet feel like unwatered roots.

I. ... both desiring something they don't even have words for.

J. There are no such things as free wishes.

2. Translate:

- "She thinks of Mr. Fortoba..." (p. 191);

- "So Nana walks along the inky streets..." (p. 197);

- "A beetle nestles in Caris's hair..." (p. 198).

3. Read and comment on the talk between:

- Caris and George (p. 190–191);

- Stella and Mac (p. 194).

Lesson 11

Introductory tasks:

Read through chapters 51, 52, 53, 54 and 55.

Tasks for deeper understanding:

Answer the questions:

Chapter 51 “Parents”

1. Dwell upon Mac’s attitude towards George and his parents.
2. Why did Mac mention his wife who had been working for the family?

Chapter 52 “Finding Caris”

1. Why did Nana Price feel injustice and loss?
2. What did she come to know at home?
3. Where did the family rush?
4. How did Caris feel?

Chapter 53 “Stella’s Hands”

1. Why didn’t Stella sleep at night?
2. How did she occupy herself?
3. What happened to her hands?
4. Who helped her in her grief?

Chapter 54 “Seeing the Doctor”

1. What did Caris feel at hospital?
2. Did she remember what had happened to her?
3. How did the talk to Caris characterize Mac?
4. What did Caris and Mac feel during the doctor’s examining Caris?
5. Why did Mac want somebody to tell him what to do?

Chapter 55 “Replenishment”

1. What was people’s reaction to shoeless tree?
2. What was George ignorant of?

Tasks for vocabulary improvement:

Find the words in the text to the definitions

1. To offend or insult somebody, especially by not showing respect (p. 204).
2. Being a pale grey color like ash (p. 213).

3. To do something that you think you are good for (p. 202).
4. To escape from a difficult situation that you are involved in (p. 213).
5. To make the water or liquid flow away from something (p. 208).
6. To make someone extremely tired so that they have no energy left (p. 211).
7. Having one side that is lower or heavier than the other (p. 204).
8. To change your attitude and become less severe or cruel towards someone (p. 208).
9. Thinking that someone might be guilty or doing something wrong or dishonest, without being sure (p. 217).

Additional tasks:

1. Comment on the sentences:

A. The air is different on the other side of the Vale.

B. She smells worry.

C. All the anger in the room drains away, leaving only a raw mess of love as the family run for the door.

D. He longs to be in it, driving away, up the coast road.

E. The future appeared like a roman road, straight and uncomplicated.

F. The doctor takes in the two of them.

G. The shoe tree is under attack.

H. By teatime the tree is completely replenished.

I. He has woken up something in them that they weren't even aware of.

2. Translate:

- “As he drives there he says the name Farrish...” (p. 202);

- “Nana hears the sound in her dreams...” (p. 211).

3. Read and comment on the talk between:

- Mac, George and his parents (p. 205–206);

- Mac and Caris (p. 213–215).

Lesson 12

Introductory tasks:

Read through chapters 56, 57, 58, 59 and 60.

Tasks for deeper understanding:

Answer the questions:

Chapter 56 “Taxies”

1. Who had been chosen as a guard for Caris?
2. Why did Mac loathe his passengers?
3. Why did he want even to hit one of them?
4. Why did Mac call himself “Champion”?
5. What did he come to know from the talk with Nana Price?

Chapter 57 “Louise”

1. Who did Louise get letters from?
2. What advice did she give to Caris?
3. What feelings did Caris experience during the talk with Louise?
4. Why did Caris phone George?

Chapter 58 “George”

1. What was the doctor’s wish?
2. Why did George’s mother feel exhausted?
3. Why did George feel reprieved?

Chapter 59 “Taking Degna Home”

1. What had happened to Degna? Describe her appearance and emotions.
2. What did Mac suggest doing?
3. Why wasn’t Degna lucky in seducing Mac?
4. What did Mac understand about himself and his family?

Chapter 60 “Runaways”

1. Why couldn’t Caris enter the hotel?
2. What did Caris and George find at the top of the hill?
3. What did Caris feel about her childhood city?
4. How is the house described?
5. What was wrong with the house?
6. Why did she feel that the house was not empty?
7. Why couldn’t they leave at once?

Tasks for vocabulary improvement:

Find the words in the text to the definitions

1. Willing to do anything and not caring about danger, because you are in a very bad situation (p. 239).

2. To put someone or something deep into a liquid so that it is completely covered, to become completely involved in an activity (p. 236).
3. Having no skill (p. 221).
4. To hate someone or something very much (p. 221).
5. Bad-tempered, unhappy and silent (p. 229).
6. To officially stop a prisoner from being killed as a punishment (p. 232).
7. Very brave, especially in a difficult situation (p. 224).
8. Someone who is pale and thin, especially a child, and looks as if they do not have a home (p. 231).

Additional tasks:

1. Comment on the sentences:
 - A. He's not fitting into the image of the warm northerner.
 - B. His friendliness has been squeezed out of him.
 - C. The sensation makes her angry.
 - D. He looks into the mouth of the receiver, as if it's trying to trick him.
 - E. He feels reprieved as if Caris coming back has given him another chance.
 - F. He wants to breathe her in, to treasure her like something precious.
 - G. She was like a stranger on her own patch.
2. Translate "Caris crouches on the dank basement steps..." (p. 240).
3. Read and comment on the talk between:
 - Caris and Louise (p. 226–227);
 - Caris and George (p. 230–232);
 - Mac and Degna, (p. 237–238).
4. Make up the plan of chapter "Runaways".

Lesson 13

Introductory tasks:

Read through chapters 61, 62, 63, 64 and 65.

Tasks for deeper understanding:

Answer the questions:

Chapter 61 "Stella makes a wish"

1. Why did Stella wish she had never come back home?
2. What did Stella compare Nana to?

3. What did Nana suggest doing to Caris?
4. Why didn't Nana believe that Caris would come back?
5. How did Nana depict her own future?
6. What wish did Stella make?

Chapter 62 "Making a Decision"

1. What did Mac decide to do?
2. Why didn't Mac let Nana Price leave?
3. Why was Nana shocked by Mac's behavior?
4. Why was Mac calm after he had heard the news from Stella?

Chapter 63 "Nightmare"

1. How did Caris feel in a new situation?
2. How did she manage to phone her father?
3. What made her want to cry in the toilet?
4. What did the woman look like?
5. How did Caris behave with the woman?
6. What did Caris feel to George?
7. What were Mac, Stella and Nana Price doing at the moment?
8. Were they in time to help Caris?
9. What did Caris do after Mac's appearing?

Chapter 64 "Dawn"

1. Where did Caris take Mac to?
2. What did Mac feel about Caris?

Chapter 65 "Release"

1. What did everybody look like and feel about Louise's releasing?
2. What marked the new relationship between Louise and Mac?

Tasks for vocabulary improvement:

Find the words in the text to the definitions

1. Something that you imagine you can see, especially the spirit of a dead person (p. 258).
2. The body of a dead animal, especially one that is ready to be cut as meat (p. 244).
3. To think about something that you intend to do in the future (p. 253).
4. Refusing clearly to do what somebody tells you to do (p. 244).

5. A sudden feeling of excitement or fear (p. 247).
6. Happening or done in a way that is not planned or recognized (p. 247).
7. The effect or influence that an event or situation has on someone or something (p. 253).
8. To be twisted together (p. 245).
9. Someone who has been forced to leave their country, especially during a war (p. 254).

Additional tasks:

1. Comment on the sentences:
 - A. She's done a runner.
 - B. Stella can't be bothered with her grandmother's negativity.
 - C. ...a well-liked driver who has always been there.
 - D. ...and there is a frisson of astonishment running through the veins of Newcastle...
 - E. She sees herself in a black-and-white film.
 - F. Their eyes meet, both edged with fear.
 - G. She's sided with the old lady.
 - H. Their fear makes him feel superior.
 - I. She looks like the last survivor of a battle.
2. Translate "When Mac lifts his heavy sorrowful head..." (p. 246).
3. Read and comment on the talk between:
 - Mac, Stella and Nana Price (p. 247–248);
 - Caris and Mac (p. 260).
4. Make up a plan of the chapter "Nightmare".

ГJIABA 3

BOOKS RECOMMENDED FOR THIRD-YEAR STUDENTS

BARRY UNSWORTH
MORALITY PLAY

Novelist Barry Unsworth was born in 1930. He grew up in a small mining community in County Durham, in the north of England. After studying English at Manchester University and completing two years national service, he lived in France for a year where he taught Eng-

lish. He travelled extensively in Greece and Turkey during the 1960s, teaching at the Universities of Istanbul and Athens. He was Visiting Literary Fellow at the Universities of Durham and Newcastle, and was Writer in Residence at Liverpool University in 1985 and at the University of Lund, Sweden, for the British Council, in 1988.

He is a Fellow of the Royal Society of Literature. His first novel, *The Partnership*, was published in 1966. It was followed by *The Greeks Have a Word For It* (1967), *The Hide* (1970), and *Mooncranker's Gift* (1973), winner of the Heinemann Award. *Pascali's Island* (1980) is set during the last years of the Ottoman empire. It was shortlisted for the Booker Prize for Fiction and was later adapted as a film starring Ben Kingsley. *The Rage of the Vulture* (1982), develops a similar historical narrative through the story of a British spy in Constantinople. *Stone Virgin* (1985) interpolates the story of a contemporary restorer working on a Venetian Madonna with earlier related episodes set in the fourteenth and eighteenth centuries. *Sugar and Rum* (1988) was inspired by Unsworth's residency at Liverpool University and contrasts the city's contemporary problems with its prosperous heritage. Research for the book led him to write *Sacred Hunger* (1992), a powerful account of the Atlantic slave trade that moves from Liverpool to West Africa, Florida and the West Indies. It was joint winner of the Booker Prize for Fiction in 1992.

More recent novels include *Morality Play* (1995), a murder mystery set in the 14th century, and *After Hannibal* (1996), a portrait of warring neighbours living in modern Umbria. *Losing Nelson* (1999), is a portrait of a biographer with an obsessive interest in his subject. His novel *The Ruby in her Navel* (2006), is set in the 12th century. His latest novels are *Land of Marvels* (2009); and *The Quality of Mercy* (2011), the sequel to *Sacred Hunger*.

Barry Unsworth lives in Umbria, Italy. He was awarded an honorary Litt. D. by Manchester University in 1998.

Lesson 1

Introductory tasks:

- Read through chapter 1.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. Who is the narrator of the story? What are the time and the place of action? What are the peculiarities of the epoch? What do we get to know about the narrator's social and educational background?

2. What is the general mood of the chapter? How can you prove it?
3. Find the description of all the characters. Comment on the usage of epithets used in the description of their appearance. What image do they create?

Tasks for vocabulary improvement:

1. Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

- | | |
|----------------------------|--------------------------------|
| a) absolution | h) safety in numbers |
| b) adultery | i) to expound the Scriptures |
| c) threadbare | j) to use for profane purposes |
| d) tonsure | k) scant-haired and long-jawed |
| e) to bare one's | l) to take no notice of |
| f) teeth at smb. | m) consent |
| g) to be copious in speech | |

2. Translate the following passage in writing: "It was a death that began it all –without seeing them" (p. 1–2)

Additional task:

Study carefully the title of the novel: what type of play is *morality play*?

Lesson 2

Introductory tasks:

- Read through chapter 2.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. What do we get to know about the life of the main character and of the players?
2. What is the general mood of the chapter? How can you prove it?
3. What is the implication in the phrase 'I lost it at dice'? What is implied in the phrase "...Brendan lay in his priest's garb...And there stood I in the garb of a dead player"?
4. Find the examples revealing woman's state in the society of the epoch.
5. What is the significance of the description of plague?

Tasks for vocabulary improvement:

Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

- | | |
|--------------------------|----------------------------|
| a) indulgence | d) impious |
| b) stirring of the blood | e) eagerness of expression |
| c) to break into flower | f) to mourn smb. |

Additional task:

Translate the following passage in writing: “Little more was said...and so I began my life as a player” (p. 17–18)

Lesson 3

Introductory tasks:

- Read through chapter 3.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. Comment on the roles of each player of the band. Pick up the peculiarities of the villages defining the epoch.
2. P. 20–23. Find the stylistic devices which define the characters of the players.
3. P. 21. Find in the text the attitude of aristocracy towards lower-class society.
4. P. 23. Comment on the phrase ‘Then once again Brendan decided our destiny’. What does it imply? Pick up all the epithets given in the passage. What mood do they create? Comment on the usage of metaphor and irony in the passage. Define thematic set of smell.
5. P. 25. Define the exact time of the action. What is the implication in the mentioning of St. Lazarus feast? What is the hidden meaning implied in the roles chosen for each person?

Tasks for vocabulary improvement:

Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

- | | |
|------------------------------|-----------------------|
| a) sackcloth | d) errant light |
| b) to be thrifty | e) to drown the sound |
| c) to reprove smb. for smth. | f) disorder of mind |

Additional task:

Translate the following passage in writing: “adding to my disorder of mind...the fear of dissolution” (p. 27).

Lesson 4

Introductory tasks:

- Read through chapter 4.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. Pick up the peculiarities defining a typical medieval town and its citizens.
2. P. 28. Define irony which characterizes the conditions in which people had to live during that time. Comment on the description of an innkeeper.
3. P. 29. Find the examples of morals and manners typical for that epoch.
4. P. 32. Comment on the thematic set of light. What mood does it create? Find the examples of irony. Comment on them.
5. P. 33. Define all the epithets used to describe the priest. Comment on the phrase “a piece of scorn”.
6. P. 34. Comment on the usage of Latin in the passage. What is the attitude of the players to it? Find the epithets characterizing the players. Find the examples of the position of a woman in the society. Comment on the phrase “These worms that eat the common body”.
7. P. 35. What is the attitude of Nicholas to Martin’s utterance about the Church?

Tasks for vocabulary improvement:

Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

- | | |
|-------------------------------------|---------------------|
| a) to scruple | g) slothful |
| b) vagabond players | h) grave-digger |
| c) squire | i) opportune |
| d) torch | j) disputatious |
| e) to play fast and loose with smb. | k) in large measure |
| f) retinue | l) cupidity |

Additional task:

Translate the following passage in writing: “His words were insulting ... there is religion” (p. 35).

Lesson 5

Introductory tasks:

- Read through chapter 5.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. What is the general mood of the chapter? How can you prove it?
2. P. 40–45. Comment on the details that help us reveal the peculiarities of Morality Plays which took part in the medieval society and the stylistic devices which help to create the atmosphere: similes, metaphors and epithets.
3. How did Nicholas manage to deliver his role? Was it a success and why?

Tasks for vocabulary improvement:

Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

- | | |
|---------------------|-------------|
| a) brawler | d) lewdness |
| b) blandishment | e) motley |
| c) to lull to sleep | f) wile |

Additional task:

Translate the following passage in writing: “There was only God ... their hope of laughter” (p. 43).

Lesson 6

Introductory tasks:

- Read through chapter 6.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. What reflections on the topic of religion can be found in the chapter? What facts about the life of Martin do we get to know?
2. P. 46. Dwell upon the thematic set of money. Think about the reason of the author’s mentioning it. Think about the significance of the description of weather.
3. P. 50. Comment on the thematic set of weather in the passage. What stylistic devices can you find here? What is the general mood they create?

4. P. 51. Find the information concerning the plays given in the passage. What kind of plays are they and what is their content? Why do you think the author decided to include them in the passage? How do you understand the phrase “the wealth of the guild”?

5. P. 52. Dwell upon the features typical for medieval society.

Tasks for vocabulary improvement:

Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

- | | |
|--------------------------|--------------------------|
| a) famished and gaunt | d) to come in numbers |
| b) a circumscribed being | e) temerity |
| c) damnable | f) to be off one's guard |

Additional task:

Translate the following passage in writing: “I know this from what more...nor even a screen of mist” (p. 54–55).

Lesson 7

Introductory tasks:

- Read through chapter 7.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. Comment on the general mood of the chapter.
2. P. 56. Comment on the usage of epithets.
3. P. 57–58. Dwell upon the description of weather. What mood does it create? Think about the symbolical meaning of the mist. Dwell upon the repetition of the word ‘Beast’.
4. P. 59–60. What is the symbolic meaning of colour implied in the text? What is the significance of the metaphor ‘Knight and squire merged...’?
5. P. 61. Speak about the attitude of players towards knighthood.
6. P. 65. What is the attitude of the characters towards the play and religion?
7. P. 70–71. Speak on the thematic set of light in the passage. Think about its function. Comment on the usage of epithets in the description of the Knight. What are they used for?

Tasks for vocabulary improvement:

Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

- | | |
|------------------------------|--------------------------|
| a) superfluous | g) gainsay |
| b) circumspect | h) to shed blood |
| c) a mood of extravagance | i) to take no comfort in |
| d) to win the day | j) vespers |
| e) destitution | k) exhilaration |
| f) to speak in smb.'s favour | l) buffoonery |

Additional task:

Translate the following passage in writing: "I looked up to see ... and he crossed himself" (p. 67).

Lesson 8

Introductory tasks:

- Read through chapter 8.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. What new information does the reader get to know from the passage? How does the author describe the murder?
2. What information does the reader get to know about the citizens of the town? Find the metaphor describing the attitude of the people towards the crime.
3. Find the epithets describing Thomas's father.
4. P. 76. How does the author describe Straw? What are Nicholas' thoughts about the monk?
5. P. 78. Comment on the metaphors used to describe Martin.
6. P. 79. What helps us reveal the position of women in that society?

Tasks for vocabulary improvement:

Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

- | | |
|---------------|--------------|
| a) to husband | f) to entice |
| b) precarious | g) refuge |
| c) waste | h) encounter |
| d) disdainful | i) culprit |
| e) to condemn | |

Additional task:

Translate the following passage in writing: “So to this solemn sound ... attracted by our light” (p. 80).

Lesson 9

Introductory tasks:

- Read through chapter 9.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. What is the significance of the chapter? How does this Morality Play differ from the other Morality Plays held by the main characters? What is people’s reaction to it?
2. Define the general mood of the main character before the play.
3. P. 86. Speak on the phrase “I was confused between the playing of the scene...”. What is the importance of it? Find the antithesis in the passage.
4. P. 88. What symbolic meaning does the thematic set of light carry?
5. P. 90–92 Dwell upon the details in the description of Nicholas’s play. Comment on the Straw’s personage in the play.
6. P. 94. Dwell upon the play of Springer. Describe it in details.
7. P. 95. Find allusions to the Bible. Comment on the play of Stephen, Springer and Straw.
8. P. 99. Comment on the monk’s position at that time.
9. P. 100–104. What are the impressions of the players after the play? What do we learn about the murder?

Tasks for vocabulary improvement:

Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

- | | |
|-----------------------|-----------------------------|
| a) travesty | f) stand smb. in good stead |
| b) wrongdoer | g) exertion |
| c) boor | h) abstinence |
| d) babble | i) precept |
| e) to give no heed to | j) grudge |

Additional task:

Make up a short dialogue of your own using the words from the previous task.

Lesson 10

Introductory tasks:

- Read through chapter 10.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. Comment on the general mood of the chapter. What typical features of the society of that period of time do we get to know from the chapter? What new information does the reader get to know from the chapter?
2. P. 105. Dwell upon the description of nature. What atmosphere is created?
3. P. 107. Speak on the description of snow in the passage.
4. P. 108. Comment on the description of man's appearance.
5. P. 109–110. Speak on the peculiarities in the dialogue (negative forms, addresses). Dwell upon the allusions to the Bible in the passage. What is the meaning of the Latin phrase used in the passage.

Tasks for vocabulary improvement:

Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

- | | |
|-----------------|--------------------|
| a) raw-boned | e) pander |
| b) to be abroad | f) to bear witness |
| c) to uproot | g) to vouch |
| d) to repent | h) to plunder |

Additional task:

Translate the following passage in writing: “I was tempted ... nulla salus” (p. 109–110).

Lesson 11

Introductory tasks:

- Read through chapter 11.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. Where does the action of the chapter take place?
2. What are the peculiarities of the epoch described in the chapter? What new information does the reader get to know from the chapter? Dwell upon the general mood of the chapter.

3. P. 115. Comment on the way Martin speaks. Find simile denoting Nicholas's and Martin's state of mind at that moment.

4. P. 116. What image does the jailer's sarcasm create?

5. P. 119. Speak on the phrase "Martin surprised us ...". What is the significance of the lexical repetition of the word "light"? Why does the narrator connect Martin's behaviour with the beggar?

6. P. 123. Dwell upon Stephen's monologue.

Tasks for vocabulary improvement:

Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

a) to thrall

b) ill-flavoured

c) to poach

d) to ape

e) to plead with smb. for smth.

f) valiant

g) perversity

h) heedless

Additional task:

Translate the following passage in writing: "Springer, the peacemaker...never to learn" (p. 125–126).

Lesson 12

Introductory tasks:

- Read through chapter 12.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. Dwell upon the general mood of the chapter.

2. P. 127–128. Comment on the comparison between the play and the life. Speak on the oppositions in the passage.

3. P. 130–131. Dwell upon epithets used to describe the play and actions of the actors. Comment on the phrase given in italics. What meaning does it carry?

4. P. 132. Analyze the actors' replies. Pay attention to the word order. To which style do they belong? Prove your statement.

5. P. 134–135. Define some characteristic features of the actors' play.

6. P. 141–142. What details help the reader to reconstruct the action? Analyze the closure of the chapter. What is the significance of it?

Tasks for vocabulary improvement:

Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

- | | |
|----------------|----------------|
| a) earnestness | e) placated |
| b) admonition | f) to emulate |
| c) salvation | g) to contrive |
| d) hubbub | h) prophesy |

Additional task:

Make up a short dialogue of your own using the words from the previous task.

Lesson 13

Introductory tasks:

- Read through chapter 13.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. What is the atmosphere of the chapter? How is it reached?
2. P. 143. What symbolic meaning does the church carry? How does this atmosphere coincide with an inner state of the actors?
3. P. 144. Speak on the personification 'fear is the patron of self-deceivers'. What is the significance of this phrase?
4. P. 145. What is the significance of the last phrase the actors pronounced in the play of Thomas Wells?
5. P. 146. What is the symbolic meaning of the description of doves? Dwell upon the description of snow and sky.
6. P. 147. What is the significance of the usage of the French borrowing in the passage?
7. P. 148–149. Dwell upon the description of knights and the narrator's thoughts.

Tasks for vocabulary improvement:

Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

- | | |
|-------------------------|-----------------|
| a) fervor | f) lineage |
| b) complacency | g) feat of arms |
| c) velour | h) chain-mail |
| d) to fall on deaf ears | i) adversary |
| e) to forfeit | |

Additional task:

Make up a short dialogue of your own using the words from the previous task.

Lesson 14

Introductory tasks:

- Read through chapter 14.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. Dwell upon the actors' inner state before the performance in the Lord's castle.
2. Describe Lord Richard de Guise. What impression does he produce on the players?
3. What is the symbolic meaning of that Italian reverence that Martin executes more than once?
4. What new part does Martin take in the play? What does he mean by his insinuations? What is his aim? What acting technique does he use to unmask and reveal real evildoers and victims of that story?
5. Find in the chapter the words from the thematic field of administering the Sacrament. Why does this religious theme (or turn of the plot) appear in the chapter?
6. Comment on the words: "It was fear that drove me..." (p. 165).

Tasks for vocabulary improvement:

Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

- | | |
|-----------------------|----------------------------|
| a) sap (of life) | f) presumption |
| b) prudence | g) to administer sacrament |
| c) to set great store | h) stark |
| d) impediment | i) incongruous |
| e) arraignment | |

Additional task:

Make up a short dialogue of your own using the words from the previous task.

Lesson 15

Introductory tasks:

- Read through chapter 15.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. Describe how Nicholas was received by the Justice. What impression do they produce on each other?
2. Comment on the words: "We learnt through the play..." (p. 170). How does Nicholas understand the true essence of acting?
3. Why is the Justice's attitude to Martin ambivalent? Prove it with the text.
4. What do we get to know about the work and mission of the King's Justice of that time?
5. The Justice sheds the light on Sir Richard de Guise's reign. How does it characterize nobility of the epoch?
6. Comment on Nicholas's story about the Devil and the player. Find the examples of irony (p. 179).

Tasks for vocabulary improvement:

Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

- | | |
|---------------|-----------------------|
| a) at large | f) verbose |
| b) surmise | g) felony |
| c) deposition | h) to arrogate |
| d) warrant | i) at one's wit's end |
| e) austere | j) bout |

Additional task:

Make up a short dialogue of your own using the words from the previous task.

Lesson 16

Introductory tasks:

- Read through chapter 16.
- Give the summary of the chapter.

Tasks for deeper understanding:

1. How does the description of nature coincide with the mood of the chapter and inner state of the characters?
2. Describe the difference in Nicholas's and the Justice's attitude towards the crime and motives.

3. Why does Nicholas think of strangeness of a situation when he sees the girl expressing her gratitude for the Justice's help?
4. Prove that the story described in the book has become a turning point in Nicholas's life.
5. Explain the allusion to the fable about the Player.

Tasks for vocabulary improvement:

Study and translate the vocabulary, render the situations from the text. Make up your own sentences with the vocabulary:

- | | |
|------------------|---------------|
| a) blunt | d) pestilence |
| b) recompense | e) bawd |
| c) preponderance | f) turnkey |

Additional task:

Make up a short dialogue of your own using the words from the previous task.

**FREUD ESTHER
THE SEA HOUSE**

Esther Freud was born in London in 1963, one of the daughters of the painter Lucian Freud. As a young child she travelled through Morocco with her mother and sister, returning to England aged six where she attended a Rudolf Steiner school in Sussex. In 1979 she moved to London to study Drama, going on to work as an actress, both in theatre and television.

Her first novel *Hideous Kinky*, was published in 1992 and was shortlisted for the John Llewellyn Rhys Prize and made into a film starring Kate Winslet. In 1993, after the publication of her second novel, *Peerless Flats*, she was named by Granta as one of the Best of Young Novelists under 40.

She has since written seven novels, including *The Sea House*, *Love Falls*, *Lucky Break* and most recently *Mr. Mac & Me*, with the architect Charles Rennie Mackintosh as the main character. She also writes stories, articles and travel pieces for newspapers and magazines, and teaches creative writing, in her own local group and at the Faber Academy.

She lives in London with her husband, the actor David Morrissey, and their three children.

Lesson 1

Introductory tasks:

1. Read Chapters 1–6 (pp. 1–28), copy out the new words, be ready to translate and discuss the chapters.
2. Give the summary of the chapters.

Tasks for deeper understanding:

1. Answer the questions:
 - A. What effect do the two narratives produce on the readers?
 - B. What are the reasons for choosing this narrative manner?
 - C. How do the chapters set in different times differ from each other?
 - D. Why does Freud make them alternate?
 - E. How and what for does she create a mysterious atmosphere?
2. Describe 2 houses – Marsh End and Fern Cottage.
3. Comment on the ideas expressed in the letters by Cuthbert Henry.

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:
 - a) to get one's bearings;
 - b) to snoop;
 - c) to stow away;
 - d) to tell off;
 - e) be pissing (it) down;
 - f) to screw up one's eyes;
 - g) to put a fight up.
2. To galvanize smb. into smth. Give the literary translation of the passage on p. 27 from “All along the river...” to “...would come rushing down”.

Additional tasks:

1. Write out the names of all the characters mentioned in the chapters and state their relations to each other, collect all the information we get so far about the main ones (Lily and Max).
2. Pay close attention to all the parallels between them and their stories.
3. Think over the symbols in the chapters (house, sea, fire, letters, dreams, etc.).

4. Innumerate all the themes raised in the chapters and be ready to give your point of view about them. Speak about the role the opening chapters play in the novel.

Lesson 2

Introductory tasks:

1. Read Chapters 7–11 (pp. 29–62), copy out the new words, be ready to translate and discuss the chapters.

2. Give the summary of the chapters.

Tasks for deeper understanding:

1. Answer the questions:

A. How and what for does the author keep creating a mysterious atmosphere?

B. What can you say about Max as a painter, his complexes, memories, fears, dreams and their absence, his impressions, perception of the world (colours, smells), feelings towards Gertrude, Elsa, Klaus, Alf?

C. Why does he start painting the whole village?

D. What can you say about Lily's life in the village, her relations with Nick, phone calls/letters, getting acquainted with the neighbours (Grae, Arrie, Em, Ethel), perceiving the world and especially the sea, feelings, thoughts, fears, etc?

2. Describe the houses – Heiderose, Heath View, the Lehmanns' house, Marsh End (new facts).

3. Comment on the ideas expressed in the letters by Cuthbert Henry and compare them with the letters by Klaus Lehmann.

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

a) to sidle away

e) sensible clothing

b) to tax oneself

f) to trail off

c) to rouse oneself

g) to overstay one's welcome

d) in one's tracks

h) a train of events

2. Give the literary translation of the passage on p. 42 from "Max was examining..." to "...have something to say".

Additional tasks:

1. Pay close attention to all the parallels and contrasts between Max and Lily and their stories.
2. Innumerate all the themes raised in the chapters and be ready to give your point of view about them.

Lesson 3

Introductory tasks:

1. Read Chapters 12–14 (pp. 63–89), copy out the new words, be ready to translate and discuss the chapters.
2. Give the summary of the chapters.

Tasks for deeper understanding:

1. Answer the questions:
 - A. What does the author say about a typical day at the beach in Chapters 12 and 14?
 - B. What for does she give such a detailed description of the museum and shops?
 - C. What new facts about Lily, Max, Klaus and Elsa, Gertrude and Alf, Grae and his daughters do we learn?
 - D. What can you say about Max – his secret signs, memories, pains?
 - E. What can you say about Lily – reading and writing letters, memories, doubts, her paintings, her story of taking up architecture, what she thinks of it now, relations with Grae, Arrie and Em?
 - F. What can you say about Gertrude helping Max and Alf?
 - G. Can you identify the abandoned house?
 - H. What does its present state tell us about?
2. Do you think it is significant that Lily cannot find the Lehmann house?
3. Describe Lily's looking at and for houses. Explain why they attract her more than the sea now.

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:
 - a) (never) breaking one's stride
 - b) I'll swear to it
 - c) to coast
 - d) pins and needles
 - e) to give smth. towards
 - f) to sort through
 - g) to make do with
 - h) to be cut out to be

2. Give the literary translation of the passage on pp. 83–84 from “Lily leant against...” to “...from damp”.

Additional tasks:

1. Compare and contrast Grae and Nick, Max and Lehmann, Nick and Lehmann (think over their actions, words, relationships, attitude to art and architecture in particular).

2. Pay close attention to all the parallels and contrasts between Max and Lily and their stories.

3. Innumerate all the themes raised in the chapters and be ready to give your point of view about them.

Lesson 4

Introductory tasks:

1. Read Chapters 15–19 (pp. 90–120), copy out the new words, be ready to translate and discuss the chapters.

2. Give the summary of the chapters.

Tasks for deeper understanding:

1. Answer the questions:

A. What new facts about Lily, Nick, Max and his family, Helga, Klaus and Elsa, Gertrude and Alf, Grae, his wife and his daughters do we learn?

B. What can you say about Max – his pains; painting (progress with the scroll, leaving the Lehmanns’ house out); Henry’s ideas; his recollections about Helga, his parents, his teenage years, school, war (why are the recollections mixed with the present?); feelings for Elsa, Gertrude, Klaus (and their feelings for him)?

C. What can you say about Lily – how she feels in Nick’s presence; how Nick behaves during the weekend; Lily’s protecting Steerborough; her feelings for Grae, Em and Arrie; why she goes for a ride with them, what happens during this ride?

D. What role does psychoanalysis play here?

E. Where can we see its influence?

F. What for does the author refer to it?

G. What can you say about Gertrude’s participation in the social life of the village and helping Alf?

2. Describe the Sea House.

3. Comment on the name of the Lehmanns’ house.

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

- | | |
|--------------------------------|------------------------|
| a) it was all (he) could do to | e) to sheet down |
| b) to beat down | f) token (greenery) |
| c) to rise to this | g) to make amends |
| d) that sinking feeling | h) to propel smb. into |

2. Give the literary translation of the passage on p. 119 from “Max, one-handed...” to “...He turned to her”.

Additional tasks:

1. Compare and contrast Grae and Nick, Max and Lehmann.
2. Pay close attention to all the parallels and contrasts between Max and Lily and their stories and to the way the letters in both stories anticipate the events.
3. Trace the details from previous chapters connected with / repeated in those under discussion.
4. Innumerate all the themes raised in the chapters and be ready to give your point of view about them.

Lesson 5

Introductory tasks:

1. Read Chapters 20–23 (pp. 121–152), copy out the new words, be ready to translate and discuss the chapters.
2. Give the summary of the chapters.

Tasks for deeper understanding:

1. Answer the questions:

A. What new facts about Lily, Nick, Max and his family, Lily and her mother, Helga, Klaus and Elsa, Gertrude, Grae, his wife and his daughters do we learn?

B. What can you say about Lily – her feelings for Grae, Em and Arrie; the way Lehmann’s letters influence her mood; what she wants, her doubts, fears and plans for the future; her childhood; her native home; her letter to Nick and his letter; her trip to London (the reasons for it, her feelings and thoughts on her way, avoiding Grae and the girls); how she feels at Nick’s place and in Nick’s presence; her attitude to the people surrounding Nick (as contrasted to the people in Steerborough); the party and Nick’s behaviour at it?

C. What can you say about Max – his dreams; his recollections about his parents, his sister, his teenage years, his home and leaving it for good (why are his memories mixed with the present and with his dreams?); feelings for Elsa, Gertrude, Klaus (and their feelings for him); the way he feels about the Sea House?

D. What role does history play here?

E. Where can we see its presence and influence?

F. What can you say about Gertrude’s participation in the social life of the village?

G. Why is it so important for her?

H. Can you guess what the girls did in the bunker?

2. Comment on the symbols of the sea and the rain.

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

a) to talk out of

e) to hold smb. hostage

b) to take the trouble to do

f) to fall to pieces

c) to hurl oneself about

g) to clutter up

d) a level crossing

h) good cheer

2. Give the literary translation of the passage on pp. 127–128 from “Come on...” to “...almond biscuits.”

Additional tasks:

1. Compare and contrast Grae and Nick, Max and Lehmann; Nick and Lehmann as architects.

2. Pay close attention to all the parallels and contrasts between Max and Lily and their stories and to the way the letters anticipate the events.

3. Trace the details from previous chapters connected with / repeated in those under discussion.

4. Innumerate all the themes raised in the chapters and be ready to give your point of view about them.

Lesson 6

Introductory tasks:

1. Read Chapters 24–27 (pp. 153–184), copy out the new words, be ready to translate and discuss the chapters.

2. Give the summary of the chapters.

Tasks for deeper understanding:

Answer the questions:

1. What new facts about Lily, Nick, Max, Kaethe, Lily and her mother, Helga, Klaus and Elsa, Gertrude, Alf, Grae, Em, Arrie do we learn?

2. What can you say about Lily –the way she feels about her college; the walk in the park with Nick (why does he suggest it?); her plans for the future; waitressing; her feelings when she returns to Steerborough (contrast London and the village from Lily’s point of view); the way Lehmann’s letters influence her mood; her walk to the mill and the bunker (why does she go there? What mystery is resolved?); her feelings about Nick’s not coming; reaction to the new letters; her walks and how nature calms her; new and old mysteries; her childhood; her mother (draw parallels with Lily); meeting with Grae and the girls and her feelings for them; sex with Grae (compare with her having sex with Nick); do you consider her unfaithful?

3. What can you say about Max – his dreams, the absence of them and their coming true; feelings for Elsa (why does she rent the Sea House? What role does it play in their story?); the changes in his relations with Gertrude (how do her feelings for him transform? How does it influence her behaviour with others? Why does she decide to make wine with Alf?); his plans for the future; his recollections about Helga and the end of their engagement (draw your conclusions); Max’s walks around the village (places he visits); his not working on the scroll; behaviour with Gertrude and Elsa; wanting to go to Elsa and losing the first chance; sex with Elsa; do you consider her unfaithful?

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

a) cream tea

b) for all one knows

c) to take smb. off guard

d) to hang back

e) to pick one’s way

f) to catch hold of oneself

g) to lose one’s footing

h) to keep smb. at bay

2. Give the literary translation of the passage on p. 179 from “Max began...” to “...ran parallel to the sea.”

Additional tasks:

1. Compare and contrast Grae and Nick, Max and Lehmann, Elsa and Lily.

2. Pay close attention to all the parallels and contrasts between Max and Lily and their stories and to the way the letters anticipate the events.
3. Trace the details from previous chapters connected with / repeated in those under discussion.
4. Pick out the signs of problems in Lily and Nick's relationship and the signs of growth in Max and Elsa's relationship.
5. Compare the descriptions of the Sea House in both stories.
6. Pay attention to the landscapes, weather, and seasons.
7. Innumerate all the themes raised in the chapters and be ready to give your point of view about them.

Lesson 7

Introductory tasks:

1. Read Chapters 28–30 (pp. 185–214), copy out the new words, be ready to translate and discuss the chapters.
2. Give the summary of the chapters.

Tasks for deeper understanding:

1. Answer the questions:
 - A. What new facts about Lily, Nick, Max, Ethel, Klaus and Elsa, Gertrude, Alf, Grae, Sue, Em, Arrie do we learn?
 - B. What can you say about Lily – the way Lehmann's letters influence her mood and thoughts; her going for a swim with Ethel (why does she have courage this time?); meeting with Grae and her feelings for him; sex with Grae; recollections about her childhood and her parents (why does she tell Grae about it?); Nick's arrival and his changed attitude to Steerborough; her calling him afterwards; her lies and feeling guilty; thoughts about getting old; talking to Grae (worries about questions and answers); meeting with A. Lehmann; her reaction to the fact that Hidden House was destroyed (is it a significant fact)?
 - C. What can you say about Max – his feelings for Elsa; his progress with the scroll (changes in attitude and style); his lies; Henry's letters; his drawing a map of Heiderose for Elsa (why does he do it?).
 - D. What can you say about Gertrude – her feelings in autumn; her reaction to seeing Max naked (her theories and reality); her decision to take lessons of painting?
 - E. How is A. Lehmann related to Klaus Lehmann?
 - F. Can you understand all the mysteries?

- G. Why does Marsh End look abandoned if A. Lehmann owns it?
H. What house used to be on the spot where Alf is building a new one?

2. Describe Heiderose.

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

- | | |
|-----------------------|------------------------|
| a) to strike out | e) to crumple up |
| b) to live off | f) to set off |
| c) for want of smth. | g) goose bumps |
| d) to track smb. down | h) in spite of oneself |

2. Give the literary translation of the passage on pp. 187–188 from “‘Ready?..’ to ‘...on the cushion of a wave.’”

Additional tasks:

1. Compare and contrast Grae and Nick; Max and Lehmann; Elsa, Gertrude and Lily.
2. Pay close attention to all the connections, parallels and contrasts between Max and Lily and their stories and to the way the letters anticipate the events.
3. Trace the details from previous chapters connected with / repeated in those under discussion.
4. Innumerate all the themes raised in the chapters and be ready to give your point of view about them.

Lesson 8

Introductory tasks:

1. Read Chapters 3–33 (pp. 215–247), copy out the new words, be ready to translate and discuss the chapters.
2. Give the summary of the chapters.

Tasks for deeper understanding:

1. Answer the questions:
 - A. What new facts about Lily, Nick, Max, Klaus and Elsa, Gertrude, Alf, Cassie, Grae, Em, Arrie do we learn?
 - B. What can you say about Lily – her preparations for Nick’s arrival; her behaviour and feelings in his presence; problems with cars and phones (how do they both react to them?); the quarrel with Nick (where and why does it take place? Who do you support and

why?); Lily's thoughts about Grae; her reaction to the tips on safety (how does this characterize Nick and Lily?)?

C. Did Nick enjoy his weekend?

D. Do you think it is Steerborough that is not welcoming him?

E. What can you say about Max – his sharing past with Elsa (contrast with Lily and Grae); his life in the internment camp and afterwards; how the new relationship changes him; the influence of weather; his methods of painting the last houses (painting sunlight, then rain); feelings for Elsa (why does he work instead of being with her?); his nights and days; his dreams; his finishing the scroll and how he feels about it; being with Elsa in the storm?

F. What can you say about Gertrude – her lessons with Thomas (what do you think of him as a teacher and as a person?); her feelings for Max, Alf, Thomas, Elsa, Kaethe; her helping Thomas (why does she do it?); her cooking dinner (how does she feel before, during, after it?); her impressions of the scroll?

2. Comment on the symbols of the chapters (rain, moon, sea, flood, etc.)

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

a) to drift off

e) a withering look

b) to wait upon smb.

f) to fight one's way

c) to be a martyr to smth.

g) to brace oneself

d) to hole up

h) to be hemmed in

2. Give the literary translation of the passage on p. 239 from "The house was..." to "...door slammed."

Additional tasks:

1. Compare and contrast Grae and Nick; Max and Lehmann; Elsa, Gertrude and Lily.

2. Pay close attention to all the connections, parallels and contrasts between Max and Lily and their stories and to the way the letters anticipate the events.

3. Trace the details from previous chapters connected with / repeated in those under discussion.

4. Trace the connections between the events in 1953 and Lehmann's letters that Lily is reading.

5. Innumerate all the themes raised in the chapters and be ready to give your point of view about them.

Lesson 9

Introductory tasks:

1. Read Chapters 34–42 (pp. 248–277), copy out the new words, be ready to translate and discuss the chapters.

2. Give the summary of the chapters.

Tasks for deeper understanding:

1. Answer the questions:

A. What new facts about Lily, Nick, Max, Klaus and Elsa, Gertrude, Alf, Grae, Em, Arrie, Albert and Robert Lehmann, Thomas Everson do we learn?

B. What can you say about Lily – her feelings when Nick is going away and afterwards; her options concerning the future; Grae’s coming to her place (why does she behave like that? What are the consequences of it? If it hadn’t happened like that, would there have been a chance for them to be together?); the way Lehmann’s last letter influences her; her thoughts and feelings on her way to Grae; her meeting with Albert and Robert Lehmann (was this surprising information for you? Can you explain the things unclear for Lily? Why did he speak in such a mysterious way?); her not being able to find Grae; her visiting the fair (why did she buy all those things?); the way the song is connected with the events; her looking at the photos and the scroll, the information she learns, how it influences her (especially seeing the Sea House and not seeing the Hidden House); her renting the Sea House; finding Guinness; her letter to Nick; finding a job; seeing Grae and the girls; painting again; Nick’s present, his letter and message and how it makes her feel?

C. What can you say about Max – the way people behave at the time of the disaster (Alf’s talking again, going with the men to save Max and Elsa; Gertrude’s behaviour; Klaus’s behaviour; Elsa’s behaviour); Max’s feelings after being saved; his going away (the Sea House being intact – if they had stayed there till the end of the storm, would their future have been different?); leaving the scroll; going to Australia (why there? Why not to Germany?); do you think he kept in touch with them? Why didn’t Elsa tell her sons the truth? Did Gertrude know the truth?

D. How is Thomas connected with the Sea House and the “family”?

E. What are your general impressions of the book and its end?

F. Do you consider it to be a happy end?

G. What do you think will happen with the characters still alive in 2000?

2. Comment on the symbols of the chapters (sea, storm, change of weather, house / home – being destroyed / intact / unchanged, fair, exhibition, scroll, kite, pigs with piglets).

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

a) to double over

e) to lay smb. low

b) not to half do smth.

f) to leap out

c) to walk the long way round

g) to sort things out

d) tug of war

h) to be better off

2) Give the literary translation of the passage on p. 251 from “Lily walked...” to “...in the air.”

Additional tasks:

1. Compare and contrast Grae and Nick; Max and Lehmann; Elsa, Gertrude and Lily.

2. Explain all the mysteries of the book, put together all the details to try and describe the life of the characters from 1953 up to the year 2000.

3. Pay attention to the way the author gives us these details.

4. Pay close attention to all the connections, parallels and contrasts between Max and Lily and their stories and to the way the letters are connected with the events.

5. Trace the details from previous chapters connected with / repeated in those under discussion.

6. Innumerate all the themes raised in the chapters and be ready to give your point of view about them.

ГJIABA 4

BOOKS RECOMMENDED FOR FOURTH-YEAR STUDENTS

DAVID LODGE. NICE WORK

David Lodge was born on January 28, 1935, to working-class Catholic parents, William Frederick Lodge (a saxophonist and clarinetist in dance bands) and Rosalie Murphy Lodge. They lived on the outskirts of London. As a child, he lived through the darkest days of the *blitz* – the German bombing attacks in 1940. Like many other schoolboys, he was evacu-

ated to the countryside for the remainder of the war years. He grew up during postwar years of economic hardship. At age ten, he was enrolled in the St. Joseph's Academy Catholic grammar school, and entered University College, London in 1952. He graduated with a Bachelor's degree in English (with honors) in 1955 and a Masters degree in 1959. After a two-year stint in the Royal Armored Corps (1955–1957), he went on to earn a Ph.D. at the University of Birmingham and joined the English faculty in 1960. 1959 was also the year that he married Mary Frances Jacob and with whom he fathered two sons and a daughter. Lodge spent part of 1969 as a visiting professor at the University of California, Berkeley. He was assistant to the British Council in London and became Lecturer. In 1971–1973, he became Senior Lecturer and was an instructor from 1973–1976. In 1976, he was appointed professor of modern English literature at Birmingham and fellow of the Royal Society of Literature. In 1987, he took early retirement from his university post to devote himself to his writing.

Lodge's first attempted novel *The Devil, The World, and The Flesh* focused on Catholic characters living in a small part of London. It was not published. Lodge's early novels, *The Picturegoers* (1960) and *Ginger, You're Barmy* (1962), reflect his class-consciousness and Catholicism and show the influence of Catholic novelists Graham Greene and Evelyn Waugh, as well as that of the "Angry Young Men," the circle of 1950s writers who attacked the deeply-ingrained British class system. *The British Museum Is Falling Down* (1965), a departure from his earlier realism, is a slapstick farce on a serious ethical topic – the Roman Catholic ban on artificial birth control. The novel chronicles a day in the life of Adam Appleby, a graduate student who is preoccupied with the thought that the Vatican-approved "rhythm method" may have failed again and that his wife may be pregnant with their fourth child. For Adam and his wife, Roman Catholicism has been reduced to "large numbers of complicated graphs, calendars, small notebooks full of figures, and quantities of broken thermometers," as if the religion offered no larger vision of faith. The novel includes a number of parodies, including a Kafkaesque run-in with the British Museum bureaucracy and a final interior monologue by Adam's wife, inspired by Molly Bloom of James Joyce's *Ulysses*. In fact, the entire novel, with its one-day time frame, urban wandering, parodies and allusions, is an homage to Joyce's masterwork.

Lodge's fourth novel, *Out of the Shelter* (1970), is his most autobiographical work, based on a vacation that he spent visiting an aunt in Heidelberg in 1951. Lodge called the novel a mixture of *Bildungsroman* (or "coming-of-age" tale) and "the Jamesian international novel of conflicting ethical and cultural codes." Emotionally scarred by the London *blitz*, the teenaged Timothy Young travels to Germany to visit his sister, who works for the U.S. Army

of Occupation. There he is surprised to find, amid the ravages of war, a life of material luxury and sexual adventure. The latter forms the basis for much of the novel's comedy.

In *Changing Places* (1975), Lodge began to mine a rich vein of academic comedy which would become the hallmark of his most notable fiction. Inspired by his stay at Berkeley, the novel's premise involves an exchange between two professors. Philip Swallow is a monastic, un-worldly scholar from the English University of Rummidge, "a backwater institution of middling size and reputation"; Morris Zapp is a brash cosmopolite from the prestigious State University of Euphoria, a stand-in for Berkeley. The plot allows Lodge to reverse the Jamesian international theme by having the reserved, naive English-man confront the full force of the American student revolution of the 1960s, with its sit-ins, love-ins, and happenings. Zapp, meanwhile, must adjust to the genteel poverty of English academic life. By the novel's end, the two have swapped not only places, but also wives. *Changing Places* won both the Hawthornden Prize and the Yorkshire Post Fiction Prize.

Winner of the Whitbread Award for Novel of the Year, *How Far Can You Go?* (1980; first published in the United States as *Souls and Bodies*) is an ambitious novel which follows the lives of ten Catholic friends for nearly three decades. With broad strokes, Lodge traces their early sexual encounters, wobbly marriages, and mid-life crises. A common thread is their continuing struggle to reconcile their once-solid faith in Catholicism with the tensions and temptations of contemporary life. The book is itself a social history of changes in the Roman Catholic Church, as the characters come to grips with the Vatican II revision of the Latin Mass, the debate over contraception, the liberalization of the religious orders, and the growth of both the ecclesiastical left and the evangelical charismatic movement. While the novel is laced with comic episodes and satiric assaults, it is at heart a serious and soul-searching work.

Lodge called *Small World* (1984), winner of the Whitbread Award for Fiction, a "kind of sequel" to *Changing Places*. Philip Swallow and Morris Zapp share the stage with a large cast of globe-trotting academicians, "like the errant knights of old, wandering the world in search of adventure and glory" as they jet from one international conference to the next. Among them is Persse McGarrigle, a young Irish professor for whom the conference circuit turns into an Arthurian romance in quest of a beautiful but elusive graduate student; his innate chivalry remains unshaken even as she reappears in a series of erotic guises. Most of the others are in hot pursuit of a more worldly prize, the UNESCO (United Nations Educational, Scientific, and Cultural Organization) Chair of Literary Criticism, a do-nothing post with a

tax-free annual salary of \$100,000. The novel is an intricately-plotted farce involving mistaken identities, found infants, and botched kidnappings.

The epigraph of *Nice Work* (1988), taken from Disraeli, speaks of "two nations between whom there is no intercourse and no sympathy; who are as ignorant of each other's habits, thoughts, and feelings as if they were ... inhabitants of different planets". Such is Lodge's portrayal of the academic and industrial communities of Rummidge. The two protagonists are Robyn Penrose, a feminist theoretician whose specialty is the 19th-century industrial novel and who does not have a clue about modern industry; and Victor Wilcox, manager of a local foundry, with nothing but scorn for the professorial beehive across town. They are brought together by the "shadow scheme", a government exchange program to promote understanding between the two communities. After Robyn becomes Vic's "shadow", her attempts to reform the Dickensian working conditions of the foundry create a near-disaster and ultimately make them strange bedfellows. *Nice Work* received the *Sunday Express* Book of the Year Award.

Lodge has also written a number of distinguished books of criticism, including *The Modes of Modern Writing* (1977) and *Working with Structuralism* (1981). His latest collection *The Practice of Writing* focuses on writing techniques needed for any practicing writer in any medium.

Lesson 1

Introductory tasks:

1. Read Part I, Chapter 1 (pp. 7–38), copy out the new words, be ready to translate and discuss the chapter.
2. Give the summary of the chapter.

Tasks for deeper understanding:

1. Answer the questions:
 - A. What information do we learn about Vic Wilcox?
 - B. What can you say about his appearance, background, education, career, family, house, car, views on life, problems, taste (clothes, furnishing, music, etc.), likes/dislikes, behaviour at home, on the road and at work, relations with other people (wife, children, subordinates, etc.)?
 - C. What conclusions can we draw about his character?
 - D. What do you think about the name chosen by the author; are there any implications in it?
2. What do you know about the history of industry in our region?

3. Comment on the epigraphs to the book (p. 9) and Part I (p. 11). Explain their usage and the joke in the name of Rummidge.

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

- | | |
|--|--------------------------|
| a) to go to the lengths | e) hang about! |
| b) to waste one's breath on smth./smb. | f) to stick out for smth |
| c) to chew the fat | g) in the heyday |
| d) let sleeping dogs lie | h) to curry favour |

2. Give the literary translation of the passage on pp. 31–32 from “Vic Wilcox has now...” to “...its ugliness and squalor”.

Additional tasks:

1. Find in the chapter all the cases when sex is mentioned in this or that way. Think about the reasons why the author introduces these details and facts.

2. Illustrate the statement that this is a comic book.

3. Make a parallel between the book and your life: compare your morning routine with that of Vic; his favourite time of the day with yours; the inscriptions on the British cars with the ones you can see in Russia; the industrial area he lives in with our city.

Lesson 2

Introductory tasks:

1. Read Part I, Chapter 2 (pp. 39–69), copy out the new words, be ready to discuss and translate the chapter.

2. Give the summary of the chapter.

Tasks for deeper understanding:

1. Answer the questions:

A. What information do we learn about Robyn Penrose?

B. What can you say about her appearance, background, education, career, family, house, car, views on life, worries, beliefs and interests, taste (clothes, furnishing, music, etc.), likes/dislikes, behaviour at home and at work, relations with other people (Charles, colleagues, boss, students, etc.)?

C. What conclusions can we draw about her character?

D. What do you think about the name chosen by the author; are there any implications in it?

E. What do you think about strikes? Are they of any use? What are Vic's and Robyn's views on this matter?

2. Comment on the following sentences: "...a good teacher, like a good actress, should not be immune from stage fright" (p. 41) – assess Robyn as a teacher;

3. "What was left was sex in the head, as D.H. Lawrence called it" (p. 56) – speak about the role of sex in her life.

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

a) on and off

e) to make one's mark on

b) to see the writing on the wall

f) to keep a low profile

c) to hang on

g) to have a hunch

d) to sponge on

h) by all accounts

2. Give the literary translation of the passage on p. 39 from "And there, for the time being..." to "...crisis of capitalism.

Additional tasks:

1. Compare the beginnings of Chapter 1 and Chapter 2. Speak about the presence of the author (his comments and irony), the structure of presenting main characters of the book.

2. Make a parallel between the descriptions of Vic and Robyn; compare them in the similar situations and similar belongings given by the author. Speak about the way the author contrasts them and reasons for it.

3. Explain the following terms: modernism, postmodernism, discourse, intertextuality, semiotics, feminism, freudism, impressionism, Marxism, Pre-Raphaelite, structuralism, post structuralism.

4. Make sure you know who these people mentioned in the chapter are: Jacques Derrida, Jacques Lacan, Roland Barthes, Sigmund Freud, Franz Kafka, Soren Kierkegaard, Karl Marx, Julia Kristeva, Simone de Beauvoir, Helen Cixous, Luce Irigaray, Gabriel Rossetti.

Lesson 3

Introductory tasks:

1. Read Part I, Chapter 3 (pp. 70–89), copy out the new words, be ready to discuss and translate the chapter.
2. Give the summary of the chapter.

Tasks for deeper understanding:

Answer the questions:

1. What can you say about the structure of the chapter? What effect is achieved with its help?
2. What is common and what differs in the way Vic and Robyn work?
3. What is similar and what is different in the relations between a boss and subordinates and a teacher and students?
4. Is Robyn a good teacher? Give your grounds; study her lecture from the point of the information given, her manner of presentation, of organizing the material, of attracting the students' attention, etc.
5. What can you say about Robyn's behaviour before and during the class, her feminist comments and Freudian approach to the textual analysis?
6. What other role does the lecture play in the book? Think about its contents.
7. What else do you know about the Industrial Revolution and the literature of that period?
8. What can you say about Vic as a MD: behaviour at meetings, manner of talking with different people, the way he controls things, the changes he introduces, the length of his working day, etc?
9. What is the purpose of the author in introducing the glimpses of Vic's family and Robyn's student that day? Contemplate the idea of the variety of the things people all over the world are doing at one and the same moment (so-many-people-so-many-jobs sort of thing).
10. What are your impressions of Philip Swallow; is he efficient as the head of the Department? Why? / Why not?
11. What are the details through which the author shows us the condition of the Universities in Britain at the given time?
12. Do you agree with the following "universities are "ivory tower" institutions?
13. What do think about the "Shadow Scheme"? Compare the ways the candidates at two places were chosen for the program.

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

- | | |
|---------------------------|--------------------------------|
| a) to wag | e) to gripe about |
| b) at the outset | f) (acro)whatsit |
| c) to make in one's image | g) to do one's utmost |
| d) when the crunch comes | h) to be right up one's street |

2. Give the literary translation of the passage on pp. 79–80 from “We see this illustrated...” to “...faster than ever.”

Additional tasks:

Decipher all the acronyms in the chapter. What for are they generally used and what is their specific function in the text?

Lesson 4

Introductory tasks:

1. Read Part II, Chapters 1–2 (pp. 91–119), copy out the new words, be ready to discuss and translate the chapter.

2. Give the summary of the chapters.

Tasks for deeper understanding:

1. Answer the questions:

A. What can you say about Penny Black and Robyn as feminists? Pay attention to all the details the author gives and the tone with which he speaks about Penny.

B. How does a profession influence the way a person sees the world? Show your point of view using Robyn and Vic as examples.

C. What can you say about Robyn's journey to Pringle's? What can you say about her behaviour on the road in comparison with that of Vic? What are her thoughts and incidents on her way there?

D. Can you prove that Brian Everthorpe is a sexist? Find new facts about the attitude of the subordinates to Vic.

E. What is the reaction of people at Pringle's when Robyn arrived there? Present the situation from the point of view of Robyn herself; Brian; the receptionists; Shirley; Vic. Why did they expect her to be a man?

F. What are the first impressions Robyn and Vic had of each other? Were their expectations met?

G. Do you think the first impression is the most important one? Why? / Why not?

H. What can you say about the way Robyn and Vic talk to each other: the manner, the subjects, and the emotions? Why don't they see eye to eye?

I. What do they know about each other's spheres of work and life?

J. What can you say about Vic's behaviour in the lavatory and afterwards? Why was he thinking about plots and omens? Do you agree with him?

2. Comment on the epigraph to Part II (p. 91).

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

a) to put oneself out

e) when the going's good

b) to play for time

f) to have one's head screwed on

c) to get a lot of mileage

g) to pick up the bill

d) to stand up to

h) to be off one's trolley

2. Give the literary translation of the passage on p. 117 from "It was strange..." to "...for two months."

Additional tasks:

Explain the joke Baxter made at the end of Chapter 2: "Rummidge firm slams door on Red Robyn".

Lesson 5

Introductory tasks:

1. Read Part II, Chapter 3 (pp. 120–150), copy out the new words, be ready to discuss and translate the chapter.

2. Give the summary of the chapter.

Tasks for deeper understanding:

1. Answer the questions:

A. What are Robyn's feelings and impressions of the factory?

B. Is there a contrast between what she had expected and what she saw?

C. Can you think of a similar experience from your life?

D. What can you say about Vic and Robyn's "excursion" at the factory? Compare the way Vic presents the factory to Robyn (his explanations, prospects, plans, important things for him) and what she pays attention to and how her emotions keep changing. Why are their visions so different?

E. Can you find all allusions and symbols that Robyn is thinking of? What are their functions in the text?

F. How does the situation with the calendar characterize Robyn, Vic and Brian?

G. What can you say about the confrontation during the meeting? What caused it?

H. Do you approve of Robyn's behaviour at the meeting and her interference in the situation? Would you do the same? Why? / Why not?

I. What can you say about differences in her walking through the shops on her own and the first time when she did it with Vic?

J. What ideas about Vic's and Robyn's characters can we get from the situation with her car? Who do you think pulled out the HT lead and why?

K. Why was there a walkout? Can you predict what will happen next?

2. Comment on the following sentences:

a) "Men like to work." (p. 126);

b) "But those two are men." (p. 133);

c) "I'm a shadow." (p. 147).

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

a) to have a dekkko

e) to have what it takes

b) it was as much as she could do

f) a non-starter

c) a golden handshake

g) to get a word in edgewise

d) to carry the can

h) I grant you

2. Give the literary translation of the passage on p. 133 from "The knockout was..." to "...and solidarity."

Additional tasks:

Make a list of the problems Vic and Robyn discuss that day and compare their views on these issues.

Lesson 6

Introductory tasks:

1. Read Part III, Chapters 1–3 (pp. 153–188), copy out the new words, be ready to discuss and translate the chapters.
2. Give the summary of the chapters.

Tasks for deeper understanding:

1. Answer the questions:
 - A. What can you say about the situation of Vic's coming round to Robyn after the walkout from his and her points of view? Compare their opinions and draw conclusions about their characters.
 - B. Can you identify the parallels with the novel *North and South*?
 - C. What can you say about the relations between Robyn and Charles?
 - D. How are male and female roles divided between them?
 - E. What can you say about the way Vic spends his weekends? What is your form of escape?
 - F. What do we learn about his views on national decline, TV, marriage and sex? Do you agree with him?
 - G. What conclusions can we draw comparing the sexual lives of Robyn and Vic?
 - H. What can you say about Vic as a son, a husband and a father?
 - I. What new facts do we learn about the members of his family (his father, Marjorie, children)?
 - J. Is Vic happy being surrounded by his nearest and dearest? Why? / Why not?
 - K. What can you say about Robyn's weekend?
 - L. What can you say about the discussion about Lacan and Robyn's obsession with the factory?
 - M. What do we learn about Robyn's family (her parents and brother)? Pay attention to the details through which the author presents Basil and Debbie?
 - N. Do you think people are likely to choose their mates from the same professional sphere? Give your grounds using Robyn/Charles and Basil/Debbie as examples.
 - O. Comment on the discussion about jobs, money and business. Who do you support? Why is there a little breach between Robyn and Charles?
2. Comment on the epigraph to Part III and the arrangement of the events within this part.

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

- | | |
|----------------------------|----------------------------|
| a) after a fashion | e) by dint of |
| b) when the chips are down | f) in deference to |
| c) to go into a huddle | g) to be much of a one for |
| d) out of the blue | h) to live it up |

2. Give the literary translation of the passage on p. 160 from “At about the same time...” to “...with his younger son.”

Lesson 7

Introductory tasks:

1. Read Part IV, Chapter 1 (pp. 189–213), copy out the new words, be ready to discuss and translate the chapter.
2. Give the summary of the chapter.

Tasks for deeper understanding:

1. Answer the questions:

A. What can you say about Robyn’s return to the factory? Why did she decide to come back? Why did Vic think she wouldn’t? Why does he accept her return? Think about the symbol of the gloves.

B. What are Robyn’s new impressions of Vic’s job and people he has to work with (his car, his business partners, his colleagues, etc.)?

C. What can you say about Vic’s business ethics and manners when dealing with his business partners?

D. What roles do Norman Cole and Ted Stoker as characters play in the book?

E. What is your opinion about their “conversational games”? Do people in business always have to pretend and fool each other? Why? Why not?

F. What changes in the way Robyn and Vic communicate with each other? What new facts about each other do they learn (musical tastes, attitudes to the pub where they eat, the food and the people lunching there, the role books play in their lives, discussion of business matters and competition)?

G. Do you agree that Monday was a bad day for Vic? Why? Why did Vic call Robyn at work? Why was she angry? What did he feel after that talk? What is his general manner of talking on the phone?

H. How does the author show the poor economic state of the University?

I. Why does Vic want to fire Brian? Do you think he will eventually succeed in that?

J. Does Vic quote Robyn's ideas consciously or not? Why and how does his hatred for Robyn turn into love?

K. What will happen with both of them as you think?

2. Comment on the epigraph to this part.

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

a) to guess in the dark

e) tit for tat

b) to be (in) for the high jump

f) a flea in one's ear

c) to bite the bullet

g) to twist in the wind

d) to rue the day

h) to be stuck in old grooves

2. Give the literary translation of the passage on pp. 209–210 from “When Robyn Penrose...” to “...told her to do it again.”

Additional tasks:

Write out all kinds of smiles and laughs mentioned in the chapter and the circumstances in which they take place. Think over this list in connection with the chapter.

Lesson 8

Introductory tasks:

1) Read Part IV, Chapter 2 (pp. 214–234), copy out the new words, be ready to discuss and translate the chapter.

2) Give the summary of the chapter.

Tasks for deeper understanding:

1) Answer the questions:

A. How did Robyn spend her first and second winter in Rummidge? Pay attention to the usage of repetitions.

B. How important for you is work as the reason to choose a place to live?

C. What does Robyn feel about Shadow Scheme now? Why has her opinion changed? Comment on her thoughts about duplicating herself.

D. What can you say about the conversation between Robyn and Charles? Why does it worry Robyn that many people don't care for what they do? Why doesn't it worry Charles? How does it characterize them? Comment on the way Robyn uses Vic's expressions and ideas, compare it with Vic's quoting her thoughts and words.

E. Why can't she prove her point of view? Try and help her to do that. Why is Charles getting interested in business?

F. What are Robyn's thoughts about Vic as a teacher? Do you agree with her point of view? Why doesn't she tell him about it?

G. What can you say about the argument between Vic and Robyn concerning Silk Cut? What is the purpose of this conversation? How does it characterize both of them? Who do you support?

H. Why does Robyn accept Vic's invitation to lunch?

I. Why does Vic invite Robyn to have lunch with his family? Comment on his feelings, their growth and development, his thinking about her. Does he realize that he loves her?

2) Describe the situation when Vic felt like Peeping Tom. What impressed him most? How does he feel and behave with Shirley and Brian after it? Why?

3) Comment on his preparations for lunch. What does Marjorie think of that idea and of her husband? Does Vic realize he has feelings for Robyn now?

Tasks for vocabulary improvement:

1) Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

a) on end

b) to let smth. in by the back door

c) not to give a monkey's

d) at the drop of a hat

e) to play devil's advocate

f) to have smth. on the brain

g) to stand to reason

h) to get off on the wrong foot

2) Give the literary translation of the passage on p. 214 from "The winter term..." to "...except work."

Additional tasks:

Explain all the terms we encounter on pp. 217–219.

Lesson 9

Introductory tasks:

1. Read Part IV, Chapter 3 (pp. 235–264), copy out the new words, be ready to discuss and translate the chapter.
2. Give the summary of the chapter.

Tasks for deeper understanding:

Answer the questions:

1. What can you say about the lunch at Vic's place? Did his fears materialize? How do the members of his family behave during and after the lunch? And what about Robyn? What are Vic's feelings? Is his conversation tactics the same when he has business talks?
2. What ideas do Vic and Robyn express during their walk? Do they see eye to eye now? Do they both enjoy this Sunday? Is it a success?
3. What can you say about Robyn's report to Charles about the lunch? Why does she hide her true feelings?
4. How and why does Vic depend on Robyn now? What aspects of his life and work are under her influence? Doesn't the description make Robyn look like "an angel helping people"? Or is it that Charles is right calling her "a born teacher"?
5. What can you say about the idea to make a speech for the workers, its origin, development, realization, and outcome? What happened during the meeting? Is Robyn's behaviour in this case different from the first time she interfered in the business process?
6. What are the things they discuss during the lunch? Have you ever made a list of I've-never-done-it things? Do you agree that "to have a job you like and be good at it" is something?
7. How does Vic react to the news about the end of the Shadow Scheme? Why does he invite Robyn to go Frankfurt? Why does the author choose this city?
8. What are Robyn's thoughts on her way home? Why isn't she going to accept the invitation? Does she realize Vic is in love with her?
9. What can you say about the telephone calls of Basil and Charles? How does Robyn react to the news and why? Can you answer Basil's question: "What do you women see in Charles anyway?"
10. What can you say about the problem of infidelity from the different characters' points of view and your own? Why does Robyn finally decide to go to Frankfurt?

11. What new details about Swallow are there in the chapter? If there is an economic crisis, how come they are going to pay for her trip? What will happen with them there?

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

- | | |
|------------------------------------|-----------------------------|
| a) to have smb. on | e) to hear on the grapevine |
| b) I'll buy that | f) to let slip |
| c) from everlasting to everlasting | g) to save one's bacon |
| d) not to have a clue | h) to put smb. up |

2. Give the literary translation of the passage on pp. 257–258 from “Driving home...” to “...to come out of it well.”

Lesson 10

Introductory tasks:

1. Read Part V, Chapters 1–2 (pp. 265–293), copy out the new words, be ready to discuss and translate the chapters.

2. Give the summary of the chapters.

Tasks for deeper understanding:

1. Answer the questions:

A. Why were the events in Frankfurt “over-determined”? Why does the author begin describing them from the end? Can you think of any other motives the characters had?

B. What are Vic’s and Robyn’s thoughts on the plane? What conclusions can we draw?

C. Why is the hotel described in such a detailed way?

D. What are Robyn’s impressions of the exhibition? What is her attitude to her new role and the use of acronyms?

E. What can you say about the business behaviour of Vic and the Krauts? How does the author describe the Germans, the lunch and Robyn’s behaviour during it?

F. What for does the author create the scenes in the swimming pool and gymnasium?

G. What are Vic’s thoughts when having rest and what is his reaction to the way Robyn looks? Why did she take so many items of clothes for a short trip?

H. What are their moods during the dinner and dancing? What is the role of the song by Jennifer Rush?

I. When exactly does Vic realize that he loves Robyn? Why does she decide to have sex with him? Do they truly understand what the other person feels?

J. Why does the author make the sex scene more comic than romantic?

K. What can you say about Robyn being “ever the teacher” and her concept of love? Do you agree with her? Do you think Vic’s feeling is love or infatuation? Why? What will happen next?

L. What can you say about their behaviour, their emotional states, and their sex techniques?

2. Comment on the epigraph to Part V.

3. Comment on the talk about making money/making things. Who do you support?

4. Comment on the phrase on p. 273 “We won the war and lost the peace”.

5. Comment on the structure of Chapter 2 and the use of tenses in it.

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

a) to do from scratch

e) now you’re talking!

b) to pay off

f) it’s a snip

c) to haggle about

g) to make a hash of

d) no dice

h) to go to one’s head

2. Read, translate and comment on the passage on pp. 269–270 from “Sunlight flooded...” to “...from the stewardess”.

Additional task:

Explain their “private jokes” during sex.

Lesson 11

Introductory tasks:

1. Read Part V, Chapters 3–4 (pp. 294–318), copy out the new words, be ready to discuss and translate the chapters.

2. Give the summary of the chapters.

Tasks for deeper understanding:

1. Answer the questions:

A. What does Robyn feel when telling Penny about a fling with Vic? Compare Robyn’s arguments and Penny’s comments. How does it characterize them? Who is right?

B. What are Vic's and Robyn's feelings during and after sex? Why did she run away?

C. What happens when Vic comes to her house and during their conversation? Do they understand each other? Are they saying what they want to say?

D. What is the unpleasant shock that Robyn got? What is Vic's reaction to her indignation?

E. What do you think about the problem of combining sentiments and business? Why does Vic want to marry Robyn and what does she think of that? Why does Vic call her "a goddess"?

F. Why does Penny call Vic "poor"? Do you agree with her?

G. Why does the author make Sandra come to Robyn now? What does Robyn compare the situation with and why? What do you think of Penny's advice? What would you advise Robyn?

H. Why does Robyn go to her parents' house? What do we get to know about her relations with her parents and brother? How does she spend her holidays there? What is the atmosphere in the house like?

I. What do you think about the problem of having too much or nothing in common in a relationship? What for does Robyn still need Charles?

J. What can you say about Vic's feelings and behaviour? How do his family react to that? Do they understand what is happening?

2. Comment on Charles's letter: the style, the language, the ideas, how he came to that decision, and his views on money, business, education system, literary criticism, and relations with Debbie (reread their talk on pp. 216–219). Comment on how Robyn reacts to the letter. Does she have any feelings for Charles?

3. Comment on the phrase on p. 306 "You don't know what the real world is like down here" and the conversation that follows. What information do we get about the education system in Great Britain? Why does Robyn quote Vic's ideas?

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

a) to have a fling

b) to possess smb.

c) what makes smb. tick

d) the sky's the limit

e) to pay lip-service to smth

f) a big wheel

g) it was a close thing

h) to carry on with

2. Read, comment on and give a literary translation of the passage on pp. 305–306 from “So Robyn piled her books...” to “...their favourite territory.”

Additional task:

Think over the reasons the author has in making the structure of Chapter 3 so peculiar and the usage of punctuation marks in it.

Lesson 12

Introductory tasks:

1. Read Part VI, Chapter 1 (pp. 319–347), copy out the new words, be ready to discuss and translate the chapter.
2. Give the summary of the chapter.

Tasks for deeper understanding:

1. Answer the questions:
 - A. What is Robyn’s emotional state and what are the reasons for it at the beginning of the new term?
 - B. What for does the author make the scene in the morning? Why does Zapp offer to read her book? What role is Zapp going to play in Robyn’s life?
 - C. How are the Brits and the Americans presented in the book (taking Swallow and Zapp as examples)?
 - D. Do you think it was clever of Vic to suggest the next stage of the Shadow Scheme? Could you see this turn of events? With whom does the author compare him? What is Robyn’s reaction to that? Why does she finally accept it?
 - E. What can you say about Vic’s behaviour in the presence of Swallow and when he and Robyn are alone? What do you think about their talk about reading as pleasure/work? Who do you support?
 - F. How does Vic behave during the tutorial? Why? What dispute does he begin? How does Robyn deal with it? Assess her professional qualities. How do the students feel? How would you feel in that situation?
 - G. What can you say about Vic’s approach to education in comparison with that of Robyn’s? Who do you agree with? Why does Robyn let Vic stay in spite of his love-stuff? What does he want to prove her?
 - H. What is Vic’s reaction to the habits, looks, and arrangement of the working time of the university teachers? How does Robyn attempt to justify them?

I. What can you say about Wilcox and Swallow as 2 bosses? Can business and universities be run in the same way? What are the points of view of Vic, Robyn, Swallow and your own?

2. Comment on the epigraph which opens Part VI.

3. Describe the beginning of the new term.

4. Give the portrait of Morris Zapp: background facts, clothes, manner of speech, behaviour, etc.

5. Comment on the way Robyn behaves at the party, the subjects she discusses with Zapp as contrasted to the ones Swallow talks about.

6. Describe Robyn's students. Speak about their reaction to the presence of Vic in the class and about Marion's reaction in particular.

Tasks for vocabulary improvement:

1. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

a) to bend smb's ear;

b) to be cut to the bone;

c) hang in there;

d) keep one's pecker up;

e) to pass off as;

f) to clock in/out;

g) to strike a chord;

h) to control the purse-strings.

2. Read, comment and give the literary translation of the passage on pp. 346–347 from “Robyn followed...” to “...the whole of the society”.

Lesson 13

Introductory tasks:

1. Read Part VI, Chapter 2 (pp. 348–384), copy out the new words, be ready to discuss and translate the chapter.

2. Give the summary of the chapter.

Tasks for deeper understanding:

Answer the questions:

1. What can you say about the meeting of university teachers in comparison with that of the managers at a factory? What can you say about Vic's shadowing Robyn and his behaviour?
2. What is the story of the Agenda Committee? Is it a good idea to have such an organization?
3. What do you think about the problem with the syllabus? What do you think of Vic's advice, his speech and manners?
4. Which variant would you prefer – to have no choice or a lot of optional courses? Why?
5. Can you suggest any ideas for DEVs?
6. What can you say about Swallow's behaviour and his mood? Why does the bad news come like that?
7. How do Vic and Robyn praise each other? What are the results of the Shadow Scheme for both of them? Will Vic keep on reading? Will Robyn keep on changing her views?
8. What is the role of Morris Zapp in Robyn's life? Is it sheer luck or does she deserve it? What are the real reasons Zapp has behind this offer?
9. What can you say about Swallow as a boss? How different is life in British and American universities?
10. Why does Robyn keep on forgetting about Vic? How does Vic react to the news? Why does he use her ideas? What effect does it produce on Robyn? Whom do you support in this new argument about love?
11. What can you say about Baxter as a boss in comparison with Swallow? How does Vic react to the news?
12. Why does the author make it like this – good news for Robyn and bad for Vic? Why is it especially hurting for Vic that Cole will be the new MD? Why is Vic considered eccentric and a born-again Christian? Do you think it is fair the way he has been treated?
13. What can you say about Vic's last day at work, his conversations with the receptionists, Shirley and Everthorpe? Are they different from their previous talks? How do the new facts characterize Everthorpe and Baxter? Do you remember when Riviera Sunbeds was first mentioned in the book?
14. How does Marjorie react to the news? Why so? Do you approve of Vic's not telling her the truth? Comment on Vic's not thinking of Robyn. How do the other members of the family take the news? Is Sandra serious about university? And Raymond about job? And Vic about his own business?

15. Don't you think there are too many new and surprising facts for the end of the novel? Why does the author make it so?

16. Why does Charles propose to Robyn now? How does she react to the news about the will? What is the best option for her now (America, money, marriage)?

17. Why is the end of the book written in Present Simple? What are the symbols and allusions in the chapter?

18. What are Robyn's thoughts about cars, rumors at workplace, Vic's new look? How does she react to Vic's news? Why does she decide to invest money in his business? Was what Vic felt for her love?

19. Whom does she want to send a gorillagram and why? Don't you think one more job offer is too good to be true?

20. Do you like the end? What do you think will happen with the characters further? What are your general impressions of the book?

Tasks for vocabulary improvement:

1. Read, give the literary translation and comment on the passage on p. 384 from "Robyn thinks..." to "...I'll stay on."

2. Explain the meaning of the following word combinations, memorize them, reproduce the situations they are used in:

a) money-spinner

b) all over the shop

c) not to grow on trees

d) to level with smb.

e) all the rage

f) to be on the cards

g) up to the hilt

h) to put smb's nose out of joint

**IAN MCEWAN
ATONEMENT**

Ian McEwan was born on 21 June in 1948 in Aldershot, Hampshire, England. He spent much of his childhood in the Far East, Germany and North Africa where his father, an officer in the army, was posted.

He returned to England and read English at Sussex University. After graduating, he became the first student on the MA Creative Writing course established at the University of East Anglia by Malcolm Bradbury and Angus Wilson. He is a Fellow of both the Royal Society of Literature and the Royal Society of Arts, a Fellow of the American Academy of Arts and

Sciences, and was awarded the Shakespeare Prize by the Alfred Toepfer Foundation, Hamburg, in 1999. He was awarded a CBE in 2000.

In 1976 his first collection of short stories, *First Love, Last Rites* (1975), won the Somerset Maugham Award. A second volume of stories, *In Between the Sheets*, appeared in 1978. These stories – claustrophobic tales of childhood, deviant sexuality and disjointed family life – were remarkable for their formal experimentation and controlled narrative voice.

His first novel, *The Cement Garden* (1978), is the story of four orphaned children living alone after the death of both parents. To avoid being taken into care, they bury their mother in cement in the basement and attempt to carry on as normal a life as possible, and an incestuous relationship develops between the two eldest children as they seek to emulate their parents roles. It was followed by *The Comfort of Strangers* (1981), set in Venice, a tale of fantasy, violence and obsession. The book was shortlisted for the Booker Prize for Fiction.

His next novel, *The Child in Time* (1987), won the Whitbread Novel Award, and marked a new confidence in McEwan's writing. The story is centred on the devastating effect of the loss of a child through abduction. *The Innocent* (1990) is a love story set in post-war Berlin. *Black Dogs* (1992) visits the most significant events of modern European history, ranging from Nazi death camps to post-war France and the collapse of the Berlin Wall.

Enduring Love (1997), begins with the death of a man in a ballooning accident, an event that triggers a tale of stalking, fixation and erotomania. *Amsterdam* (1998) is described by McEwan as a contemporary fable. Three men, a composer, a newspaper editor and a politician, meet at the funeral of their former lover, sparking off a bitter feud. It was awarded the Booker Prize for Fiction in 1998.

Atonement (2001), shortlisted for the Booker Prize for Fiction and the Whitbread Novel Award and winner of the W.H. Smith Literary Award, begins in 1935 and tells the story of Briony, a young girl and aspiring writer, and the consequences of the discovery she makes about Robbie, a young man destined to play a part in the Dunkirk evacuations. This novel was adapted for the screen, and the film released in 2007. *Saturday* (2005), set on one day in February 2003, won the 2006 James Tait Black Memorial Prize (for fiction).

In addition to his prose fiction, Ian McEwan has written plays for television and film screenplays, including *The Ploughman's Lunch* (1985), an adaptation of Timothy Mo's novel *Sour Sweet* (1988) and an adaptation of his own novel, *The Innocent* (1993). He also wrote the libretto to Michael Berkeley's music for the oratorio *Or Shall We Die?* and is the author of a children's book, *The Daydreamer* (1994).

Film adaptations of his own novels include *First Love, Last Rites* (1997), *The Cement Garden* (1993) and *The Comfort of Strangers* (1991), for which Harold Pinter wrote the screenplay, and *Atonement* (2007).

His novel *On Chesil Beach* (2007), was shortlisted for the 2007 Man Booker Prize for Fiction, and winner of the British Book Awards Book of the Year and Author of the Year Awards. Recent books are *For You* (2008), the libretto to a new opera about an ageing conductor/composer, with music by Michael Berkeley; the novel *Solar* (2010), a satirical novel focusing on climate change, winner of the 2010 Bollinger Everyman Wodehouse Prize; *Sweet Tooth* (2012); and *The Children Act* (2014).

Ian McEwan lives in London.

Lesson 1

Introductory tasks:

- Read chapters 1–2.
- Make summaries of these two chapters in a written form.

Tasks for deeper understanding:

1. Find the passages with the description of Briony (her character, appearance).
2. Who was Briony waiting for and what has she prepared for this person?
3. Retell the episode with children having a rehearsal.
4. What do we get to know about Cecilia?
5. Find the episode with the description of Robbie's attitude towards Cecilia and vice versa.
6. Retell the episode near the basin.

Tasks for vocabulary improvement:

Translate the following words and word combinations:

- | | |
|---------------------|----------------------------|
| a) crepe paper | i) incessant wrangling |
| b) impetuous | j) sternum |
| c) garret | k) amenable |
| d) snickers of glee | l) pretentious |
| e) exultation | m) an enveloping obsession |
| f) intrusive | n) exasperate |
| g) refuge | o) jittery in his presence |
| h) evasive | p) cover |

Additional task:

Explain the idea of the sentence:

- She had thought she was imagining it, but in fact she was right – there was something trying in Robbie's manner lately.
- Denying his help, any possibility of making amends, was his punishment.

Lesson 2

Introductory tasks:

- Read chapter 3.
- Make the summary of this chapter in a written form.

Tasks for deeper understanding:

1. What was the reason of the delay in the first day of the rehearsal?
2. Find the description of Lola's appearance when she came into the room.
3. Retell the episode with children having a rehearsal.

Tasks for vocabulary improvement:

Translate the following words and word combinations (find them in the text and be ready to retell the episode they are used in):

- | | |
|----------------------|-------------------------|
| a) sense of calamity | e) intermediary |
| b) maturity | f) boldness of ambition |
| c) irrelevance | g) intimation |
| d) ludicrously | h) self-mythologism |

Additional task:

Enlarge into a situation:

1. "If the answer was yes, then the world, the social world was unbearably complicated ... when no one was" (p. 36).
2. "Clearly these were the kinds of things...completely wrong" (p. 39).
3. "It wasn't only wickedness and scheming that made people unhappy, it was confusion and misunderstanding" (p. 40).

Lesson 3

Introductory tasks:

- Read chapters 4 and 5 (pp. 32–62).
- Be ready to translate and discuss the chapters.

Tasks for deeper understanding:

1. What do we get to know about Cecilia?
2. What exact facts do we learn about Robbie?

Tasks for vocabulary improvement:

1. Explain the meanings of the following words and expressions, memorize them, reproduce the situations they are used in:

- | | |
|--|---------------------------------|
| a) to have the knack of | k) to be uncluttered by |
| b) a pucker of skin | l) a desecration |
| c) to be subsidised | m) to be at odds |
| d) the rites and conventions
(she knew nothing about) | n) a revolt |
| e) to attribute a/some deliberation to | o) to be enslaved to (a vision) |
| f) cumbrous struggle between good and bad | p) to bring to fruition |
| g) contemplation of | q) to consign smb. to smth. |
| h) to condemn smth./smb. | r) to rehabilitate oneself |
| i) insolence | s) distraught |
| j) to be prone to smth. | t) an incantation of a magus |
| | u) kitbag |

2. What are the adjectives that describe the following nouns? Explain their meanings.

Make up your own sentences to use the word combinations:

- | | |
|-------------------------------|--------------------|
| a) guilt | m) incomprehension |
| b) ordeals | n) conscription |
| c) compliments | o) folk |
| d) intent | p) torture |
| e) woodcutter / cleaning lady | q) air |
| f) access | r) compliance |
| g) excitement | s) period of time |
| h) realism | t) sound |
| i) memories | u) time |
| j) disorder | v) obscenity |
| k) neatness | w) affairs |
| l) ironies (2) | x) incisors |

Additional tasks:

1. Think of ten questions you would like to ask your fellow students about (questions concerning the events and descriptions in the chapters).
2. Read, translate and comment on the passage on pp 37–38 from “She had arrived at one...” to “the stiff of daily romance”.

Lesson 4

Introductory tasks:

- Read chapters 6, 7 and 8.
- Write down summaries for these three chapters.

Tasks for deeper understanding:

1. What was Emily thinking about when she lay in her bed?
2. What was Emily’s attitude towards university teachers?
3. Was Emily able to monitor the whole run of things in the house? And who could, but didn’t lend a hand?
4. What made Emily reveal her sixth sense? What was this sixth sense?
5. What are the childhood sacraments?
6. What was Emily planning to do in case she felt a bit better?

Tasks for vocabulary improvement:

1. Translate these words and find them in the text:
 - a) lie supine
 - b) offer a leg-up
 - c) precocious and scheming
 - d) invalid nullity
 - e) meandering hypotheses
2. Find the synonyms of these words in the text:
 - a) stifling
 - b) modest
 - c) varsity
 - d) worry about
3. Translate these words and find them in the text:
 - a) dilapidation
 - b) act of spite
 - c) self-purification
 - d) inhuman precision
 - e) to assuage crowd
4. Find the synonyms of these words in the text:
 - a) Punishment
 - b) superiority
 - c) alight.

Lesson 5

Introductory tasks:

- Read chapter 9.
- Write down a summary for this chapter.

Tasks for deeper understanding:

1. Be ready to discuss Cecilia's preparations.
2. What made Cecilia give out a shriek of terror on opening the door?
3. Find the description of children's room.
4. In whose care will the success of the evening finally be?
5. How did Cecilia apprehend the whole run of things in her family?
6. Be ready to describe the bustle in the kitchen. Why was Betty furious?
7. How did Leon treat people?
8. Was Cecilia ready to leave the house?
9. Did Cecilia grasp the message?
10. Could Briony resist the temptation to read the letter?
11. Was there any impetus after reading the letter on behalf of Briony?
12. Why did Lola come to Briony?
13. What was Briony's scheme that she consolidated on her way to join family?
14. What was the usual run of things when Mr. Tallis was at home?
15. What made Briony go to the library?

Tasks for vocabulary improvement:

1. Translate these words and find them in the text:

a) flapper dresses	k) die for
b) bias-cut	l) to be sacked
c) a harsher light	m) solicitously
d) resignation	n) a "good egg" and a "decent sort"
e) eerie differences	o) benign explanation
f) contemptuously	p) equanimity
g) get a smack	q) churlish
h) retribution	r) conjure
i) fragrance	s) lament
j) obliterating thrill of passion	

2. Find the synonyms of these words in the text:

- | | |
|-----------------|----------------|
| a) delay | h) bastard |
| b) absurd | i) find |
| c) decide | j) inspire |
| d) change | k) furiously |
| e) party | l) nevus |
| f) invulnerable | m) depressed |
| g) invent | n) pal, friend |

3. Read through the word explanations and find these words in the text:

- a) clothes that are usually worn by a woman, whose husband died;
- b) the arrangement of guests at the table;
- c) of the teenage period;
- d) fitting closely to the contours of body;
- e) a mythical half-human see creature, the embodiment of beauty;
- f) a narrow border of cloth or wood, fitted across the top of a window to conceal the curtains fittings;
- g) an implement with a broad, flat blade used in cooking;
- h) a square of cotton typically carried in one's pocket and intended for blowing or wiping one's nose.

4. Translate these words and find them in the text:

- | | |
|--------------------------|-----------------------------------|
| a) dissembling | g) to be in possession of oneself |
| b) consider afresh | h) hamming it up |
| c) onomatopoeic | i) inconceivable |
| d) crudity | j) petulant |
| e) glorious imperfection | k) puny enterprise |
| f) go husky | l) affable |

5. Find the synonyms of these words in the text:

- | | |
|------------------------|-----------------------|
| a) directness (p. 116) | d) comfort (p. 119) |
| b) merry (p. 116) | e) obstacles (p. 122) |
| c) fragile (p. 118) | |

Lesson 6

Introductory tasks:

- Read chapter 12.
- Write down a summary for this chapter.

Tasks for deeper understanding:

1. Find the description of the house in chapter 12. Whose intention it was to construct the building that way?
2. Whom was Emily calling? What do we get to know about these people?
3. What kind of feelings evoked in Emily's hurt when she soothed Lola?
4. What were the relations between Emily and Jack?
5. Comment on the common place reflections Emily made.
6. Be ready to act out the telephone talk. Try to analyze it.
7. Did they finally manage to find Lola?

Tasks for vocabulary improvement:

Translate these words, be ready to explain the situation:

- | | |
|---------------------|-------------------------|
| a) wrought-iron | f) sulking |
| b) garrulous | g) casualties |
| c) platitude | h) aqueous |
| d) histrionic | i) mellow expansiveness |
| e) lay in obscurity | j) reverie |

Additional task:

Find the Russian equivalents to these idioms:

- a) it never rained but it poured;
- b) the devil made work for the idle hands;
- c) one rotten apple spoiled the barrel;
- d) drama about nothing.

Lesson 7

Introductory tasks:

- Read chapters 13 and 14.
- Write down the summaries of these chapters.

Tasks for deeper understanding:

Chapter 13.

1. Dwell upon Briony's mood, state of mind and feelings. What was she thinking about, when she was in search for the twins?
2. What were Briony's feelings towards Robbie?
3. Why did Briony think that she might become childless? What was the reason?
4. Why was Briony sure that the twins were not in danger? Be ready to prove your words.
5. Why did Briony decide to go to the island temple? What has she discovered there?
6. How is Briony's complacency and narcissism revealed?
7. Was Briony's conviction interfered by any doubt or uncertainty?

Chapter 14.

1. What troubled Briony so much in future years?
2. Was Briony satisfied finding herself finally center stage?
3. What fueled Briony's certainty?
4. How did she feel on having told everything to the policeman?
5. Who is Mr. McLaren? What do you learn about him?
6. Were the twins found by the time?
7. Reflect on Marshall's appearance and further behavior.
8. What was Cecilia doing that evening, after Lola was found?
9. What was that clinching evidence that made Briony hurry from the room? What were the further implications?
10. What was the news that seemed at one with the calamity of the night?
11. Was Cecilia's own account of what had happened convincing enough? Be ready to prove your words.
12. Why did the waiting group fall silent as the shape took form?
13. What was the further confirmation of Robbie's guilt in Briony view?
14. Be ready to retell the closing scene of Robbie's and Cecilia's parting.
15. Who defended Robbie so selflessly?

Tasks for vocabulary improvement:

1. Translate these words, be ready to explain the situation:
 - a) swell
 - b) yielding to
 - c) deliverance
 - d) soliloquy
 - e) discernible
 - f) reticence
 - g) mucus
 - h) elation
 - i) burden of consistency
2. Find the words in the text, using the following descriptions:
 - a) an expression of sympathy, esp. on the occasion of a death;
 - b) a grass like plant with triangular stems and inconspicuous flowers, growing typically in wet ground;
 - c) a woody plant that is smaller than a tree and has several main stems arising at or near the ground;
 - d) a small herbivorous shore-dwelling mollusk with a spiral shell;
 - e) an event causing great and often sudden damage or distress; a disaster;
 - f) a formal written or spoken statement, esp. one given in a court of law.
3. Translate these words, be ready to explain the situation:
 - a) awe
 - b) beads of detail
 - c) rosary
 - d) submissive
 - e) confer with
 - f) hover
 - g) clinching evidence
 - h) fatigue
 - i) make a lunge
 - j) inward rapture
 - k) vexation
 - l) apparition
 - m) clamorous

Lesson 8

Introductory tasks:

1. We finished Part One of the book, so now we pass on to Part Two. There are no chapters that's why the task will be given as certain range of pages. Read pages 191–213.
2. Recollect the time period when the action of the book takes place. Be ready to tell about Dunkirk evacuation.

Tasks for deeper understanding:

1. Whom do we face at the beginning of this part? What are they doing?

2. Why do you think the two corporals follow Robbie?
3. What kind of thoughts hang over Robbie during the ramble?
4. What kind of misfortune caught the soldiers?
5. Why couldn't the French woman let them in?
6. Did the three of them manage to make themselves comfortable and settle in for the night?
7. Dwell upon Mace's words: "...like we got Mosley." Who is it?
8. What was their evening ration, the French family allocated?
9. How did the two brothers behave, while the soldiers were eating?
10. What have you learned about the French woman and her family?
11. What made Robbie feel ignominy of the retreat for the first time?
12. Robbie couldn't fall asleep, could he? What troubled him?
13. Find the lines describing Robbie's hatred towards imprisonment.
14. Was there any reason for Robbie to stay off?
15. When was Robbie and Cecilia's last meeting?
16. Reflect on the prevailing atmosphere of their meeting.
17. What encouraged them since then, was there any further appointment?
18. What was the shadow Robbie had to refer to?
19. What was another closer matter that troubled him?

Tasks for vocabulary improvement:

1. Translate these words, be ready to explain the situation:

a) prise	i) ramble
b) damp soot	j) traverse
c) corporal	k) high-velocity spin
d) shrapnel	l) RASC
e) crumpet	m) comfy
f) townie	n) hamlet
g) toff	o) eulogy
h) taunt	p) ignominy
2. Translate these words, be ready to explain the situation:

a) slop out	c) straggler f)
b) poplars	d) incarcerated night g)

- | | |
|------------------------|---------------------|
| e) sanity | h) infant deformity |
| f) morbidly over sexed | i) reconciliation |
| g) exasperation | j) penance |

Additional tasks:

1. Be ready to retell the brother's trip to a hamlet near Arras.
2. Dwell on Robbie's reflections upon the happening events.
3. Dwell upon the content of Robbie's and Cecilia's letters.
4. Find the instances of historical war facts.
5. Dwell on the content of Cecilia's mid-May letter.

Lesson 9

Introductory tasks:

- Read through pages 214–234.
- Be ready with the summary.

Tasks for deeper understanding:

1. Did Robbie have his sleep out?
2. Why was it a perfect day for the Luftwaffe?
3. Did the wound still hurt Robbie?
4. Why didn't they hitch a ride on slow-moving lorries?
5. Who did they see in the column?
6. How did Turner feel that day, especially when they joined the procession?
7. What fact do we get to know from Robbie's past?
8. What made the soldiers in the column laugh?
9. What was that horizontal apparition that Robbie saw in front?
10. Did the major manage to gather someone?
11. Whom did Turner give himself at the disposal of?
12. What were the corporals busy with?
13. What was the industry in the Dunkirk?
14. What sustained Robbie on his way to the seaside?
15. What did a rebirth mean for Robbie?
16. What was that very part Turner could not think through?

Tasks for vocabulary improvement:

1. Translate these words and explain the situation:

- | | |
|------------------------|----------------------|
| a) in a frenzy | i) enactment |
| b) Luftwaffe | j) to curb hunger |
| c) banter | k) platoon |
| d) comradeship | l) fighter |
| e) double-entry ledger | m) crouched foetally |
| f) culvert | n) RAF |
| g) HLI men | o) RAMC |
| h) dispatching | p) siphone off |
2. Translate these words and explain the situation:
- | | |
|-----------------|--------------------|
| a) genuflection | g) squelch |
| b) ferocity | h) trudge |
| c) rubble | i) defiant |
| d) allotment | j) avenge oneself |
| e) weir | k) flash of malice |
| f) bob up | l) girl's rancour |

Additional task:

Be ready to retell Robbie's recollection of a day in June 1932.

Lesson 10

Introductory tasks:

- Read through pages 234–265.
- Be ready to give a summary.

Tasks for deeper understanding:

1. Why was there more confusion ahead?
2. Why did people in the column start to disperse?
3. Why did Robbie think that he couldn't abandon the woman?
4. What was his only thought and why?
5. What do we learn about the first bombing that Turner went through?
6. Reflect on the people, Robbie and the two corporals passed, when they joined to the column.
7. What was the sound they heard later on?
8. Robbie's thought led him to father, what do we learn about him?
9. Why did Mace suggest Robbie should limp?

10. What was the necessity of the idea to get in among a completely fresh crowd?
11. Why were a lot of men in the column irritated?
12. What troubled Robbie more than bombing or his wound?
13. Did the point of their final destination come up to expectations?
14. Dwell upon the fuss on the beach.
15. What did they choose between the three circles of suffering?
16. Why did the bar remain full?
17. What sort of information did Turner get from a snatch of a conversation?
18. Be ready to retell the RAF man's rescue.
19. What was the gypsy woman's term?
20. Did Nettle and Turner manage to find shelter?
21. Find the recollections of Robbie's arrest, their conversation with Cecilia.

Tasks for vocabulary improvement:

1. Find the word by the definition:

a) a type of German military aircraft designed for dive-bombing, much used in World War II;

b) a gun, esp. one fired from shoulder level, having a long spirally grooved barrel intended to make a bullet spin and thereby have greater accuracy over a long distance;

c) the room used for regimental or company business.

2. Translate these words, be ready to explain the situation:

a) troop carrier

f) shifty

b) indecisively

g) booze

c) howl

h) machine-gun slit

d) to strafe

i) BEF

e) detritus

j) defence perimeter

3. Find the word by the definition:

• kill someone for an alleged offense with or without a legal trial.

4. Translate these words, be ready to explain the situation:

a) humdrum element

e) collusion

b) whaler

f) smack of knuckles

c) apprehension

g) scented soap

d) swaggering recklessness

Additional tasks:

1. Dwell upon Robbie’s delirium.
2. We finished the second part of the book, and as we are approaching the end I’ like to ask you to be ready to ponder over “the power of love”. This is a creative task you may either use the text or share your own experience (poems, quotes are welcomed).

Lesson 11 (Part III)

Introductory tasks:

- Read through pages 269–301 (up to the words “...to be sick”).
- Be ready with the summary.

Tasks for deeper understanding:

1. What were the changes in the hospital?
2. Why did the trainees share anxiety about making mistakes?
3. Dwell upon the string of errors Briony accumulated recently.
4. Find the description of Sister Drummond’s appearance.
5. What was Nurse Langland punished for?
6. What was the daily routine in the hospital?
7. Tell about Briony’s best friend.
8. Why wasn’t it easy to cultivate friendship?
9. Dwell upon the austerity of Sister Drummond.
10. How has Briony’s life changed? What was that stripping away from identity?
11. Why didn’t Briony tell her parents in detail about her duties in hospital?
12. Dwell upon Emily and Jack Tallis, their life these days.
13. Where did Briony hide her true self?
14. What was Briony busy with during her stay in Primrose Hill?
15. What was the information Briony learned from her father’s letter?
16. Why did Briony attempt to call father?
17. Why did Fiona claim that she would marry no man who had not served in RN?
18. Describe London and its life before the military disaster.
19. What was Briony thinking about when they were in a park with Fiona?
20. What did the girls see approaching the hospital?
21. Did Briony manage to carry the stretcher?
22. What was Briony’s next task?

23. What was Briony's new responsibility?
24. Was the corporal's wound serious?
25. Was Briony hoping that among those soldiers there could be Robbie?

Tasks for vocabulary improvement:

1. Translate the words and be ready to explain the situation they are used in:

a) chilblain	i) unrelated scraps
b) quaff	j) vibrancy
c) wrath	k) oblivious
d) mirthless smile	l) torment
e) abomination	m) derision
f) hypodermic	n) haphazardly
g) to billet	j) incredulity
h) vague yearning	p) dehydrate
2. Find the word by the definition:
 - a) a separate room in a hospital, typically one allocated to a particular type of patient;
 - b) disinfectant soap containing phenol;
 - c) a surgical operation to remove the appendix;
 - d) apply the fumes of certain chemicals to disinfect it or to rid it of vermin;
 - e) conditions or practices conducive to maintaining health and preventing disease, esp. through cleanliness;
 - f) a large bedroom for a number of people in an institution.

Additional task:

Dwell upon the operation Briony performed for Airman Young.

Lesson 12

Introductory tasks:

- Read through pages 301–49.
- Be ready with the summary.

Tasks for deeper understanding:

1. What kind of order was Briony dreading?
2. What did Briony dread more when she dressed Private Latimer's face?
3. What has happened to Corporal MacIntyre?

4. What was the simple thing that Briony had always known and that was so obvious these days?
5. Could nursing replace writing in Briony's life?
6. Why did Sister Drummond ask Briony to spend some time with Luc Cornet?
7. Dwell upon the conversation between Briony and Luc.
8. What were Briony's and Fiona's reactions when they met after such an exhausting day?
9. What was the title of the story Briony wrote?
10. What was so peculiar in Briony's writing that attracted attention?
11. What was the clarity of everything Briony saw prompted by?
12. Did Sister Drummond change her attitude to the probationers?
13. What was the mood of the soldiers that were left to convalesce?
14. Where was Briony going to?
15. Why did Briony abandon the idea that her uniform would protect her?
16. Did Briony manage to cease thinking for herself?
17. Dwell upon Briony's revelation.
18. What was the entire congregation in the ceremony?
19. What memories flooded Briony during the ceremony?
20. Was there any chance for self-purification for Briony?
21. What did Briony urge for after the ceremony?
22. 43 Dudley Villas – what was Briony doing there?
23. Had Robbie changed in 5 years?
24. What were Robbie's instructions?

Tasks for vocabulary improvement:

Translate the following words; be ready to reproduce the situation they are used in:

- | | |
|-----------------------|-----------------|
| a) excruciating | g) rumpled look |
| b) to ramble | h) to snap |
| c) boulangerie | i) stub |
| d) irreparable damage | j) humiliating |
| e) concocting | k) assault |
| f) jittery-looking | l) wonderment |

Additional tasks:

- Dwell upon the content of the letter from the editorial office.
- Be ready to reproduce the two sister's conversation.

Lesson 13

Introductory tasks:

- 1) Read the final part of the book – London, 1999 (p. 353–372). Be ready to give a summary.
- 2) Write an essay (250–300 words), choose one of the following topics:
 - “Their love. Neither Briony nor the war had destroyed it.”
 - “It was not the backbone of a story that she lacked. It was backbone.”
 - “The problem these 59 years has been this: how can a novelist achieve atonement when, with her absolute power of deciding outcomes, she is also God?”

ГЛИАБА 5

BOOKS RECOMMENDED FOR FIFTH-YEAR STUDENTS

GRAHAM SWIFT. WATERLAND

Novelist Graham Swift was born in London in 1949. He was educated at Dulwich College, Queens' College, Cambridge, and York University. He was nominated as one of the 20 'Best of Young British Novelists' in the Book Marketing Council's promotion in 1983. He is the author of several novels. The first, *The Sweet Shop Owner* (1980), is narrated by disillusioned shopkeeper Willy Chapman, and unfolds over the course of a single day in June. The narrator of his second novel, *Shuttlecock* (1981), winner of the Geoffrey Faber Memorial Prize, becomes obsessed with his father's experiences during the Second World War.

Waterland, his acclaimed third novel, was published in 1983. Narrated by history teacher Tom Crick, it describes his youth spent in the Norfolk fens during the Second World War. These personal memories are woven into a greater history of the area, slowly revealing the seeds of a family legacy that threatens his marriage. The book won the *Guardian* Fiction Prize and the Geoffrey Faber Memorial Prize. It was followed by *Out of this World* (1988), the story of a photojournalist and his estranged daughter, and *Ever After* (1992), in which a university professor makes a traumatic discovery about his career.

Swift's sixth novel, *Last Orders* (1996), which won the Booker Prize for Fiction and the James Tait Black Memorial Prize (for fiction), recounts a journey begun in a pub in London's East End by four friends intent on fulfilling a promise to scatter the ashes of their dead drinking-partner in the sea. A film adaptation of the novel starring Michael Caine and Bob Hoskins was first screened in 2001. His novel, *The Light of Day* (2003), is the story of a murder, a love

affair and a disgraced former policeman turned private detective. *Tomorrow* (2007), explores complex themes of parenthood, coupledness and identity via the personal thoughts and memories of the protagonist, Paula, as she lies awake one night in bed. His latest novel is *Wish You Were Here* (2011).

His first non-fiction book is *Making an Elephant: Writing from Within* (2009).

Graham Swift is a Fellow of the Royal Society of Literature. He lives in London.

Интервью Свифта о своих произведениях:

<http://www.guardian.co.uk/books/audio/2009/mar/11/swift>

Lesson 1

Introductory tasks:

- Read through pages 1–26.
- Be ready with the summaries of the chapters.

Tasks for deeper understanding:

1. What was the author's father admonition?
2. What are the stars according to the author's father?
3. Describe the place where the narration takes place.
4. Comment on the following sentence: "Land reclamation."
5. What do we learn about the author's ancestors?
6. Why did the Cricks cease to be enterprising?
7. Who are these words about: "...suspended like a lantern amid the darkened classrooms"?

Tasks for vocabulary improvement:

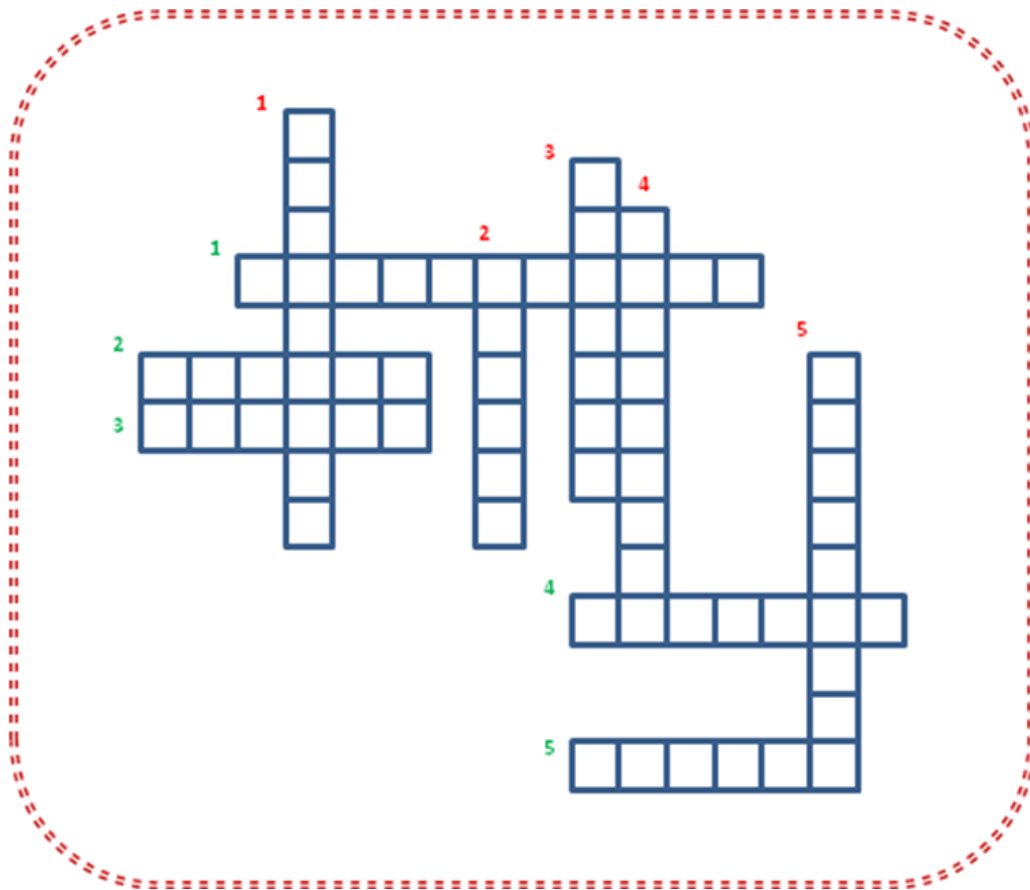
1. Find the words using given definitions:
 - a) a snakelike fish with a slender elongated body and poorly developed fins, proverbial for its slipperiness;
 - b) a period of warmer weather that melts ice and snow;
 - c) a set of reasons or a logical basis for a course of action or a particular belief;
 - d) very strange or unusual, esp. so as to cause interest or amusement;
 - e) fine sand, clay, or other material carried by running water and deposited as a sediment, esp. in a channel or harbor;
 - f) the action or state of keeping careful watch for possible danger or difficulties;
 - g) a soldier or guard whose job is to stand and keep watch;
 - h) tell a long, far-fetched story.

2. Find synonyms in the fragment:

- | | |
|------------------|----------------|
| a) decrease | g) increase |
| b) inventiveness | h) hard |
| c) loot | i) think about |
| d) waste | j) kettle |
| e) omen | k) trustful |
| f) calm | l) enmity |

Additional task:

Do the crossword



Down:

1. A summary of the principles of Christian religion in the form of questions and answers, used for the instruction of Christians. 2. An area of muddy or boggy ground. 3. The

tidal mouth of a large river, where the tide meets the stream. 4. The action or state of keeping careful watch for possible danger or difficulties. 5. Strong hostility.

Across:

1. Land mastering. 2. Limit (syn). 3. A sliding gate or other device for controlling the flow of water, esp. one in a lock gate. 4. A person who lives a solitary life and tends to avoid other people. 5. A hardy cereal that has coarse bristles extending from the ears. It is widely cultivated, chiefly for use in brewing and stock feed.

Lesson 2

Introductory tasks:

- Read through pages 26–60.
- Be ready with the summaries of the chapters.

Tasks for deeper understanding:

1. What ominous find was discovered by Tom's father?
2. Did Tom's father manage to get the dead body out of the water?
3. What was the preliminary verdict on Freddie Parr?
4. What accomplishments does Dick lack?
5. Dwell upon "another type of reality."
6. Mary Metcalf is a new character. What do we learn about this girl from the first chapters?
7. What were the factors to make Tom and Mary close friends?
8. Who did Tom suspect of the crime?

Tasks for vocabulary improvement:

1. Find the words using given definitions:
 - a) a narrow platform or stage
 - b) a batch of goods destined for or delivered to someone
2. Find synonyms in the fragment:

a) prayer	e) mosquito
b) contradict	f) puzzle
c) centre	g) modest
d) permanent	

Additional task:

Enlarge into a situation:

- “Soon the desperate silence on the tow-path will be broken...”(p. 33);
- “And why make a fuss about one drowned body...” (p. 33);
- “ ... (another endless, indelible scene).” (p. 35);
- “ Reality is uneventfulness, vacancy, flatness.” (p. 40).

Lesson 3

Introductory tasks:

- Read through pages 60–106; be ready with the summaries of the chapters.
- Be ready to tell a few words about Ancient Regime, Rousseau, and Diderot.

Tasks for deeper understanding:

1. Dwell upon Author’s contemplation about Here and Now.
2. Enlarge upon this quotation: “life is one-tenth Here and Now, nine-tenth a history lesson.”
3. What was the author’s attitude towards history as an object of study?
4. What definition does the author give to the word “man”? How would you comment on it?

Tasks for vocabulary improvement:

1. Find the words using given definitions:
 - a) the ability to make good judgments and quick decisions, typically in a particular domain;
 - b) (of a woman or women) capable of becoming pregnant and giving birth;
 - c) the conditions under which land or buildings are held or occupied;
 - d) a punishment or fate that someone deserves;
 - e) an address or communication emphatically urging someone to do something;
 - f) a period of keeping awake during the time usually spent asleep, esp. to keep watch or pray;
 - g) the state of being private and away from other people.
2. Choose adjectives describing William Atkinson: shrewd, wily, hearty, sagacious, impertinent, witty, purposeful, vivacious, hale.

3. Give synonyms to these words:

- | | |
|---------------|----------------|
| a) hamlet | j) mirth |
| b) parsimony | k) demeanour |
| c) obstinacy | l) to envisage |
| d) tenacity | m) magnanimous |
| e) frolicsome | n) opulently |
| f) comely | o) travail |
| g) feasible | p) prowess |
| h) grudgingly | q) vicinit |
| i) hubris | |

Additional tasks:

1. Comment on “the theory of hubris.”
2. Find all the nicknames given to Sarah Atkinson.
3. Creative task: draw Thomas Company’s emblem.
4. Reconstruct the events of October 1874.
5. Be ready to reproduce Atkinson’s formation.
6. Enlarge into a situation:
 - a) “The obstinacy of water. The tenacity of ideas” (p. 69);
 - b) “...what water makes, it also unmakes” (p. 73);
 - c) “A law of the natural world; and a law, too, of the human heart” (p. 73);
 - d) “Man of Enterprise, Man of Good Works, Man of Civic Honour” (p. 75);
 - e) “...she will preserve the sadly imperious demeanour of an exiled princess” (p. 78);
 - f) “But this is an internal land which cannot be redeemed, cannot be reclaimed, once it is lost” (p. 80);
 - g) “Rain is good for a funeral: it masks human tears and suggests heavenly ones” (p. 97).

Lesson 4

Introductory tasks:

- Read through pages 106–131.
- Be ready with the summaries of the chapters.

Tasks for deeper understanding:

1. Why did Jack Parr and all those Fenland countrymen reach for the bottle?

2. What do we learn about Mary?
3. What were the circumstances that made Mary lock herself away?
4. “Faltering eloquence; stumbling speechifying” – name the figure of speech, be ready to give the definition.
5. Find words pertaining to the semantic field of religion.
6. What was Tom’s worst apprehension on arrival at Gildsey Station?
7. Has Tom and Mary’s love faded away?
8. Dwell upon Tom and Mary’s life in London.
9. What was the change in Mary’s behavior that made Tom uneasy?

Tasks for vocabulary improvement:

1. Find the words using given definitions:
 - a) make or cause to make the slightest movement;
 - b) feelings of anxiety or dismay, typically at something unexpected;
 - c) a body of traditions and knowledge on a subject or held by a particular group, typically passed from person to person by word of mouth;
 - d) an inclination or natural tendency to behave in a particular way;
 - e) a foolish or gullible person.
2. Give synonyms to these words:

a) cheerless	e) consider
b) attempt	f) old
c) appeal	g) stubborn
d) privacy	

Additional task:

Enlarge into a situation:

- “Man, the animal which demands an explanation, the animal which asks Why” (p. 106);
- “To longitude 0 and back” (p. 129).

Lesson 5

Introductory tasks:

- Read through pages 131–180.
- Be ready with the summaries of the chapters.

Tasks for deeper understanding:

1. Did Mary accept Freddie's death as accidental?
2. How does the author use weather descriptions in the narration?
3. "Do not fall into illusion that history is a well-disciplined and unflagging column marching unswervingly in the future". Why does the author resort to personification?
4. What is the parallel that author draws between the Ouse and human history?
5. What do Tom's students dream about?
6. Is their teacher's dream different?
7. What do we learn about Tom's grandfather? (p. 158) Was water transport and inland navigation prosperous when he became the director of both the Brewery and the WTC?
8. Why is Ernest Atkinson nicknamed a brewer of fading fortunes?
9. Did Ernest handle the ancestral business?
10. Was Ernest's return to political arena fortunate?

Tasks for vocabulary improvement:

1. Find the words using given definitions:
 - a) an uncontrolled outburst of anger and frustration, typically in a young child;
 - b) a principle or belief, esp. one of the main principles of a religion or philosophy;
 - c) in Greek Mythology the place at the ends of the earth to which certain favored heroes were conveyed by the gods after death;
 - d) a habitual drinker of alcohol;
 - e) a person who deserts and betrays an organization, country, or set of principles.
2. Give synonyms to these words:

a) calm (v)	f) brave
b) cunning	g) confound
c) cause (v)	h) unruly
d) long for (v)	i) calumny
e) analyse	

Additional task:

Enlarge into a situation:

1. "As if it were all some trick against him" (p. 132);
2. "This joke-truth: life goes on" (p. 134);

3. “It cannot be denied, children, that the great so-called forward movements of civilization, whether moral or technological, have invariably brought with them an accompanying regression” (p. 135);
4. “It begets this bastard but pampered child, Nostalgia” (p. 136);
5. “A redemption; a restoration” (p. 137);
6. “Man: the animal who craves meaning...” (p. 140);
7. “What we wish upon the future is very often the image of some lost, imagined past” (p. 141);
8. “And why is that every time the time before has taught us nothing?” (p. 141);
9. “...the secret capacity to move yet remain” (p. 143);
10. “...he doesn’t know how to play this crazy game she is playing” (p. 148);
11. “Ah, what stocks of merriment we need, what deep draught of it are required to counter the griefs life has in store...”.
12. “We go through the emotions, the teacher-student charade” (p. 163).
13. “And finds it, in the summer 1911” (p. 170).
14. “How we can’t get away – even if you can, Price – from our fairy-tales” (p. 179).

Lesson 6

Introductory tasks:

- Read through pages 180–205.
- Be ready with the summaries of the chapters.

Tasks for deeper understanding:

1. What made Mary’s eyes goggle?
2. What have you learned about the art of underwater swimming by the male children of Hockwell?
3. Be ready to tell about the aquatic marvel.
4. Who was the winner of that juvenile investigation?
5. Did Tom Crick implacably adhere to the syllabus?
6. Reveal the mystery of eel reproduction.

Tasks for vocabulary improvement:

1. Find the words using given definitions:
 - a) deceit used in order to achieve one's goal;
 - b) look or gaze in an unpleasant, malicious, or lascivious way;

c) (of an animal) bringing forth live young that have developed inside the body of the parent;

d) the active immature form of an insect;

e) a devoted follower, adherent, or advocate of someone or something.

2. Give synonyms to these words:

a) attack

d) rebellious

b) intoxication

e) greedy

c) tense

Additional task:

Enlarge into a situation:

- “Now who says history doesn’t go in circles?” (p. 198);
- “There are those who fashion history and those who contemplate it” (p. 199);
- “Curiosity begets counter-curiosity, knowledge begets skepticism” (p. 202);
- “Curiosity will never be content” (p. 203).

Lesson 7

Introductory tasks:

- Read through pages 205–242.
- Be ready with the summaries of the chapters.

Tasks for deeper understanding:

1. Was Tom ready to live an amphibious life?
2. Where does Tom find a refuge?
3. Is there anything that Dick conceals?
4. Who was turned into a local deity?
5. How did ale influence Ernest?
6. What was Ernest’s generous contribution to the town and its citizens?
7. What did Helen manage to do unlike her father without the need for either word or action?
8. Was Henry Crick an experienced lover?
9. How did it happen that Henry’s mind had become wounded, too?
10. What was the patrimony to the first-born of Mr. Henry Crick?
11. How would you explain Ernest’s decease?
12. Why has Tom become a teacher?

Tasks for vocabulary improvement:

1. Find the words using given definitions:
 - a) a forceful and bitter verbal attack against someone or something;
 - b) try to gain the love of (someone, typically a woman), esp. with a view to marriage;
 - c) a deliberately hurtful remark;
 - d) give or bequeath an income or property to (a person or institution);
 - e) language that is meaningless or is made unintelligible by excessive use of abstruse technical terms; nonsense/
2. Give synonyms to these words:
 - a) box
 - b) inappropriate
 - c) sorrowful
 - d) agree

Additional task:

Enlarge into a situation:

- “Nothing is more repressive than the repression of curiosity” (p. 206);
- “All a story. Only a story...” (p. 225);
- “...it’s human to err” (p. 235);
- “...it’s all a struggle to preserve an artifice” (p. 241).

Lesson 8

Introductory tasks:

- Read through pages 242–270.
- Be ready with the summaries of the chapters.

Tasks for deeper understanding:

1. Be ready to tell about the black sheep in Crick’s flock.
2. Dick and Mary’s relations grew into something intimate. Be ready to enlarge.
3. Trace the allegoric digression to Greek Mythology. How would you now comment on the phrase: “History goes in circles”? (p. 251) (Hero and Leander); (p. 252) (Cupid)
4. Trace the author’s usage of personification.

Tasks for vocabulary improvement:

1. Find the words using given definitions:
 - a) a candle lighted and placed on a shrine as an act of devotion;
 - b) torment or tease (someone) with the sight or promise of something that is unobtainable;

c) a spirit of Arabian folklore, as traditionally depicted imprisoned within a bottle or oil lamp, and capable of granting wishes when summoned;

d) a confusing and difficult problem or question.

2. Give synonyms to these words:

a) target

e) bucket

b) night (adj)

f) confusion

c) yearn

g) watchful

d) illegal

h) spy

3. Translate “And-if ... intimate proximity” (p. 252). Discuss the usage of metaphor: the Lethe of Dick’s brain.

Additional task:

Enlarge into a situation:

1. “But Dick won’t believe she can have gone where she can’t be retrieved” (p. 244).

2. “And that’s how Dick began awooing along the Hokcwell Lode” (p. 254).

3. “How we advance... how we still need our babies’ rattles...” (p. 258).

4. “It’s an old, old story...” (p. 263).

5. “But maybe this is unknown country” (p. 265).

6. “It’s an old, old feeling, that everything might amount to nothing” (p. 269).

Lesson 9

Introductory tasks:

- Read through pages 270–309.
- Be ready with the summaries of the chapters.

Tasks for deeper understanding:

1. What did the East Wind blow in with it?
2. Who succumbed to a disease in Tom’s family?
3. How did Tom finally understand that his Mother is no longer alive?
4. What happened on the morning of 25th of January 1937?
5. What has changed after Tom’s mother death?
6. Was it appropriate and reasonable to use that euphemism “Gone”?
7. What finally united the three surviving occupants of the Atkinson Lock?
8. Dwell upon Dick’s secret business.
9. What happens at the river bank?

10. Dwell upon Mary's determination.
11. Tell about the Fen geese.
12. Tell about Martha Clay and her hovel.

Tasks for vocabulary improvement:

1. Find the words using given definitions:
 - a) a thing that someone believes to be real but that exists only in their imagination;
 - b) humor or frivolity, esp. the treatment of a serious matter with humor or in a manner lacking due respect;
 - c) a small unsweetened or lightly sweetened biscuit like cake made from flour, fat, and milk and sometimes having added fruit;
 - d) a liquid with healing, magical, or poisonous properties.
2. Give synonyms to these words:
 - a) indifferent
 - b) food
 - c) funeral
 - d) bucket

Additional task:

Enlarge into a situation:

1. "Because there was prophecy in little Tom's fever-dreams" (p. 273);
2. "...as if by never showing that he recognized the truth, the truth might turn out not to be the truth after all" (p. 274);
3. "I think: Can this go on forever? This being-on-the-edgeness"(p. 276);
4. "What hope even for a four-foot high, ten-year-old detective in this level country where all is conspicuous and nothing is hidden from God?.." (p. 287);
5. "A look of disbelief – of guilt, terror- crosses his face"(p. 289);
6. "In the pail is what the future's made of" (p. 308).

Lesson 10

Introductory tasks:

- Read through pages 309–328.
- Be ready with the summaries of the chapters.

Tasks for deeper understanding:

1. Dwell upon a "see-saw game".
2. What was the doom of the premature fetus?
3. Dwell upon the eleventh bottle of the black wooden chest.

4. A survival-kit of mementoes.
5. What is the author's concept of revolution?

Tasks for vocabulary improvement:

1. Find the words using given definitions:
 - a) the making of amends for a wrong one has done, by paying money to or otherwise helping those who have been wronged;
 - b) in a very poor condition as a result of disuse and neglect;
 - c) of a dull grayish-green or blue color.
2. Give synonyms to these words:
 - a) virtue
 - b) whirlpool
 - c) foggy
 - d) melancholy

Additional task:

Enlarge into a situation:

1. "If you are lucky you might get back to where you can begin again. Revolution" (p. 312).
2. "Uproar. A Lewisham lynching" (p. 313).
3. "A sudden, brief spasm, a fleeting battle between pride and remorse, crosses his face" (p. 319).
4. "...he will play his plaintive do-you-remember game" (p. 330).
5. "Build on them" (p. 333).

Lesson 11

Introductory tasks:

- Read from page 344 up to the end.
- Be ready with the summaries of the chapters.

Tasks for deeper understanding:

1. Dwell upon Rosa II.
2. What was the inquiry from Mr. H. Crick to Stanley Booth?
3. The rescue team membership.

Tasks for vocabulary improvement:

1. Find the words using given definitions:
 - a) the quality of being staid or solemn;
 - b) bringing strong images, memories, or feelings to mind.

2. Give synonyms to these words:
 - a) advantage
 - b) brief
 - c) devotion
3. Give the translation of the word and reveal the situations it is used in:
 - tocsin (p. 352).

Additional task:

Enlarge into a situation:

- “It resists the sanguine and the choleric and inclines towards melancholy”;
- “Obeying instinct” (p. 357).

JULIAN BARNES

A HISTORY OF THE WORLD IN 10 AND ½ CHAPTERS

Novelist Julian Barnes was born in Leicester on 19 January 1946 and was educated at the City of London School and Magdalen College, Oxford.

After working as a lexicographer on the *Oxford English Dictionary*, he began a career as a journalist, reviewing for the *Times Literary Supplement* and became a contributing editor for the *New Review* in 1977. He was assistant literary editor and television critic for the *New Statesman* magazine (1977–81) and deputy literary editor for the *Sunday Times* (1980–82), before becoming television critic of *The Observer*, where he worked until 1986. He was London correspondent for the *New Yorker* magazine (1990–95). A collection of these articles were published as *Letters from London 1990–95* (1995). Barnes' first novel, *Metroland* (1980), follows the adventures of a young man escaping English suburbia in Paris in 1968. It was followed by *Before She Met Me* (1982), a story of jealousy and obsession. His next book, the acclaimed *Flaubert's Parrot* (1984), was shortlisted for the Booker Prize for Fiction and won the Geoffrey Faber Memorial Prize. Narrated by a retired doctor, Geoffrey Braithwaite, the novel combines literary criticism, biographical digression and a tragic personal narrative as Braithwaite travels through Rouen and Croisset on the trail of the celebrated author of *Madame Bovary*.

Staring at the Sun (1986) narrates the life story of Jean Sergeant, from the Second World War through to the first decades of the new millennium. *A History of the World in 10 1/2 Chapters* (1989) explores the relationship between art, religion and death, through a number of stories linked by images of shipwreck and survival, while *Talking It Over* (1991), winner of the French Prix Fémina, is the story of a triangular love affair. *The Porcupine*, a politi-

cal novel set in Eastern Europe, was published in 1992. *Cross Channel*, a collection of short stories about English men and women living in France, was published in 1996 and was followed by a dark satire of contemporary English 'theme-park' culture, *England, England* (1998), which was shortlisted for the Booker Prize for Fiction. *Arthur and George* (2005) is based on the true story of a solicitor in the early twentieth century, accused of maiming cattle, and saved by the intervention of Sir Arthur Conan Doyle.

Love, etc (2000), continues the stories of the characters he created in *Talking It Over*. He also used to write a series of detective thrillers under the pseudonym Dan Kavanagh, featuring the bisexual private-eye, Duffy. Julian Barnes' work has been successful both commercially and critically on both sides of the English Channel, and *Flaubert's Parrot* was awarded the Prix Médicis (France). In 1995 he was made Officier de l'Ordre des Arts et des Lettres (France). He was awarded the E. M. Forster Award in 1986 by the American Academy of Arts and Letters, and the German Shakespeare Prize from the Alfred Toepfer Foundation in Hamburg in 1993. In 2011 he was awarded the David Cohen British Literature Prize.

His book *Something to Declare: French Essays* (2002), is a series of essays about French life and culture. He has also edited and translated the first English translation of the French 19th-century novelist Alphonse Daudet's *In the Land of Pain* (2002). *The Pedant in the Kitchen* (2003), was originally a series of articles for *The Guardian*.

Julian Barnes lives in London. His latest books are *Nothing To Be Frightened Of* (2008) – a memoir; *Pulse* (2011) – a collection of short stories; and the novels, *The Sense of an Ending* (2011), shortlisted for the 2011 Costa Novel Award and winner of the 2011 Man Booker Prize for Fiction and *The Noise of Time* (2016).

Lesson 1

Introductory tasks:

1. What do you know about J. Barnes?
2. What do you want to know?

Tasks for deeper understanding:

1. Reading a biography and making a cluster (jobs, family life, awards, best works, etc).
2. What questions about the author can you answer now?
3. Reading an interview with J. Barnes and adding information to the cluster

4. Watching a video interview. What are the two categories of authors? How should you make a film based on a book? What is the most important thing in any book? Why does he call himself a dictator? Why is it easier to imagine?

Additional task:

What are your expectations about the book? What would it be about?

Lesson 2

Introductory tasks:

- Read through pages 1 to 19.
- Give the summary of the part.

Tasks for deeper understanding:

1. Describe the conditions in which the animals lived on the Ark.
2. Describe the way the animals were chosen for the voyage.
3. Describe the building of the Ark.
4. Describe the atmosphere near the Ark.
5. Describe Noah's personality according to the narrator.
6. Describe the death of the unicorn.
7. Discuss the difference between the classical version and the one described in the book.
8. What can you say about the Noah's family? Who was Varadi? Why was Noah chosen?
9. What happened to the caravan of the ships?
10. Comment on the way the narrator got to the ship.
11. Explain the division into clean and unclean animals.
12. The animals' reaction to Noah's presence.
13. Why were many species lost?

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|--------------------|----------------|
| a) fastidious | g) serenity |
| b) a stool pidgeon | h) to strut |
| c) to gloss over | i) willy-nilly |
| d) a stowaway | j) grabby |

- | | |
|--------------------|--------------|
| e) sycophantically | k) shambles |
| f) malingering | l) cock-eyed |

2. Explain the words: The Ark, Tree of Knowledge

3. Translate the passage from p. 17 “I put this suggestion to you...” to p. 18 “...about cross-breeds”.

Additional task:

Make up a dialogue using the given words.

Lesson 3

Introductory tasks:

- Read Chapter I up to the end.
- Give the summary of the part.

Tasks for deeper understanding:

1. Give a character sketch of Noah and his family.
2. Comment on the reason Noah collected the animals.
3. Why did some animals decide to stay with Noah?
4. How was the landing proceeding?
5. Discuss the rumor about Ham’s wife.
6. How do you feel about the narrator’s point of view regarding the tale of Noah’s Ark?
7. What is your favorite part of the story?
8. What do you think about the choice of the narrator? Do you think he was telling the truth?

Tasks for vocabulary improvement:

Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|-----------------|------------------|
| a) pious | g) up to scratch |
| b) to plump for | h) contentious |
| c) to exact | i) slander |
| d) to rebuke | j) to cull |
| e) thrall | k) to braise |
| f) a bluster | l) hindsight |

Additional tasks:

1. Make up a dialogue using the given words.
2. Write a short story narrative describing the passage on the Ark from the point of view of any animal.

Lesson 4

Introductory tasks:

- Read Chapter II up to page 55.
- Give the summary of the part.

Tasks for deeper understanding:

1. Describe Franklin Hughes: his appearance, character, attitude to women, career, dreams.
2. Give a character sketch of Tricia.
3. Describe the passengers.
4. What were the two opening lectures like?
5. Why did Hughes have an Irish passport?
6. Comment on the entrance of the 'visitors' and the people's reaction to it.
7. Why did Franklin continue the lecture?
8. What are the parallels with the first chapter?
9. How would you behave in such a situation?

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|--------------------|---------------|
| a) bonhomie | f) gory |
| b) a paunch | g) torpor |
| c) stiff upper lip | h) a skirl |
| d) a spiel | i) suavity |
| e) to deplore | j) a juncture |

2. Translate the passage from p. 39 (Franklin Hughes...) to p. 40 (...obedient couples).

Additional task:

Make up a dialogue using the given words.

Lesson 5

Introductory tasks:

- Read Chapter II up to the end.
- Give the summary of the part.

Tasks for deeper understanding:

1. What was the terrorists' position about law and government?
2. Comment on the division into nationalities: Hughes' thoughts and the real reason.
3. Why did the terrorists resort to such cruel methods?
4. The experiment with a monkey. How does it relate to the situation on the ship?
5. Do you perceive Hughes as an innocent bound to help the terrorists at gunpoint or as their collaborator?

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|------------------------|-------------|
| a) liaison | f) a fluke |
| b) ballsy | g) to rile |
| c) to brood | h) crumpled |
| d) to stand tall | i) duress |
| e) to raise the stakes | j) residual |

2. Translate the passage from p. 62 (Back into the stateroom...) to p. 64 (...If there was a them all).

Additional tasks:

1. Make up a dialogue using the given words.
2. How do you think Franklin's life will change after the events?
3. Write a short story narrative from the point of view of one of the passengers or terrorists.

Lesson 6

Introductory tasks:

- Read Chapter III.
- Give the summary of the part.

Tasks for deeper understanding:

1. Who is the accused in the case and why?

2. Why does the procurator state that the court lacks the jurisdiction to try the defendants?
3. Why is it contrary to the God's law to try the defendants?
4. How does the lawyer prove that the insects can be judged?
5. What was the final decision?
6. Speak of the connections between the 1st and the 3rd chapters.

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|----------------|-----------------|
| a) hitherto | h) hindrance |
| b) felonious | i) to burrow |
| c) libel | j) to extirpate |
| d) irruption | k) posterity |
| e) nave | l) a boil |
| f) to abrogate | m) tithe |
| g) to bedizen | |

2. Translate the passage from p. 62 (Back into the stateroom...) to p. 64 (...If there was a them all).

Additional tasks:

1. Make up a dialogue using the given words.
2. At what times could such a lawsuit take place? Speak about the Inquisition.
3. Speak about the form of narration. What is the purpose of choosing this form?
4. Find information about the following characters:

a) Aeneas	e) Ajax
b) Shadrach, Meshach and Abednego	f) Jezebel
c) Gracchus	g) Belshanezzar
d) Daedalus	h) Sennacherib
5. Have you ever heard of any similar cases? Prepare a piece of information about one of them.

Lesson 7

Introductory tasks:

- Read Chapter IV up to page 116.
- Give the summary of the part.

Tasks for deeper understanding:

1. Who is the protagonist of the story? How do you imagine her?
2. Tell about her childhood and encounters with reindeer.
3. What is “the first big accident”? Why was she shocked and disturbed by it?
4. Comment on the phrase “Burying things gives you a proper sense of shame.”
5. Why did she go down south?
6. Describe her relationships with Greg. Why did she leave?
7. Why did she call her cats like that?
8. How was she surviving?
9. Why and what was she thinking about ships?
10. What were her nightmares about?

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|-------------------|---------------|
| a) to harness | f) uptight |
| b) an antler | g) thongs |
| c) a stag | h) to scoop |
| d) a hoax | i) to slacken |
| e) to slap around | j) a venture |

2. Translate the passage from p. 111 to p. 113.

Additional task:

Make up a dialogue using the given words.

Lesson 8

Introductory tasks:

- Read Chapter IV up to the end.
- Give the summary of the part.

Tasks for deeper understanding:

1. Comment on Kathy’s thoughts about pregnancy.
2. Who will survive in her opinion?
3. What was her explanation of the nightmares? Describe them in detail.
4. Describe her life on the island.
5. What was real and what was a dream?

6. Kathy has a great deal of trouble with emotions and nightmares. The mental health professionals try to make Kathy believe that her problems are largely self-inflicted. What is the explanation? How does Kathy react? Do you believe Kathy or the therapist? Explain.

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|------------|-------------------------|
| a) an urge | f) a peril |
| b) lush | g) a bloke |
| c) crafty | h) to exteriorize |
| d) a drip | i) a series of blunders |
| e) parched | j) fabulation |

2. Translate the passage from p. 124 to p. 125.

Additional tasks:

1. Make up a dialogue using the given words.
2. Dwell upon the development of the themes: Sea, Ark, Individuality, Duality.
3. Find connections with the previous chapters.

Lesson 9

Introductory tasks:

- Read Chapter V, part I (up to page 148).
- Give the summary of the part.

Tasks for deeper understanding:

1. What was the bad beginning of the journey?
2. Sum up everything about the expedition.
3. What happened to the ship? Whose fault was it?
4. What was the plan of the rescue?
5. Why did that plan go wrong? What do you think of the decision made by people on the boats? Can you justify them?
6. What were the conditions on the raft?
7. Describe the nights in the sea.
8. How were the conditions deteriorating?
9. What was “the most terrible decision to be taken”?
10. How did the sailors react to the appearance of a butterfly?

11. Describe their being saved in detail.
12. What were an echo and an echo of an echo?

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|----------------------------|-------------|
| a) a portent | g) menace |
| b) to buffet | h) celerity |
| c) a cask | i) ensnared |
| d) mutineer | j) a morsel |
| e) bludgeon | k) temerity |
| f) a treacherous underling | l) vestiges |

2. Translate the passage from p. 144 to p. 145.

Additional tasks:

1. Make up a dialogue using the given words.
2. Find connections with the previous chapters.

Lesson 10

Introductory tasks:

- Read Chapter V to the end. Give the summary of the part.

Tasks for deeper understanding:

1. How is a catastrophe turned into art?
2. What were Gericault's preparations before he started painting the picture?
3. How was he working?
4. What DIDN'T he paint and why?
5. Give your description of the painting.
6. What moment of the story is depicted there? Why?
7. What is the mood of the people?
8. Comment on the phrase: "Truth to life, at the start to be sure; yet once the progress gets under way, truth to art is the greater allegiance."
9. Why are the people in the painting looking so healthy?

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|----------------|----------------|
| a) rebuffed | f) a chum |
| b) malcontents | g) allegiance |
| c) gauged | h) haggardness |
| d) prone | i) emaciated |
| e) supine | j) detritus |

2. Translate the passage from p. 158 to p. 159.

Additional tasks:

- Make up a dialogue using the given words.
- Find connections with the previous chapters.

Lesson 11

Introductory tasks:

- Read Chapter VI up to page 184.
- Give the summary of the part.

Tasks for deeper understanding:

1. The chapter starts with a portent. What is it?
2. What was Colonel feeling at that moment? Was he sorry for himself?
3. Describe their visit to Dublin: compare the panorama and the painting.
4. What is more impressive to you mind? Do you agree with Amanda or with Colonel?
5. What was their difference in the view of the world?
6. Why did Amanda decide to go to Ararat?
7. Give character sketches of Amanda and Miss Logan.
8. Describe their visit to the Christian church.
9. Why was Amanda angry after their meeting an Armenian priest?

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|----------------|-----------------|
| a) vexing | g) pertinacity |
| b) credulous | h) absconding |
| c) a harbinger | i) hanger-on |
| d) pertness | j) lenity |
| e) pillage | k) ingratiating |
| f) impertinent | |

2. Translate the passage from p. 174 (How could...) to p. 175 (...to be accidental).

Additional tasks:

- Make up a dialogue using the given words.
- Find connections with the previous chapters.

Lesson 12

Introductory tasks:

- Read Chapter VI up to the end.
- Give the summary of the part.

Tasks for deeper understanding:

1. Describe their arrival at the monastery.
2. Compare the perception of the monastery and the Archimandrite by Amanda and miss Logan.
3. What was the conflict about and what did it result in?
4. Do you think that the earthquake was really a punishment? Why were the women's reactions so different?
5. Try to add some more details to the character sketches of the heroines.
6. What happened during the descent? How was Amanda behaving?
7. Why did she decide to stay in the cave?

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|-------------------|--------------------|
| a) rosary | g) scree |
| b) squalid | h) votive offering |
| c) obsequiousness | i) acquiescence |
| d) brusque | j) to be irked by |
| e) exacerbate | k) to be perturbed |
| f) smugness | l) feeble |

2. Translate the passage from p. 191 to p. 192.

Additional tasks:

1. Was it an accident or did Amanda have a purpose? Explain your point of view and prove it.

2. Make up a dialogue using the given words.
3. Find connections with the previous chapters.

Lesson 13

Introductory tasks:

- Read Chapter VII.
- Give the summary of the part.

Tasks for deeper understanding:

1. (story 1) Why didn't the narrator like Lawrence Beesley?
2. How did he escape from the Titanic?
3. What is your opinion about that theory? Is it true-to-life? If so, do you approve it?
4. Why was Beesley famous?
5. How did he behave on the shooting of the film?
6. Comment on the phrase: "History repeats itself, the first time as tragedy, the second time as farce."
7. (story 2) How does the author render the story of Jonah? What can you say about the tone and his choice of words?
8. Why do painters prefer to depict a whale?
9. What are the parallels with the movie "Jaws"?
10. Do you believe the story of James Bartley?
11. (story 3) Who were the passengers of St. Louise? What problems did they face?
12. What are the parallels with the Jonah's story?
13. Why could such a situation happen?

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|----------------|-----------------|
| a) crass | f) facsimile |
| b) robust | g) a penitent |
| c) decrepitude | h) a parable |
| d) to repent | i) oscilliation |
| e) decree | j) rescind |

2. Translate the passage from p. 224 to p. 225.

Additional tasks:

- Make up a dialogue using the given words.
- What connections can you see between the three stories? With the previous chapters?

Lesson 14

Introductory tasks:

- Read Chapter VIII to page 246.
- Give the summary of the part.

Tasks for deeper understanding:

1. Where are the people going and why?
2. What is Truthspiel?
3. What did Charlie take with him?
4. Compare Charlie, Matt and Vic. How do you imagine each of them?
5. Describe their encounter with the Indians.
6. Comment on the conditions of the shooting: the budget of the film, the choice of actors and the choice of the plot.
7. Why were there two camps in the jungles, not one?
8. What does Charlie mean by ‘the effect of the Indians’?
9. Why did he admire them? Why does he say that they are mature?
10. What happened 200 years ago?
11. How did the Indians perceive the idea of acting?
12. What happened to one of the Indians? How did everyone react?

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|---------------|-----------------|
| a) smoulder | g) stringy |
| b) backhander | h) hell-raising |
| c) slog | i) barmy |
| d) arsy-versy | j) bandy-legged |
| e) a fib | k) choppy |
| f) snout | |

2. Translate the passage on p. 241 (Friday) and p. 243 (Monday).

Additional tasks:

- Make up a dialogue using the given words.
- What connections can you see with the previous chapters?

Lesson 15

Introductory tasks:

- Read Chapter VIII up to the end.
- Give the summary of the part.

Tasks for deeper understanding:

1. How did Charlie change? How did the tribe influence him?
2. Describe Charlie's thoughts about kids.
3. What were the relationships between Fermin and Antonio and how did the tribe react to them?
4. "So much for the Truthspiel: when they get it they don't use it". Why?
5. What does Charlie think about the issues of the film?
6. Describe his thoughts about the sense of humour.
7. What happened during the shooting of the final episode? Why did the Indians behave like that?
8. Comment on the change in tone and atmosphere of the letters.
9. Did Charlie really change? Why did he break his relationship?

Tasks for vocabulary improvement:

1) Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|------------------|------------|
| a) grime | f) miffed |
| b) tiff | g) minx |
| c) scuffle | h) dud |
| d) kosher | i) scarper |
| e) to get bogged | j) jab |

2) Translate the passage on p. 258 to p. 259.

Additional tasks:

- What will happen to Charlie in the future in your opinion?
- Make up a dialogue using the given words.

- What connections can you see with the previous chapters?

Lesson 16

Introductory tasks:

- Read “half-chapter” (Parenthesis).
- Give the summary of the part.

Tasks for deeper understanding:

1. Is love conscious or not?
2. Do you agree with the quote “What will survive of us is love”?
3. “We must love one another and/or die” – which point of view do you agree with?
4. Should love be taught at schools?
5. Why does the author call it the half chapter?
6. Why will the poet express love better than the novelist?

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|----------------|----------------|
| a) grizzle | g) lurid |
| b) eloquent | h) rife |
| c) detritus | i) internecine |
| d) fulcrum | j) larcenies |
| e) grubbied | k) a frump |
| f) impregnable | |

2. Translate the passage on p. 276 to p. 277.
3. Find the etymology behind the word “love.”

Additional tasks:

1. Make up a dialogue using the given words.
2. What is, according to you, happily ever after?
3. What is the connection between love and truth?
4. What is, according to you, a perfect way to express your love? To make a proposal?

Lesson 17

Introductory tasks:

- Read Chapter IX up to page 317.

- Give the summary of the part.

Tasks for deeper understanding:

1. Describe the worship centre.
2. Sum up the information about the main character.
3. “Spike had left his faith behind”. How do you understand this?
4. Why did he volunteer?
5. What do you think, what happened to him on the Moon? What did he hear?
6. How did he change after coming back to the Earth?
7. Comment on the phrase: “I went 240 000 miles to see the Moon – and it was the Earth that was really worth looking at”.

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|--------------------------------|----------------------|
| a) raincheck | g) to make a crack |
| b) beatifically | h) coddling |
| c) to opine | i) to foul up |
| d) precarious | j) to be a fruitcake |
| e) wingtip | k) a daily grind |
| f) a curveball sense of humour | |

2. Translate the passage on p. 308 to p. 309.

Additional tasks:

1. Make up a dialogue using the given words.
2. Find information about Project Apollo.
3. What do you think of Spike’s wife? What would you do if you were in such a situation?

Lesson 18

Introductory tasks:

- Read Chapter IX up to the end.
- Give the summary of the part.

Tasks for deeper understanding:

1. What was Becky thinking during the dinner? How was Spike behaving? What was the guests’ reaction?

2. Why did his idea cause so much attention?
3. Why did Becky support her husband?
4. What questions was he asked during the interviews and how did he answer them?
5. Why did he take a football with him to the mountains?
6. Compare Jimmy and Spike.
7. Why did they go on foot? What did they see and find?

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|-----------------------------|-----------------|
| a) to be a bit of a handful | f) a slug |
| b) to do a number | g) zealot |
| c) get off one's tail | h) ebullient |
| d) a floperoo | i) incorrigible |
| e) a glitch | |

2. Translate the passage from p. 332 (It was during...) to p. 333 (...for the night).

Additional tasks:

1. Make up a dialogue using the given words.
2. Why wasn't Spike disappointed? What would he do in the future?
3. What connection can you see with the previous chapters?

Lesson 19

Introductory tasks:

- Read Chapter X up to page 353.
- Give the summary of the part.

Tasks for deeper understanding:

1. Describe the things he found around and his actions.
2. What was so special about the shopping?
3. Why was he eating the same food?
4. He was really impressed by the newspapers. Why? What was in them?
5. What is this place?

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|--------------------|--------------|
| a) entourage | f) scruffy |
| b) strainer | g) sated |
| c) to swank around | h) to ladder |
| d) dodgem | i) fairways |
| e) to plunder | j) adamant |

2. Translate the passages on p. 349 (about the newspapers) and p. 352 (What happens ...do you see?).

Additional tasks:

1. Make up a dialogue using the given words.
2. How do you picture the narrator? What does he look like? What kind of person is he?
3. Why do you think he wanted his life to be judged? Would you like it? What would you expect?
4. He had an opportunity to do anything he wanted. What would you do in such a place?

Lesson 20

Introductory tasks:

- Read Chapter X up to the end.
- Give the summary of the part.

Tasks for deeper understanding:

1. Describe the judgment itself. Why was the narrator disappointed by the verdict?
2. Why did he start worrying?
3. Compare Margaret and Briggitta. Why was he transferred from one of them to another? Who were they anyway?
4. What thoughts did golf provoke in him?
5. Describe the New and the Old Heaven. Why did the new one appear? And what about Hell?
6. Discuss the dialogue about God on page 362. What thoughts does it provoke?
7. Comment on the phrase “Getting what you want all the time is very close to not getting what you want all the time”. Do you agree with it?

Tasks for vocabulary improvement:

1. Find the words in the text, explain in English, give a translation and you example of usage:

- | | |
|--------------|------------------------|
| a) caboodle | f) disabuse |
| b) faddy | g) gratification |
| c) amenities | h) phoney |
| d) bunk off | i) arid |
| e) knacking | j) tenacious customers |

2. Translate the passage from p. 355 (I started worrying...) to p. 356 (...that before).

Additional tasks:

1. Make up a dialogue using the given words.
2. The narrator met a lot of famous people. Whom would you like to meet and why?
3. What is the main idea of the chapter? How is it connected with the rest of the book?

Lesson 21

Tasks for deeper understanding:

1. What are the main themes and ideas of the book?
2. Why is it called “A History of the World”?
3. What can you say about the characters of the book? The style of each chapter?
4. What is the logic of the book? Why do the chapters come in this very order?
5. Why is the parenthesis placed closer to the end?

Additional tasks:

• Prepare an essay on the book: choose one of the chapters, explain your choice and dwell upon the themes discussed in the chapter and its interconnection with the whole book. Give your impressions of the book.

- What were your expectations of the book and what did you really get?
- Discuss what you liked and didn't like.

РАЗДЕЛ II

ГЛАВА 1

BOOKS RECOMMENDED FOR THIRD-YEAR STUDENTS

MAGNUS MACINTYRE
WHIRLIGIG

Tasks for deeper understanding:

1. Describe a character. Your analysis should be based on the information from the whole novel. Use quotes to support your point of view. Except for Question 1 analyze the relationships between Gordon and the given characters using the information from the whole novel.

Here are some tips on how to do it:

<http://homeworktips.about.com/od/writingabookreport/a/characteranalysis.htm>

<http://www.wikihow.com/Write-a-Character-Analysis>

<http://www.enotes.com/topics/how-write-character-analysis>

Here is the list of characters to choose from (in the last question there are two characters to analyze):

- | | |
|----------------------|------------------------------------|
| a) Gordon Claypole | e) Dorcas MacGilp |
| b) Coky Viveksananda | f) Lachlan |
| c) Peregrine MacGilp | g) Milky |
| d) Bonnie Straughan | h) Harry Lightfoot, Tommy Thompson |

2. Answer the question:

- What role do these characters (Task 1) play in Gordon's life and in the book?

3. Comment on the main themes of the novel as a whole. Give the evidence to support your opinion by referring to the text. Explain what the author's point of view is and what you think about this problem/theme. Choose one of the topics:

- A. The theme of English-Scottish relations. The image of Scotland in the novel. Gordon's attitude to his Scottish origin.
- B. The theme of family relations and childhood. Consider Gordon's family and Coky's family.
- C. The theme of environmental problems and ecology (wind turbines, eco-activists etc.).
- D. The theme of the relations between men and women (friendship, love). Consider all the couples.
- E. The theme of success, money and business. Consider Gordon, Peregrine and Lightfoot.
- F. The theme of man vs. nature.
- G. The theme of the new vs. the old, conservatism vs. innovations.
- H. The theme of country life vs. city life.
- I. The theme of changes that a person goes through.
- J. The structure of the novel. Explain the author's choice of presenting events in this order. Speak about the role of prologue and epilogue, connections, links, leit-motifs. Explain the title of the book.
- K. The plot and the events of the novel (are they true to life or unrealistic?). Speak about the novel as a comic one. Analyze the epigraphs and speak about their functions in the novel.
- L. *Whirligig* as a kind of a fairy-tale, find all the features of a fairy-tale in the novel, draw conclusions.

BERNARD MACLAVERTY
GRACE NOTES

Tasks for deeper understanding:

1. Describe a character based on the information from the whole novel. Use quotes to support your point of view. Here are some tips on how to do it:

<http://homeworktips.about.com/od/writingabookreport/a/characteranalysis.htm>

<http://www.wikihow.com/Write-a-Character-Analysis>

<http://www.enotes.com/topics/how-write-character-analysis>

2. Here is the list of characters to choose from (in some questions there are two characters to analyze):

- | | |
|---|--------------------|
| a) Catherine Anne McKenna | e) Liz |
| b) Catherine's parents – Mr. and Mrs. McKenna | |
| c) Dave | f) The Melnichucks |
| d) Huang Xaio Gang | g) Miss Bingham |

3. Describe the relationships between Catherine and the following characters, your analysis should be based on the information from the whole novel. Use quotes to support your point of view. Choose one from the list (in some questions there are several characters to speak about):

- Catherine's parents;
- Her daughter Anna;
- Her teachers (Huang Xaio Gang, Melnichuck, Miss Bingham);
- Dave.

4. Answer the question:

- What role do these characters (Task 2) play in Catherine's life and in the book?

5. Comment in the main themes of the novel as a whole. Give the evidence to support your opinion by referring to the text. Explain what the author's point of view is and what you think about this problem/theme. Choose one of the topics:

- The theme of the Irish-English relations as presented in the novel.
- The themes of family relations and childhood as presented in the novel.
- The themes of religion (Roman Catholic and Protestant) and spirituality as presented in the novel.
- The theme of the relations between men and women as presented in the novel.
- The theme of the relations between people (men and women) in the sphere of music presented in the novel.
- The theme of parenthood (motherhood) as presented in the novel.
- The theme of the relations between teachers and students/pupils as presented in the novel.
- The theme of depression in different forms as presented in the novel.
- The process of giving birth compared with the process of composing music in the novel. A vernicle is a badge that a pilgrim would wear to show where he has been. Speak

about the significance of using the name as the title of Catherine's symphony. Describe how the use of the Orangemen in the final symphony brings Catherine's story full circle.

J. The theme of music as a form of art as presented in the novel. Discuss the use of homophones both symbolically and structurally in the novel. Explain the title of the book.

K. The structure of the novel. Explain the author's choice of presenting events in this order. Speak about Huang Xaio Gang's Taoist beliefs influencing the overall structure of the novel.

Additional tasks:

• Listen to the Book Club programme in which Bernard MacLaverty discusses *Grace Notes* with the readers. Make notes of the questions and the answers. Comment on them.

<http://www.bbc.co.uk/programmes/b00lf0vg>

ГJIABA 2

BOOKS RECOMMENDED FOR FOURTH-YEAR STUDENTS

**HILARY MANTEL
AN EXPERIMENT IN LOVE**

Tasks for deeper understanding:

1. Describe a character based on the information from the whole novel. Here are some tips on how to do it:

<http://homeworktips.about.com/od/writingabookreport/a/characteranalysis.htm>

<http://www.wikihow.com/Write-a-Character-Analysis>

<http://www.enotes.com/topics/how-write-character-analysis>

2. Here is the list of characters to choose from (in some questions there are two minor characters to analyze):

- | | |
|---------------------|----------------|
| a) Carmel | e) Lynette |
| b) Carmel's parents | f) Niall |
| c) Karina | g) Claire, Sue |
| d) Julianne (Julia) | |

3. Describe the relationships between Carmel and the following characters; your analysis should be based on the information from the whole novel. Choose one from the list (in some questions there are several minor characters):

- a) Carmel's parents
- b) Karina
- c) Julianne (Julia)
- d) Lynette
- e) Niall
- f) Teachers (both at schools and university)
- g) Claire, Sue

4. Comment on the whole novel. Give the evidence to support your opinion by referring to the text. Explain what the author's point of view is and what you think about this problem/theme. Choose one of the topics:

A. *An Experiment in Love* as a novel about present and past, about memory and nostalgia.

B. *An Experiment in Love* as a novel about making choices and facing their consequences.

C. *An Experiment in Love* as a novel about education, learning and different kinds of knowledge.

D. *An Experiment in Love* as a novel about religion and its role in the British society and lives of the characters.

E. *An Experiment in Love* as a novel about different kinds of love and friendship.

F. *An Experiment in Love* as a novel about feminism and the status of women.

G. *An Experiment in Love* as a novel about children, teenagers and adults and their relationships.

H. *An Experiment in Love* as a novel about class structure and the role a person's origin (class, nationality, culture etc.) plays in their lives.

I. *An Experiment in Love* as a novel about the control over one's body. Consider such aspects as flesh, sex, methods of contraception, abortion.

J. *An Experiment in Love* as a novel about the control over one's body. Consider such aspects as sensuous experiences, appetite (in different meanings of the word, think over a quote on p. 69 "Let us say then it is a story about appetite..."), hunger, food, and anorexia.

K. *An Experiment in Love* as a novel about the control over one's body. Consider such aspects as appearance (hair-do, clothes, accessories etc.) and interiority (spirit, psyche, soul).

- L. The language, style and imagery in *An Experiment in Love*.
- M. Allusions and symbols in the novel, their functions in the story.
- N. *An Experiment in Love* as a Bildungsroman.

DAVID MITCHELL
BLACK SWAN GREEN

Tasks for deeper understanding:

Answer the questions:

1. Why do you think that the author chose the title *Black Swan Green* for this novel? How is a sense of place significant within the context of the story? How are Jason Taylor's experiences linked to a sense of place? There is a rich tradition of English novels set in villages like Black Swan Green. How did the town of Mitchell's imagination compare with those of classic British novels? What characteristics, both of the village and the villagers, did Mitchell employ to recall this tradition, and how did he subvert it?

2. What can you say about the structure of the novel? Although the *Black Swan Green's* structure is considerably less complex than Mitchell's previous work it can almost be read as a set of inter-linked short stories rather than a straightforward linear narrative. How well did you feel this worked? Why might he have chosen to include 13 chapters? Why not 12 chapters?

3. Why do you think that the author chose to name both the first and last chapter of the novel "January Man"? What does it indicate about the passage of time in the novel? How has Jason Taylor changed from the first to last chapter?

4. How does David Mitchell succeed in evoking the period that *Black Swan Green* is firmly anchored, i.e. 1982? How does the author employ references to popular culture in the novel? How does this help to create a sense of time and place? Does it have an impact on the authenticity of the novel and its characters for readers?

5. Why do you think that the author chose to open the novel with the story of the wrong number? How does it make Jason feel? What kind of feeling or atmosphere does it create for readers? How do the events of the first chapter help to set up the novel for readers and create the mood? What themes begin to emerge in this first chapter? How does the author create foreshadowing?

6. What is the significance of the Ralph Bredon scene in the first chapter? What do we learn about our narrator as a result of this section? How is this story continued at the end of the book and why does the author choose to arrange the events like this?

7. How does the author end each chapter? Are there decisive conclusions to each section? Why do you think the author chose to end the chapters this way?

8. Can you analyze and identify what David Mitchell parodies or uses as a basis for each story? Keep in mind that every chapter brings allusions to specific styles of writing, specific books, or specific time in history.

9. How important is humour in the novel and how would you describe that humour? Give examples.

10. Did you notice that throughout the novel, phrases and paragraphs are often repeated, sometimes with variation and sometimes identically? How does context alter the meaning of these repeated phrases? And what did Mitchell accomplish by repeating paragraphs with slight variations, as in the chapter “Solarium”?

11. Did you notice the frequent appearances of the “moon-gray cat”? In what instances does the cat appear? Why did Mitchell choose to link these instances using the moon-gray cat?

12. How does the author use language to convey a sense of place and create authentic characters? Give examples.

13. Is Jason Taylor a trustworthy narrator? Are his descriptions and stories always accurate? Explain.

14. Did you notice that Jason has ongoing internal dialogues with “Maggot” and “Unborn Twin”? Who is Unborn Twin? Maggot? How does the dialogue of Unborn Twin and Maggot differ from Jason’s dialogue? What purpose does the appearance of Unborn Twin and Maggot serve? What roles do Maggot and Unborn Twin play in Jason’s life? And what did Mitchell accomplish by employing this device?

15. Did you pay attention how at the beginning of the novel, Jason fears that his stammer defines him? Why do you think he calls it “Hangman”? Does he have a positive or negative influence on Jason? Does Hangman, or Jason’s perception of Hangman, change as the story progresses? How does he learn to adapt to it? In what ways is the stammer a limitation and in what ways an advantage? Imagine Jason without a stammer – how would the novel be different?

16. How different is the Jason on the inside from his outward personality? (“*How about an Outside You*, suggested Upside-Down Me, who is your Inside You too?” (p. 316)). How does he change over the course of the novel? Who is Eliot Bolivar? How does his presence in the novel relate to the other representations of identity within the novel?

17. How apt did you find Madame Commelynck's description of what it is to be a thirteen-year-old boy (“*Ackkk*, a wonderful, miserable age. Not a boy, not a teenager. Impatience, but timidity too. Emotional incontinence” (p. 182))? Does it suit Jason? How well does Mitchell capture a thirteen-year-old's voice?

18. How important are language and style in the novel, particularly in constructing Jason's character (“Authors knit their sentences tight. It's their job” (p. 265))? How does the language of Jason's narrative change over the course of thirteen months? We learn that Jason writes poetry. Rather than just tell us this, how does the author convince us of this throughout the novel?

19. What political events are taking place throughout the novel? How does Jason see the world outside Black Swan Green? What ideas and opinions does he have? Where do they come from? How do the political events affect Jason? How does his budding political consciousness evolve over the course of the novel? And how did events in the world reflect the events happening within Jason's home?

20. Did you notice that many of the male characters in the book have reprehensible traits. Some, like Dean Moran's dad, are alcoholics; others, like Jason's uncle Brian, are overtly racist and sexist? Jason idolizes his cousin Hugo at first, but by the end of the novel thinks he's “smarmy,” and sometimes Jason's father appears heroic, but at other times, callous and cowardly. Is Mitchell commenting on the pitfalls of masculinity? Are the female characters portrayed with fewer faults? Give examples.

21. Did you notice that violence is an ever-present threat in Jason's world, even among adults, like the bus driver, Norman Bates, who carries a Bowie knife, and Kit Harris, the Borstal teacher, who set his Dobermans on Jason? What role does violence play in the story? Give examples.

22. What does Jason learn from his teachers: Madame Crommelynck, Mr. Kempsey, Miss Lippett? How do these “lessons” help him? What are other important lessons in the book where he learns about morality and ethics, about art and education, about life and society?

23. Do you remember that in the first chapter we meet Dean “Moron” Moran? Jason says “Names aren't just names.” What does he mean by this? How does the author address is-

sues of “rank” in Jason’s experiences and in the world at large? The boys construct their own world based on an elaborate set of codes. Why is it so hard for Jason to fit into that world? What problems do other boys have to cope with? Jason successfully completes the test to be admitted into the ultra-popular, ultra-secret society of the Spooks; but his friend Dean Moran doesn’t have such luck. Why did Jason go back to help Dean? Was it the right choice? What gives Jason the courage to stand up to Neal Brose and to overturn the entrenched code of not “grassing”? How does it change his life?

24. How evident are class divisions in the novel (“His voice was poshish but not as posh as Mum's put-on posh” (p. 133))? How important are they? Various ethnic groups are represented or discussed throughout the novel. Are they accurately described? Whose points of view are represented?

25. Do you realize that from early in the novel it is clear to the reader, although not so clear to Jason, that the Taylors' marriage is in trouble? How does Mitchell convey the disintegration of the relationship through Jason's narration? How do relationships of Jason and his parents develop throughout the novel? How does Julia and Jason’s relationship change as the story progresses? What do you think draws them closer together?

26. What does Jason have to overcome? Keep in mind that protagonists typically have to overcome flaws and challenges. Would you say he is successful? Why or why not? At the end, Jason says, “The world’s a headmaster who works on your faults.” What did he mean? Do you agree?

ΓJIABA 3

BOOKS RECOMMENDED FOR FIFTH-YEAR STUDENTS

**JONATHAN COE
WHAT A CARVE UP!**

Tasks for deeper understanding:

1. Describe a character based on the information from the whole novel.

Here are some tips on how to do it:

<http://homeworktips.about.com/od/writingabookreport/a/characteranalysis.htm>

<http://www.wikihow.com/Write-a-Character-Analysis>

<http://www.enotes.com/topics/how-write-character-analysis>

2. Here is the list of characters to choose from (in some cases there are two minor characters to analyze):

- | | |
|--------------------|--------------------------------------|
| a) Thomas Winshaw | g) Michael Owen |
| b) Henry Winshaw | h) Fiona, Phoebe Barton |
| c) Dorothy Winshaw | i) Findlay Onyx |
| d) Mark Winshaw | j) Lawrence Winshaw, Godfrey Winshaw |
| e) Roddy Winshaw | k) Tabitha Winshaw, Mortimer Winshaw |
| f) Hilary Winshaw | l) Joan, Graham Packard |

3. Comment on the whole novel. Give the evidence by referring to the text. Explain why the author writes his novel in this way, what his attitude is and what you think about this manner / problem / theme. Choose one of the topics:

- A. *What a Crave Up!* is a postmodern novel.
- B. *What a Crave Up!* is an intertextual novel.
- C. *What a Crave Up!* is a political novel.
- D. *What a Crave Up!* is a novel about social problems.
- E. *What a Crave Up!* is a state-of-the-nation novel.
- F. *What a Crave Up!* is a novel about classes.
- G. *What a Crave Up!* is a satirical novel.
- H. *What a Crave Up!* is a detective mystery.
- I. *What a Crave Up!* is a horror thriller and adventure novel.
- J. *What a Crave Up!* is a novel about dreams and imagination.
- K. *What a Crave Up!* is a novel about coincidences and fate.
- L. The structure, the narrative techniques and the language in the novel *What a Crave Up!*

Additional tasks:

1. Watch the film *What a Carve Up!* (1961) and speak about the things from that movie that Jonathan Coe used in his novel (besides the title).

2. Listen to the Book Club programme in which Jonathan Coe discusses *What a Carve Up!* with the readers. Make notes of the questions and the answers. Comment on them.

<http://www.bbc.co.uk/programmes/b0077647>

Tasks for deeper understanding:

Answer the questions:

1. What is the significance of the novel's title *White Teeth*? Use specific references to teeth as evidence. One notable aspect of teeth is their longevity – how they remain when the rest of the body's unique identifiers are gone. Why do you think Smith titles certain chapters of this book after teeth, or stages related to teeth? Why does Irie choose dentistry as a future vocation? How does her choice connect to the novel's title? What, if anything, do the characters' names determine or reflect about their fate? Some characters of interest: Clara, Joyce, Irie, Millat, Magid.

2. Why is the phrase “What is past is prologue” a particularly fitting epigraph for *White Teeth*. Why do you think Smith begins the book with Archie's attempted suicide? What about the start of a new year, is it significant at the beginning and the end of the novel? Is it significant that the novel is set in the build up to the turn of the Millennium?

3. Did you notice that with *White Teeth*, Zadie Smith shows herself to be a brilliant mimic of the sounds of urban speech? In which parts of the novel does she display this skill to the greatest effect? How does her prose style work to convey the busy, noisy soundscape of a multicultural metropolis? Does Smith do a good job of representing contemporary Britain? *White Teeth* employs humor to great effect, often as Smith's omniscient narrator chimes in to comment and explain the action in the novel. Do you like the narrator's voice? How does her use of comedy impact the novel's emotional power? What do you think of the way the novel moves between historical time periods, places and different characters' perspective?

4. How would you evaluate the book's view of: a) life in London for immigrants; b) life alongside immigrants for “white” people. How is Glenard Oaks a microcosm of London's ethnic melting pot? How do “fags,” or cigarettes with the “stuff that turns white teeth yellow,” help bring these social factions together in the schoolyard? In various ways, Smith writes about the “gaps” that exist between groups of people, whether these gaps arise within one family, between several families, or among the sexes, the haves and have-nots, the believers and nonbelievers, and various ethnic groups in London.

Name some specific examples of these gaps and which characters are able to overcome them.

5. Can you comment on the fact that O'Connell's represents a place where "everything was remembered, nothing was lost"? Why is this so important for Samad and Archie? What version of English life does it represent? What opportunities for self-expression and community does the sparsely attended but lively pub run by Abdul Mickey offer? Does Smith use the pub as a sort of stage for the everyday comedy and the various ironies of ethnic identity and assimilation in North London? What is funny about the timeline on pp. 245–247?

6. Can you identify some examples of racism and xenophobia (fear of foreigners), throughout the novel? For example, when Hortense rejects Clara's marriage to Archie on grounds of his race, and Samad and Alsana wish their sons to be raised as good Muslim Bengalis (NOT "Pakis"), what is Smith suggesting about London's multicultural communities? Why is it so important to them that their culture stays "pure"? Compare these examples of racism to the scene in Chapter Four, when Archie's boss tries to justify his company's discrimination against Clara. How are they different? How might they be the same? How does *White Teeth* subvert the stereotype that there are no black people in Britain at all? What is the meaning and significance of the phrases "to the pure all things are pure" and "can't say fairer than that"?

7. Can you comment on one of the main themes in *White Teeth*, that of identity? Choose two main characters and compare the roots of their identities: how do they identify themselves? How do others identify them? Are these the same or different? In an interview, Smith says of *White Teeth*, "I wasn't trying to write about race. ... Race is obviously a part of the book, but I didn't sit down to write a book about race... So is [it that] a book that doesn't have exclusively white people in the main theme must be one about race? I don't understand that." What are some of the indications in *White Teeth* that Smith is not as interested in race as she is in the juxtaposition and interaction of people from different ethnic groups living their daily lives? Do the children of Archie and Samad experience their ethnic or racial identities in different ways than their parents do? If so, why? What is interesting about the experiences of Irie, Millat and Magid, compared to their parents'? Is Smith suggesting that there is a rising trend in intermarriage between members of different races and ethnicities, so that these issues become of less interest, or meaning, as time passes? Is Alsana right when she says, "you go back and back and back and it's still easier to find the correct Hoover bag than to find one pure person, one pure faith, on the globe"?

8. On p. 18, as Archie rejoices his narrow escape from death, Smith writes, “Generally, women can’t do this, but men retain the ancient ability to leave a family and a past” – what does she mean? Do you think Archie is a “typical” man in this sense? How does Smith portray men and women? How does race play a role in their beliefs about gender? Who has the real power? Give an example of where race and ethnicity as well as gender come into play in directing a character’s behavior. When Shiva and Samad discuss Samad’s infatuation with Poppy Burt-Jones, what does Samad mean when he exclaims, “I don’t wish to be a modern man”? What is Shiva referring to when he warns Samad against having an affair with an Englishwoman because there’s “too much bloody history”?

9. Samad and his wife, Alsana, had a traditional arranged marriage in Bangladesh – is love irrelevant in a relationship such as theirs? Does the novel indicate that love is a simpler issue for those of the younger generation, who are sexually and emotionally more free to pursue their desires? How do you understand the following statement from Chapter 17: “Not everybody deserves love all the time”? Which troubled relationships in the book support or reject this claim?

10. How does the author represent religion in *White Teeth*? Is it positive or negative? Consider the representations of: Samad and Millat as Muslims; Hortense and Ryan as Jehovah's Witnesses; Joyce and Marcus as “Chalfenists”. Which of the characters in the novel are Chalfenists? Is Archie a Chalfenist? In your opinion, does the novel support or undermine Chalfenism? Give some examples of how religion plays a key role in *White Teeth*. What beliefs stand in for religion for the Chalfens? In the Jones household? What separates Hortense and Magid's views of God and destiny? In what way, if any, do they intersect?

11. According to the novel, what is the purpose of fundamentalism? Use FATE, KEVIN, and the Jehovah's Witnesses as examples. What does becoming a Witness do for Ryan Topps that Clara could (and would) not? How are the goals of KEVIN and FATE similar? Why do you think Smith represents Millat’s struggles and his involvement with KEVIN in the way she does? What do you think of the book-burning episode? Why does Smith include an episode in which Millat travels to Bradford with other members of KEVIN to burn copies of Salman Rushdie's *The Satanic Verses*? Does the fact that none of the boys have actually read the book make their ideological zeal more comical, or more frightening?

12. How is fate embraced or refused by each of the book’s main characters? By the end of the book, who believes in fate the most? The least? Why? Weigh the influence of fate and coincidence in the novel. Does one or the other emerge as the driving force of history? Is the

resulting message optimistic or pessimistic? With regards to Zeno's paradox, do you think humans escape "fate," or the consequences of their decisions? Can science overcome (human) nature? What examples in the novel support your opinion?

13. Why does Archie like to flip a coin in moments of indecision? What does it say about him as a person? How does the opening epigraph, from E. M. Forster's *Where Angels Fear to Tread* (p. 1), relate to Archie and his approach to life? Does chance play a more powerful role than will or desire in determining events for other characters in the novel too? A few days before Archie tries to kill himself because his first wife has left him, Samad tries to console him: "You have picked up the wrong life in the cloakroom and you must return it ... there are second chances; oh yes, there are second chances in life" (p. 13). Does Archie's marriage to Clara constitute a second chance that improves greatly upon the life he had before he met her? Why does the chapter title call the marriage "peculiar" (p. 3)? Compare the Archie who attempts suicide on Cricklewood Broadway to the Archie who jumps in front of Millat's gun. Is it possible to treat the two as separate characters? Archie "was a man whose significance in the Greater Scheme of Things could be figured along familiar ratios: Pebble: Beach. Raindrop: Ocean. Needle: Haystack" (p. 11). Does the fact that Archie is so humble, so lacking in ambition or egotism, make him a more comical character than the serious and frustrated Samad? Is Samad's character ultimately funny as well?

14. What can you say about the mothers in the book: Clara, Alsana, Hortense, Joyce, and at the end, Irie? Do their hopes for their children come true? How are their children like or unlike them, and what legacy do they leave? In Chapter 1, Smith describes Clara Bowden as an "accident" that happened to Archie, precipitated by their chance meeting. How does Clara Bowden's entire family – from her child, Irie, to her mother Hortense and their ancestors in Jamaica – fall victim to literal and figurative "accidents?" Why does the author go into such depth to discuss Clara's family? What does Hortense's birth have to do with the overall impact of the novel? Does the introduction of Hortense's birth and the circumstances surrounding it have anything to do with Archie and his relationship to Dr. Sick? Does one foreshadow the other?

15. Smith writes about Irie's self-image problem, "There was England, a gigantic mirror, and there was Irie, without reflection. A stranger in a strange land" – what does she mean? How is that "strangeness" evident during Irie's experience at the hair salon? What does Neena mean when she tells Irie, "The Afro was cool, man. It was wicked. It was yours"? Fed up with her own family, Irie goes to stay with her grandmother Hortense, and begins to piece

together the details of her ancestry. Does what she learns about her family's history make a difference in her sense of identity or in her ideas about the direction her life should take? Explain what Irie's daughter represents. Would it make a difference if her father's identity were known? As a "fatherless" daughter, is she really free from the past as the narrator insinuates? Why does Smith set up the circumstances of Irie's pregnancy so that it will be impossible for her to know which of the twins is the child's father? How does what we learn about Irie and her daughter on the novel's final page relate to the genealogical chart that appears on p. 338?

16. Samad imagines a sign that he would like to wear at his restaurant job, a sign that proclaims "I am not a waiter. I have been a student, a scientist, a soldier ..." (p. 58) – why, in all the years that pass during the novel, does Samad not pursue another job? Is it surprising that Samad doesn't seek to change his life in more active ways? Does Islam play a part in this issue? What characteristics of the Indian mutineer/hero Mangal Pande do you see in his great-grandson, Samad? Why is finding the book documenting Pande's life so important to Samad? In Chapter 10, how does Samad's version of his great-grandfather's history compare to the English version and to Archie's version? Identify other examples where the characters disagree about past events. What is Smith suggesting about the immutability of history? Archie says, "The truth is the truth, no matter how nasty it may taste" (p. 253). How do you feel about this statement? Do you think the world agrees with this? How important do you think history, tradition and heritage are to: a) the characters; b) the author; c) the world.

17. Why is upward mobility and social status so important to the immigrant population in London? Give some examples using Alsana and her extended family. Describe the differences between Alsana and her niece, Neena. What is the effect of juxtaposing Alsana with Neena, her "Niece-of-Shame," who is an outspoken feminist and lesbian? Why is Neena one of the novel's most pragmatic – and therefore contented – characters? Why does Alsana ask Neena to act as an intermediary with the Chalfens for Clara and herself? Give other examples of where age comes into play for other characters in the book. Who do you think are the wisest, most well-adjusted characters? Why?

18. What can you say about the father figures in the book: Archie, Samad, Marcus, and any others? Do their hopes for their children come true? How are their children like or unlike them, and what legacy do they leave? Samad is often angry: about the war ending, about his grandfather's reputation, about India, about his job as a waiter. How does that anger mirror his son Millat's? Where else is anger illustrated by immigrants and second-generation characters? Who or what is to blame? How is Millat like his father? Do you think Samad made the

right choice in sending Magid to India? Why or why not? How do you feel about the relationship between Samad, Millat and Magid? What do you think of their behaviour? Where do you think their solution lies?

19. Magid and Millat Iqbal, the identical twins, are close as children and are then separated – what is the connection between them? Is it different than that of non-twin siblings? How? What do their divergent personalities and views say about the effects of nature vs. nurture? In light of their stories, is it ever possible to tell what is genetically determined and what is the product of experience? Imagine that Millat was sent to Bangladesh instead of Magid. Do you think the twins would have turned out differently? If so, how? If not, why not? What are some similarities between Millat's and Magid's obsessions with extremist religion and science, respectively? What about their lives appears to drive them toward these obsessions? What other characters harbor obsessions in *White Teeth*? Magid and Millat both shirk their Asian roots, though in different ways. Magid begins to call himself Mark Smith while he is still a schoolboy, while Millat models himself on Robert De Niro's character Travis Bickle in the film *Taxi Driver*. Irie, on the other hand, is drawn to what she imagines is the "Englishness" of the Chalfens. Is the gradual loss – or active rejection – of one's family heritage an unavoidable consequence of life in a culturally mixed environment?

20. What might be significant about the novel's central friendship, between Archie Jones and Samad Iqbal? Archie and Samad may have missed out on the action in World War II, but what are the key points in Chapter Five that cement their friendship? How did the physical wounds they suffered in the war forever change their lives? How did the decisions they made during the war do the same? Why is what happened to Samad and Archie during the war more meaningful to them than anything that will happen in their later lives? Why does Samad expect Archie to kill Dr. Sick for him? Why is Archie's killing of Dr. Sick important to Samad? What exactly has happened in this village – what has the doctor been doing there? Why does Samad feel that the doctor must die? Would it have been out of character for Archie to execute this man? Why does the author introduce Archie and Samad's experience in the war the way she does? What does their time in Germany have to do with the overall plot of the novel? How do you think Samad would have acted toward Archie if he had known the truth about Dr. Sick's death? What does Archie's actions with Dr. Sick say about Archie? What does his decision to save Dr. Sick's life at the end of the novel say about Archie?

21. What effect does the introduction of the educated, middle-class Chalfen family have on the novel? Why is it significant that Marcus Chalfen comes from a Jewish back-

ground? Why are the Chalfens so patronizing toward the Iqbals and the Joneses? Considering Joyce's relationship to Irie and Millat, what is wrong with the liberal sentiments that the Chalfens represent? Are the Chalfens a realistic example of a white, upper-middle-class family? Why or why not? Give some examples of when Marcus and Joyce Chalfen act politically incorrect at their houseguests' expenses. Why do you think Smith portrays the couple as being so clueless about their impact on Irie, Millat, and their own children? What makes the Chalfen home so attractive to Millat and Irie? Is it the same thing, or are there different reasons? How does FutureMouse and Joyce Chalfen's gardening parallel the relationship that Joyce and Marcus develop with Millat and Irie?

22. What are the defining characteristics of each family? (i.e., the Joneses, Iqbals and Chalfens) How would you describe the differences between the Chalfen family and other families in the narrative, the Joneses and the Iqbals? What kind of ethics and morality does each family display? How do they make moral judgements? How important is the theme of family histories? Various characters, from various families in the novel, collide in the novel's climactic scenes leading up to the FutureMouse convention. What are the motivations and beliefs that have put these characters in conflict? Do the issues of religion, science, and animal rights relate to the novel's interest in personal fate and family history?

23. How would you describe the central friendships in the book? What do the people have in common? (Samad & Archie, Clara & Alsana, Irie & Millat, Marcus & Magid)? Why do Marcus Chalfen and Magid Iqbal develop such a close bond? What is Smith proposing about human beings and our need to improve upon nature?

24. How do the stories of the following sets of characters run parallel: Mangal Pande and Millat, Joshua and Magid, Irie and Ambrosia, Ryan Topps and Joshua Chalfen, Dr. Perret and the FutureMouse mouse? Which of the characters do you find most sympathetic? Why? Who do you think the author finds most sympathetic?

Additional task:

Listen to the Book Club programme in which Zadie Smith discusses *White Teeth* with the readers and some interviews with the author. Make notes of the questions and the answers. Comment on them.

<http://www.bbc.co.uk/programmes/p00f8krw>

<http://www.bbc.co.uk/programmes/p02r7gq6>

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