

УДМУРТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
ИНСТИТУТ СОЦИАЛЬНЫХ КОММУНИКАЦИЙ
КАФЕДРА ПРОФЕССИОНАЛЬНОГО ИНОСТРАННОГО ЯЗЫКА №2

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ
ПО ДОМАШНЕМУ ЧТЕНИЮ
ПО КНИГЕ “CONTEMPORARY BRITISH STORIES”

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Методические рекомендации по домашнему чтению по книге “Contemporary british storuies”: Ижевск: Издательский дом “Удмуртский университет”, 2002. 32 с.

Данное методическое пособие по домашнему чтению разработано для студентов 3–4 курсов дневного отделения Института Социальных Коммуникаций и предназначено для домашней и аудиторной работы.

Пособие включает в себя методические разработки к сборнику современных английских рассказов 80–90 гг. Рассказы разнообразны по своей тематике и стилистике; картинке школьной и студенческой жизни, театральный Лондон, искания интеллектуальной элиты и скромные кварталы Глазго со своеобразным говором их обитателей, мечты и разочарования эмигрантов.

Основная цель методической разработки – развитие навыков беспереводного чтения, подготовленной и неподготовленной монологической и диалогической речи, а также закрепление и активизация слов и выражений для запоминания. Занятия строятся согласно единой схеме: список слов и словосочетаний, подлежащих усвоению, вопросы и специальные задания по содержанию рассказов. Упражнения нацелены на то, чтобы помочь студентам разобраться в содержании художественных произведений, замысле авторов, расширить словарный запас.

Учебный материал рассчитан на 10–12 аудиторных занятий и 16–18 часов самостоятельной работы студентов для проработки комплекса упражнений каждого занятия. Заключительное задание каждого рассказа заключается в итоговом обсуждении всего текста.

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UNIT 1

The Stowaway by Julian Barnes pp. 19–48

Pre-reading questions for discussion:

What do you think the story is going to be about? What do you know about Noah as a biblical hero?

Active vocabulary:

sensible decision

nature reserve

to become a matter of pride

lapses of memory

by one's reckoning

at a safe distance

to give the nod

to tally with

to be entirely incompatible

mutual respect

to give vent to smth

power of foresight

to count on smth/smb

once and for all

by all accounts

to stir up a dispute

to lead smb to frenzy

to countenance the idea

hither and thither

to shift the responsibility on to smb

to handle the responsibility
to no avail
contentuous aspect

Home assignments:

1. Read pages 19–48 paying attention to the use of the active vocabulary items.
2. Memorize the entries of the vocabulary list.
3. Be ready to answer the questions and reproduce the situations with the active words and phrases.

Class exercises:

I. Answer the following questions:

1. What kinds of vessels did Noah's galleon include?
2. What was the situation on those eight vessels?
3. How did Noah's family select animals for their ships?
4. What happened to the stowaways after being detected?
5. What were other dangers to animals apart from that of being turned into lunch?
6. Why did the origins of hysterical pregnancy appear on a ship board?
7. Why wasn't Ham's wife the most popular person in the Ark?
8. What were the two stories about her?
9. Which one did mammals believe and why?
10. Whose journey became a matter of heroism in searching for a land and why?
11. What were domestic animals destined for?
12. Why did all animals pass strict body search?
13. Whose revelations did we become aware of?

II. Reproduce the situations in which the following words and phrases appear:

to become a matter of pride; to give vent to smth; power of foresight; to no avail; to handle the responsibility; contentuous aspect.

III. Find synonyms for the following words and word combinations:

to rock the boat; to ensconce on smth; to vouch for smb; to malingering; to scoff at smb

IV. Give English equivalents for the words from the active vocabulary list:

благоразумное решение; критиковать; по чьим-либо подсчетам; кивнуть в знак согласия; соответствовать; взаимное уважение; дать выход (слезам); по общим отзывам; довести до бешенства; поддерживать идею; переложить ответственность на кого-либо; раз и навсегда; расценивать на кого-либо.

IV. Find English equivalents for the words from the text and use them in your own situations:

оперение; истребление; высадка на берег (с корабля); смешанные браки; откровения; под прикрытием фактов.

V. Copy out from an English-English dictionary words that express similar to the word "smell" meanings (both pleasant and unpleasant). Which of them does the author use in the text?

VI. Speak on the following topics using the active vocabulary and express your attitude:

1. Dwell on Noah's personality, his vices and virtues. Who was he compared to?
2. Ham's wife and children.
3. Comment on animal selection divisiveness.
4. What's your idea of the extermination of crossbreeds?
5. Have you changed your opinion about Noah after reading the text?
6. Find all names of animals in the story. Which of them do exist now? Which of them become extinct?
7. Is this story a real example of our society when human arrogance and ruthlessness appear on the scene?

VII. Translate:

1. По подсчетам ученых, природных запасов нефти хватит еще на много лет.
2. Лишь один из тысячи обладает даром предвидения.
3. Его болезнь обострилась, стали наблюдаться провалы в памяти.
4. Наконец он принял благоразумное решение и отправил сына к маме.
5. Леди Митчелл удобно устроилась в кресле-качалке и не заметила, как заснула.

6. Бригада работала на безопасном расстоянии от здания, где в любую минуту мог прогреметь взрыв.
7. Взаимное уважение между сотрудниками является основой процветания компании.
8. Она дала выход своим слезам только после того, как он ушел.
9. Это стало делом его чести. Он решил отомстить за своих родных и близких.
10. Маргарет подробно описали его внешность и характер. Но уже при первой встрече она поняла, что он не соответствует ее представлениям о рыцаре.
11. Она не произнесла ни слова, а лишь кивнула в знак согласия.
12. Мне пришлось поддержать его идею о слиянии компаний. Это был единственный выход из сложившейся ситуации.
13. Директор был доведен до бешенства безответственным отношением работников к делам фирмы.
14. Не рассчитывай на меня в этом спорном вопросе.

UNIT 2

Gifts by William Boyd pp. 49–66

Pre-reading questions for discussion:

What are the problems that any student faces when entering any educational institution? Can you add anything to this list if a student came from another place?

Active vocabulary:

to shrug one's shoulders
to enrol for courses
to pay fees
lodger
to make a point of smth
to run short
to trim one's budget

to discharge responsibility
audacity
to impede
to sweat blood
to worth the efforts
to persevere v. (perseverance n.)
to share a room
solitary meal
to give a wink
to bide one's time
to be aware of
affliction
to work like hell
to disguise dissatisfaction
bizarre

Home assignments:

1. Read pages 49-66 paying attention to the use of the active vocabulary words and phrases.
2. Memorize the items of the vocabulary list.
3. Get ready to answer the questions and reproduce the situations with the active vocabulary words and phrases.

Class exercises:

I. *Answer the following questions:*

1. Whom did Edward meet first when he arrived at Pan Am?
2. Why couldn't he enrol for courses on the day of his arrival?
3. How did he spend his first evening?
4. Where did he rent a room?
5. How many lodgers did Mme D'Amico have?
6. What kinds of relations existed between Mme D'Amico and Edward?
7. How did Edward become aware of the fact that Mme D'Amico had husband?
8. Why did Edward have to trim his budget?
9. What life did he lead when he run short?

10. How did Lucien help him?
11. Were there any changes in his life being expected?
12. What were the gifts that life suggested to Edward?

II. *Reproduce the situations in which the following words and phrases are used:*

to enrol for courses; to pay fees; to run short; to discharge the responsibility; audacity; solitary meal; to give a wink; bizzare.

III. *Give English equivalents for the following:*

пожимать плечами; поставить себе за правило; проявлять упорство; сократить расходы; работать до изнеможения; стоить усилий; выжидать более благоприятного момента; делить комнату; выражать разочарование.

IV. *Compose your own story using the words from the active vocabulary list.*

V. *Speak on the following topics using the active vocabulary:*

1. Edward.
2. Mme D'Amico. Hugues. Mme Franchot. Rida. Lucien. Jackie. How did they influence on Edward's life?
3. Can you comment on the author's choice of the title?
4. Have you ever found yourself in such life situations as Edward's?

VI. *Translate.*

1. Он поставил себе за правило не принимать скоропалительных решений.
2. Вам следует выждать более благоприятного момента, чтобы сообщить ему эту новость.
3. Проявление упорства в достижении своих целей является хорошим качеством любого специалиста.
4. В этом месяце многим рабочим заводов придется сократить расходы из-за резкого снижения заработной платы.
5. Убедить его изменить решение и не мешать раскрытию преступления будет стоить нам огромных усилий.

6. Не скрывая своего разочарования, он пожал плечами и имел дерзость удалиться с совещания.

UNIT 3

On the day that E.M. Forster Died by A.S. Byatt pp. 67–85

Pre-reading questions for discussion: What do you expect to know from this story? What is the motto of your life? Do you always follow it?

Active vocabulary:

salvation

folly

to spar

to juxtapose

at first sight

perish the thought

to compel smb to do smth

a straying bullet

in the interim

to keep on doing smth

opulent

a token of smth

to annihilate

godsend

to run one's house

fortified wine

elation

to and fro

to hash-hash

to be at fault

to radiate smth

to commit oneself to smth

maverick

to be absorbed in contemplation
to make smb at pass

Home assignments:

1. Read pages 67–85 paying attention to the use of active vocabulary words and phrases.
2. Memorize the items of the vocabulary list and make up your own situations with the active vocabulary.
3. Be ready to answer the questions and reproduce the situations with the active vocabulary words phrases.

Class exercises:

I. Topics and questions for discussion:

1. What is art by T.S. Eliot?
2. What did art mean for Mrs Smith?
3. What did she write her books about?
4. Why did she prefer to do it in the library?
5. How can you explain the relative importance of writing and life mentioned in the text?
6. What did you learn about Mr Forster?
7. Tell us about Conrad and his relations with Mrs Smith?
8. How did music connect them?
9. What is time in Conrad's conception?
10. Why did Mrs Smith refuse to accept Conrad's offer? What was the essence of this offer?
11. What does the closing paragraph of the text suggest to you?

II. *Comment on:*

1. "On the day that E.M.Forster died I decided to write a long novel". P. 74.
2. "You are as old as you feel". P. 80.

III. *Reproduce the situations in which the following words and phrases are used:*

folly; to spar; at first sight; perish the thought; to keep on doing smth;
opulent; godsend; to run one's house; elation; to and fro; maverick; to be absorbed in contemplation; to make smb at pass.

IV. Give English equivalents for the following:

спасение; сопоставлять; заставлять кого-либо сделать что-то; блуждающая пуля; знак; уничтожать; крепленое вино; засекречивать; потерять след; посвятить себя чему-либо; тем временем.

V. Speak on the following topics using the active vocabulary and express your attitude:

1. Mrs Smith.
2. Her children.
3. Conrad. Describe him from the author's point of view and from the point of view of Mrs. Smith.
4. Art.
5. Life.
6. Death.

VI. Translate.

1. Обильная растительность свидетельствовала о теплом климате этой страны.
2. Чтобы сопоставить все факты за и против, необходимо основательно ознакомиться с имеющимися документами.
3. Давай не будем препираться, а постараемся найти компромисс.
4. Грэг предложил гостям по бокалу крепленого вина, чтобы их настроение улучшилось и разговор зашел в нужное русло.
5. Он как долго был погружен в размышления, что не заметил, как стемнело.
6. Еще десять лет назад все военные объекты нашей республики были засекречены.
7. Тот пыл, с которым он рассказывал о своей любви с первого взгляда, заставил каждого из нас вспомнить о самых счастливых моментах в нашей жизни.

UNIT 4

Groundlings by Jane Gardam pp. 86–99

Pre-reading questions for discussion: Are you a theatre goer? What do you know about British theatre?

Active vocabulary:

to lie prone
double-breasted
homage
fastidious
to stretch one's legs
cogent
to reserve strength
to clatter
to get tetchy
deprivation
side by side
to be full of quips
obituary
on account of smth
light sleeper
to be out of the question
garrulous
famish
to kneel down by smb
to linger

Home assignments:

1. Read pp. 86–99 paying attention to the use of the active vocabulary words and phrases.
2. Memorize the items of the vocabulary list.
3. Get ready to answer the questions and reproduce the situations with the active vocabulary words and phrases.

Class exercises:

I. Discuss the following:

1. Why were theatres so popular?
2. Whose plays were performed on the stage?
3. Can you describe Aggie Batt? What is so special about her?
4. Was it her real name? Prove it.
5. Do you guess how old Aggie Batt can be? What facts prove that you are right?
6. Why does the narrator prefer to get her tickets mostly through the theatre queue?
7. When do the first hours of queuing begin?
8. What's the most interesting in the Great Procession?
9. Tell us about Aggie Batt's last visit to the theatre?

II. Comment on:

1. "Things may be larger than your life but they are not larger than mine" p. 94

III. Reproduce the situations in which the following words and phrases are used:

to lie prone; homage; fastidious; to stretch one's legs; to clatter; deprivation; to be full of quips; garrulous; to linger; to kneel down by smb.

IV. Give English equivalents for the following:

двубортный (пиджак); убедительный; поберечь силы; стать раздражительным; спящий чутко; бок о бок; об этом не может быть и речи; голодный; некролог; вследствие, из-за.

V. Speak on the following topics:

1. London theatre world.
2. William Shakespeare.

VI. Translate.

1. Она лежала ничком на кровати, не обращая внимания на убедительные увещевания своей подружки.
2. Наша соседка такая болтливая, поэтому не может быть и речи о том, чтобы посвятить ее в наш план.

3. Я думаю, что этот двубортный пиджак тебе очень идет.
4. Не раздражайся слишком часто, лучше побереги свои силы для чего-то более стоящего.
5. Он чувствовал себя таким голодным, что мог съесть быка.

UNIT 5

Wee Horrors by James Kelman pp. 100–103

Active vocabulary:

to flit out
to root out
to be an ordeal
to get the knack
the coast is clear
queer
to shift smth out of sight
to nudge
to sneek
contraption

Home assignments:

1. Read pages 100–103 paying attention to the use of active vocabulary items.
2. Memorize entries of the vocabulary list and reproduce the situations in which they appear.
3. Be ready to answer the questions.

Class exercises:

I. Speak on the following topics:

1. What's the fuss when moving to a new flat?
2. Tenements and their problems.
3. Why was it an ordeal of having visitors in such houses?
4. What is the message of this story?
5. What does the language of this story suggest?

II. Give English equivalents for the following:

приобрести сноровку; переезжать; все спокойно; упустить из виду; подозрительный, странный; тяжелое испытание; уничтожать, искоренять; слегка подталкивать; хитроумное решение.

UNIT 6

The Language of water by D.S. Mackenzie pp. 104–110.

Active vocabulary:

to go for company

to strive

inference

to be out of one's grasp

to maintain one's balance

to regain one's composure

to ache for smb

straight talker

to be meant for smth

on smb's terms

to heap praises

to get round to smth

to bedevil

to be scared out of smb's wits

to reel

scathingly

Home assignments:

1. Read pages 104–110 paying attention to the use of active vocabulary entries.
2. Memorize the words and phrases from the active vocabulary list.
3. Be ready to answer the questions and discuss the suggested topics.

Class exercises:

I. *Discuss the following topics and answer the questions:*

1. Dwell on Garfield's personality in his youth and old ages.
2. How did the author treat Mr McLeon at the very beginning after being hurt of his critics?
3. Describe Garfield's arrival for their morning fishing.
4. Why did the author agree to go for a company with Garfield?
5. Comment on their choice of going fishing on foot?
6. What are the author's recollections of his childhood about Mr McLeon?
7. What could have made the author change his mind in the attitude to the old man?

II. *Reproduce the situations in which the following words and phrases appear:*

to go for a company; the inference; to be out of one's grasp; to maintain one's balance;

to ache for smb; on smb's terms; to regain one's composure; to heap praises; to get round to smth.

III. *Give English equivalents for the following:*

действовать осторожно; прямолинейный человек; быть предназначенным для чего-либо; резко, жестко; потерять голову от страха; вернуть самообладание; прилагать усилия; сбивать с толку.

IV. *Translate.*

11 сентября 2001 года стало тяжелым испытанием для жителей Америки. Все люди переживали за тех, кто там находился в минуты взрыва. Многие американцы были сбиты с толку и, потеряв голову от страха, стали закупать противогазы. Требовалось приложить очень много усилий, чтобы вернуть самообладание, начать действовать осторожно и не упустить из виду новые террористические акты. Терроризм должен быть искоренен из жизни людей навсегда.

UNIT 7

The Great Profounder by Bernard Mac Laverty pp. 111–127.

Pre-reading questions for discussion: Do you believe in tricks? Which of them do you know?

Active vocabulary:

to stand on tiptoe
for nothing
undivided attention
implements
with arms akimbo
to goad smb on to do smth
to be no point
to herald
to keep an eye on smb
to keep an eye out of smb
within the confines
to rummage
craft
to be wary
to pass the day
to take smb under smb's wing
to give smb a buildup

Home assignments:

1. Read pages 111–127 paying your attention to the use of active vocabulary list.
2. Memorize the entries of the active vocabulary.
3. Be ready to answer the questions and reproduce the situations where the words and phrases of the active vocabulary list are used.

Class exercises:

I. Answer the questions:

1. What does the opening paragraph of the story suggest to you?
2. Can you describe the process of sword-swallowing mentioned in the story?
3. Why was it accompanied by music?
4. How long did the sword-swallower and the musician work together?
5. What was the Great Profundo proposed?
6. Describe Eccentric Genuine Club and its members. What do you say about their manners?
7. What was wrong with the last Profundo's performance?
8. How did the sword-swallower start his career?
9. Was the sword-swallowing a trick or reality?
10. What was the society's attitude to this craft?

II. *Reproduce the situations in which the following words and phrases appear.*

Undivided attention; implements; with arms akimbo; to goad smb on to do smth; to keep an eye on smb; within the confines; craft; to be wary; to pass the day; hard graft; to give smb a buildup.

III. *Give English equivalents for the following:*

зря, без пользы; предвещать; упустить из виду; приютить кого-либо; обыскивать; неразделенное внимание; побуждать кого-либо сделать что-то; стоять на носочках; не может быть и речи.

IV. *Speak on the following topics:*

1. The Great Profundo.
2. Jimmy.
3. The society.

V. *Translate.*

1. Утро этого дня не предвещало ничего хорошего.
2. Он стоял подбоченясь и не спускал с меня глаз, от этого мне становилось очень неловко.

3. Ты очень осмотрителен, и я надеюсь, что не подведешь меня.
4. Студенты были очень заинтересованы темой лекции, поэтому слушали с неразделенным вниманием.
5. Наш многоквартирный дом находится в самом центре города, его поиски не вызовут у тебя никакого труда.
6. Тренер попросил всех ребят встать на носочки и поднять руки вверх.

UNIT 8

Empire Building by Deborah Moggah pp. 128–146.

Pre-reading questions for discussion: What do you think this story is going to be about? Do you think it possible to make a career and bring up children at the same time? What are the difficulties in bringing up children, teenagers in particular?

Active vocabulary:

business instinct
to go bust
brand new
to be proficient
indolent
to flinch
to engage smb in conversation
to rot
in buе course
to swell
to make a detour
junk food
spick and span
to depart on one's honeymoon
to shake off unease
to go like clock work
to block one's view

to fluster
to age ... years

Home assignments:

1. Read pages 128–146 paying attention to the use of the active vocabulary words and phrases.
2. Memorize the items of the vocabulary list.
3. Be ready to answer the questions.

Class activities:

I. *Answer the questions:*

1. Where was the Empire Store situated?
2. Can you describe the owners of the Store? Why were they fined?
3. Who was the last owner of the Store? Did he change anything in his business? Did he succeed in it?
4. How did Hamid's business influence on the relations with his family especially with his son?
5. Why did his family change the place of their living?
6. Why was Hamid's wife homesick? What way out did they find?
7. What was wrong with their party?

II. *Comment on:*

1. "Business is business... to those who are flexible comes strength" p.129.
2. "Manners are taught by example. At home..."p.
3. "Earth has not anything to show more fair..."p.
4. "Explosions, riots and wreckage all round the turning world..."p.146.

III. *Reproduce the situations in which the following words and phrases are used:*

indolent; junk food; to flinch; to swell; to block one's view; to be proficient;
to fluster; to go like clock work.

IV. *Give English equivalents for the following:*

обогнуть, сделать круг; празднование годовщины; уехать в свадебное путешествие; с иголки (одет); постареть на (10,15) лет; пойти по

плохой дорожке; деловое чутье; разориться; рассеять тревоги; в свое время; вовлечь в разговор.

V. Translate and finish the story using active vocabulary words and phrases.

Мистер Джексон к 40 годам сделал карьеру благодаря своему деловому чутью. Дела его шли как по маслу, но чего-то не хватало ему в жизни. Все чаще он начинал задумываться о наследнике, но женитьба не входила в его планы...

UNIT 9

Chemistry by Graham Swift pp. 147–158.

Pre-reading questions for discussion: Can you explain the phenomenon when children tarnish their parents from their lives after meeting a person to marry? Does it often happen in real life? Do you believe that dreams predict our future?

Active vocabulary:

to pounce on smth

to allay

to be endowed with smth

retirement age

to keep smb/smith in check

allegiance to smb

to forsake smb

the onset of smth

menacing (menace)

cantankerous

ailing

precise facts

to gain in authority

slumber

to pick one's moment
to tarnish
to smuggle
crestfallen

Home assignments:

1. Read pages 147–158 paying attention to the use of the active vocabulary words and phrases.
2. Memorize the items of the active vocabulary list.
3. Get ready to answer the questions.

Class activities:

I. Topics and questions for discussion:

1. Why did Grandfather, Mother and her son usually come for to the pond?
2. How can you explain the first loss in one's life?
3. What were Grandfather, Mother and her son reconciled in?
4. Do you think Ralph interfered into their life?
5. Will you tell Grandfather's reasons of having meal in the shed?
6. Why was Grandfather's shed more than just a shed? What was it for him?
7. Are there any ways of approval of Mother's behaviour?
8. What's the meaning of boy's slumber in this story?
9. What's the sense put into the notion of death in the story?

II. Reproduce the situations in which the following words and phrases from the active vocabulary list appear:

to pounce on smb; to allay; to keep in check; allegiance; to forsake smb; menacing; ailing; to pick one's moment; to smuggle.

III. Give English equivalents for the following:

быть одаренным; начало (осени); опасный, угрожающий; точные факты; самоутвердиться; выгонять; сварливый; упавший духом; улучшить момент; пенсионный возраст.

IV. Translate.

1. Лишь один человек из тысячи может быть наделен даром предвидения.

2. У меня всегда все под контролем, поэтому я прошу предоставить все точные факты по этому вопросу.
3. С началом весны начались холода, у фермеров и работников агропромышленных организаций появилась еще одна проблема – как сохранить озимые хлеба.
4. Над шахтерами нависла опасность, оборвался трос лифта.
5. Он тайком положил ключи от машины на место, так что никто не заметил их исчезновения.
6. Уж она-то всегда умела улучшить момент и выпросить у мужа денег на покупку драгоценностей.

UNIT 10

A Shooting Season by Rose Tremain pp. 159–172

Pre-reading questions for discussion: What would you do if your ex-husband wanted to meet you at your flat and dine with you?

Active vocabulary:

to enchant
giggle
dormitory
craggy outcrop of a man
sediment
to clog smb
corduroy
inadmissible
puerile
to sweep smth to the back of one's mind
villain
to get over with smth
peeve
feeble attempt
to flounder

indistinct perception
full-throated day
to owe smth to smb

Home assignments:

1. Read pages 159–172 paying attention to the use of the active vocabulary words and phrases.
2. Memorize the entries from the active vocabulary list.
3. Be ready to answer the questions.

Class activities:

I. Topics and questions for discussion:

1. Anna. Her way of life, children, books.
2. Marcus on the opposite side.
3. How do Anna and Marcus follow their lives? What are their aims?
4. Susan.
5. Why did Anna agree to dine with Marcus even if she knew that he would leave her?
6. Do you think their relationships will go on?
7. What did the shots mean for Anna?

II. *Comment on:*

1. "Where am I? Weeping. The ducks don't matter. Do they?...But the son comes up on the same stretch of river where, only yesterday, they had life." P. 171.
2. "...there's always tomorrow." P. 172.

III. *Reproduce the situations in which the following words and phrases appear:*

to enchant; dormitory; craggy outcrop of a man; sediment; to get over with smth; to sweep smth to the back of one's mind; corduroy.

IV. *Give English equivalents for the following:*

мешать кому-либо; хихиканье; детский; недопустимый, неприемлемый; слабая попытка; раздражающее обстоятельство; делать ошибки,

путаться; неясное понимание; испорченный день; быть обязанным; загорать.

V. Translate.

1. Он сумел воплотить свои детские фантазии в жизнь.
2. Внимательно выслушав ваш ответ, мы пришли к общему мнению, что неясное понимание предмета мешает вам успешно сдать экзамен.
3. Какой-то негодяй напал на старушку и отобрал у нее сумку, но благодаря прохожим был задержан.
4. Давай покончим с этим неприятным делом и не будем о нем вспоминать.
5. Лучше учиться на чужих ошибках, чем совершать свои.
6. После любой ссоры на душе всегда остается осадок, и только время помогает от него избавиться.

UNIT 11

Mr. Tennyson by William Trevor.

Pp. 173–186

Pre-reading questions for discussion: What does love mean in your conception of things? What's the difference between love and infatuation?

Active vocabulary:

carry-on

morose

to breathe a word

to feign

to be on the promenade

to conjure up

to go for a spin

to keep hanging about

to cover up the lie

pronounced chin

jutting chin

to feel elated
to give a dog a bad name
to take advantage of smth/smb
infatuation

Home assignments:

1. Read pages 173–186 paying attention to the use of the active vocabulary words and phrases.
2. Memorize the entries of the vocabulary list.
3. Get ready to answer the questions.

Class activities:

I. Topics and questions for discussion:

1. Dwell on Mr Tennyson's personality (appearance, character, career, family).
2. Can his carry-on with Sarah Spence be approved?
3. Why did all young ladies fall in love with him?
4. How did he treat their infatuations?
5. Jenny. Relations with the members of her family.
6. Chinny Martin.
7. Why did Jenny consider his love to be silly?

II. Translate using the active vocabulary words and phrases:

1. Большинство чиновников злоупотребляют своей властью.
2. Маргарет не произнесла ни слова, но всем было ясно, что она покрывает его ложь.
3. Уже третий день он симулировал болезнь.
4. На душе у нее было легко и радостно оттого, что Марк наконец-то взял ее с собой прокатиться на машине.

UNIT 12

The Bottom Line and the Sharp End by Fay Weldon pp. 187–197

Pre-reading questions for discussion: Does it mean that social welfare in youth will guarantee the same in adulthood.

Active vocabulary:

to be at the sharp end
to do one's best
apprenticeship
brocade
at one's own expense
to kick the habit
to pick oneself up
to be ripe for smth
to feel weary
to work miracles
to side with smb
to look a sight

Home assignments:

1. Read pages 187–197 paying attention to the use of active vocabulary words and word combinations.
2. Memorize the items of the active vocabulary list.
3. Get ready to answer the questions and speak on the suggested topics.

Class activities:

I. Discuss the following topics and answer the questions:

1. Helen and Avril. Describe and juxtapose them.
2. What helped the author to create in Avril's personality a flamboyant, unrespectable, brave, unselfpitying character?
3. Do you hear the double tones of self-mockery and self-respect twined together:
"You did my hair black and I had a beehive. How we could have gone round like that...to understand that this switch had occurred". P. 194.

II. Give English equivalents for the following words and phrases from the active vocabulary:

встать на чью-либо сторону; чувствовать себя усталым; быть готовым к чему-либо (созреть для чего-либо).

III. *Translate.*

1. Почему же ты не живешь на собственные средства, а предпочитаешь находиться на чьем-либо обеспечении?
2. Тебе не стоит злоупотреблять его добротой.
3. Ей было очень сложно подняться после падения и воспрянуть духом.
4. После бессонной ночи я чувствую себя уставшей, и мне кажется, что выгляжу я ужасно.
5. Ты только делаешь вид, что слушаешь меня, а сам думаешь о чем-то другом.

Words and word combinations suggested for the analysis of the text

1. Rendering the contents:

In the story (novel, extract, etc.) the author explains (introduces, characterizes, portrays, comments on, touches upon, dwells on, describes [a scene], depicts [smb's role], pictures [smth], expresses his review on...)

In the beginning (middle, etc.) he points out, criticizes, makes an excursus into, accuses, gives a review of, reveals, exposes, makes a wide use of...)

The authors begins with ...

The description of, the analysis of, a review of,

The story opens with an account of, some critical remarks about, etc.

Then (after that, further on, next) the author passes on to (goes on from ... to..., goes on to say that, gives a detailed analysis [portrayal, etc])

On the whole the author manages to describe (portray, etc)...

The author brings to light the idea of ...

The end of the story is in keeping with the title.

The author raises the most urgent problems of his time.

The book is written with profound intuition & understanding to be in the focus of the writer's attention

The work is tinged with sentimentality

The story is crowned with happy ending

The author has a firm grip on the reader's interest

We can feel the subtle undercurrent of the author's irony originality of style forcefulness of presentation

to draw one's subjects (characters) from everyday life (from one's own environment, etc), to turn to everyday life for one's subjects, characters

2. Speaking about books:

It is a very powerful story (novel, etc)
to hold the reader's attention (interest)
to keep the reader in suspense
the merit of the book lies in its ...
the satire is not sustained
to have great merits
to have some defects (limitations)
the book is chiefly concerned with (chiefly deals with) a lively narrative
the literary & artistic values (merits)
the subject of the novel is drawn from life
the strong and weak points of the novel
a powerful book / a weak book
bitter satire on ...
a vivid example of
an illustration of
subtle (profound, deep) analysis
the plot unfolds dynamically / slowly
the plot develops around / centers around
the novel is heavy with satire
the main ideas are conveyed to the reader directly / indirectly

3. Analysing the text:

a) the selection (extract) given below
a piece of narration, a description, character drawing, a piece of dramatic
prose, a psychological
portrayal of personages
intercepted with dialogues
a vividly drawn picture of ...
b) the general slant of the text is humorous (satirical, sentimental, satirical,
elevated, unemotional, pathetic)
a matter-of-fact tone
... helps the author to achieve a humorous effect
the satirical effect is heightened by
it serves to create the atmosphere of ... the author uses ...

to form a background for (these events)
 to use epithets in reference to weather
 to achieve an effect
 to produce comic effect
 the story is written in dramatic (lyrical, pathetic, ironical) key
 to feel the scene with vitality and dramatic tension
 c) the extract (except) may be divided into ... logically complete parts
 the extract clearly falls into ... parts
 the sentence serves as a turning point
 to involve the reader into the events of the book
 the sentence reveals the main idea of the text
 the lines are suggestive of ...
 the main point the author is trying to make is ...
 to carry a deep social message (psychological, etc)
 to expose the evils of the society
 the novel is penetrated throughout with these ideas
 to bring out the idea (a point, mood, feelings) more clearly ...
 to abandon (reject) the traditional form of narrative
 the story is set in (the scene is laid in ...)
 the action takes place, begins, ends, etc
 not to claim to be a masterpiece (a comprehensive study of smth)
 distinctive traits (features)
 as the plot goes on, as the story unfolds
 an interesting (bold, original) treatment of the subject
 the story is a first-person narration
 a clear (lively, swift, free-flowing, exciting) narrative
 a conflict
 the climax
 the outcome (solution, denouement)
 the plot
 subject-matter, content
 the beginning of the plot
 the development of the plot
 the subplot
 the action develops, the events unfold

d) characters (positive, negative); men characters, women characters
 the author shows the development of the character
 the leading (main) characters
 the central figures
 to be vivid, life-like, realistic, well-defined
 to depict smth in vivid (rich) colours
 the author's skill in describing
 the narrator
 the author endows the character with the following traits
 to bring in (to introduce) a lot of (very few) characters
 to draw character with convincing strokes
 to represent the character truthfully, convincingly (to present, depict, portray)
 insight into character, penetration into character
 the character is merely sketched
 to describe a character through his actions (feelings, attitude towards other people)
 the following sides of his character are revealed through his ...
 to characterize the personages through their behaviour, speech, thoughts
 and mutual attitude
 to arouse one's sympathy/ to repulse
 to draw (to depict, to portray, to delineate) a character
 to use direct (indirect) characterization amply (sparingly)
 e) the author is at his best in the description of nature, etc.
 his skill (mastery) in describing
 the writing (language) is vivid
 to be described vividly, with infinite skill, with subtle irony, stock (hackneyed)
 phrases, expression, metaphors, words, etc.
 references to smb/ smth
 the author employs such artistic means as...
 the sentence (text) is rich in epithets
 digression to digress
 the author selects his words with great precision

4. Additional phrases:

as the title indicates
 as it is known

it is widely known that
as to the first part
in the first place
before giving an appraisal of ...
to begin with
first of all I'd like to remark
there is smth else that should be mentioned
moreover
as it has been mentioned above
as far as smth is concerned
it must be added
nevertheless
on the whole, to sum up, in short, finally, generally speaking, taking all into
account, thus.

**Методические рекомендации по домашнему чтению
по книге “Contemporary British Stories”**

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