

Дафна Дюморье
Ребекка

Учебно-методическое пособие
по домашнему чтению

Ижевск 2011

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Кафедра лингвистики и межкультурной коммуникации**

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Учебно-методическое пособие по домашнему чтению предназначено для студентов, обучающихся по направлению подготовки бакалавров 520500 «Лингвистика» и магистров 520300 направления «Лингвистика». Пособие призвано способствовать развитию филологического кругозора студентов, формированию коммуникативной, лингвистической компетенции учащихся. Пособие включает упражнения на разные виды деятельности, может быть использовано студентами для самостоятельной работы.

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Предисловие

Чтение художественной литературы на иностранных языках было и остается одним из основных способов ознакомления студентов и всех, интересующихся иностранными языками, с культурой, традициями и литературным наследием страны изучаемого языка.

Лучшие образцы как классической, так и современной литературы Великобритании, США, Австралии и других стран, где английский язык является государственным языком и языком, на котором создаются величайшие произведения, сейчас доступны читателям практически в любом формате.

Данное учебно-методическое пособие по домашнему чтению ставит перед собой несколько целей:

- Образовательная цель, которая заключается, во-первых, в том, что учащийся приобретает возможность пользоваться еще одним языком, кроме своего родного, во-вторых, в развитии филологического кругозора учащихся: изучая ИЯ, учащийся лучше понимает особенности родного, глубже осознает усвоенные лингвистические понятия (синонимия, многозначность и др.) и знакомится с рядом новых; учащиеся обогащают свое представление о языке как общественном явлении и одновременно развивают мышление, поскольку им приходится производить мыслительные операции анализа и синтеза при сравнении двух языков. Занятия иностранным языком влияют на развитие познавательных интересов учащихся, знакомят их с жизнью, культурой страны изучаемого языка, с некоторыми историческими событиями.

- Воспитательная цель предполагает формирование оценочно-эмоционального отношения к миру, положительного отношения к иностранному языку, к культуре стран изучаемого языка, к пониманию важности изучения ИЯ и потребности пользоваться им как средством общения.

- Развивающая цель. В ходе практического обучения иностранному языку у учащихся развивается смысловая догадка (языковая догадка), умение переносить знания и умения в новую ситуацию, развиваются языковая, интеллектуальная и познавательная способности (сфера чувств и эмоций), готовность к дальнейшему образованию.

Основная цель данного учебно-методического пособия – ознакомить студентов III-IV курсов, обучающихся по специальностям 022600 «Теория и методика преподавания иностранных языков и культур» и 022900 «Перевод и переводоведение», а также бакалавров и магистров по направлению «Лингвистика» с известным романом английской писательницы Дафны дю Морье «Ребекка», входящим в десятку наиболее читаемых произведений в Великобритании.

Захватывающий сюжет, богатый языковой материал помогут сформировать у студентов лингвистическую компетенцию, которая является одной из основных целей обучения на языковом факультете. Под лингвистической компетенцией понимается способность конструировать грамматически правильные формы и синтаксические построения, а также понимать смысловые отрезки в речи, организованные в соответствии с существующими нормами английского языка, и использовать их в том значении, в котором они употребляются носителями языка в изолированной позиции. Лингвистическая компетенция является основным компонентом коммуникативной компетенции. Без знания слов и правил образования грамматических форм, структурирования осмысленных фраз невозможна никакая вербальная коммуникация.

Учебно-методическое пособие состоит из введения, четырех основных частей и примечаний с указанием использованных словарей и интернет-сайтов, где можно найти дополнительную литературу.

Первая часть пособия знакомит студентов с биографией автора, ее основными работами и заслугами, а также дает представление о некоторых литературных традициях того времени.

Вторая часть пособия состоит из девяти уроков, непосредственно отражающих содержание романа. Задания, предлагаемые в этой части учебного пособия, направлены на ознакомление с новым языковым материалом, большая часть которого представляет собой устойчивые выражения и коллокации, которые вызывают наибольшие затруднения при запоминании и последующем правильном воспроизведении в реальной коммуникативной ситуации. Предлагаемые творческие задания помогут закрепить новый материал. Упражнения предполагают как фронтальную, так и парную и индивидуальную работу, что облегчит работу преподавателя и сделает более интересной работу в классе. Помимо устойчивых выражений и коллокаций, произведение содержит большое количество эмоционально окрашенной лексики, идиом, примеров разговорного стиля, что представляет немалый интерес для изучающих английский язык. Упражнения на замещение активного вокабуляра, перифраз помогут расширить лексический запас студентов.

Третья часть пособия предлагает просмотр фильма «Ребекка» на английском языке по одноименному роману, поставленному известным режиссером Альфредом Хичкоком. Задания в этой части пособия нацелены на сбор и обработку дополнительного материала, то есть на самостоятельную работу студентов.

Четвертая, заключительная часть пособия содержит темы к устным выступлениям по прочитанному роману и просмотренному фильму. Задания в этой части нацелены на формирование умения подготовить презентацию. Эта часть пособия предполагает наиболее творческий подход к работе, так как преподаватель может задать любую форму работы – обсуждения, ролевые игры, кейс-проекты.

В примечании содержится экстралингвистическая и культуроведческая информация, которая даст более полное представление об известных людях Великобритании и США.

PART ONE. The author's biography

I. Read the biography of the author. Consult the appendices to find some additional information about cultural events and famous writers and actors of the 20th century. There you can also find the transcription of the proper names given in the text.

Dame Daphne du Maurier, Lady Browning 13 May 1907 – 19 April 1989; was an English author and playwright.

Many of her works have been adapted into films, including the novels *Rebecca*, which won the Best Picture Oscar in 1941, *Jamaica Inn*, and her short stories *The Birds* and *Don't Look Now*. The first three were directed by Alfred Hitchcock.

Daphne du Maurier was born in London, the second of three daughters of the prominent actor-manager Sir Gerald du Maurier and actress Muriel Beaumont. These connections helped her in establishing her literary career, and du Maurier published some of her very early work in Beaumont's *Bystander* magazine. Her first novel, *The Loving Spirit*, was published in 1931.

Literary critics have sometimes berated du Maurier's works for not being "intellectually heavyweight" like those of George Eliot or Iris Murdoch. By the 1950s, when the socially and politically critical "angry young men" were in vogue, her writing was felt by some to belong to a bygone age. Today, she has been re-appraised as a first-rate storyteller, a mistress of suspense. Her ability to recreate a sense of place is much admired, and her work remains popular worldwide. For several decades she was the most popular author for library book borrowings. The novel *Rebecca*, which has been adapted for stage and screen on several occasions, is generally regarded as her masterpiece. One of her strongest influences here was *Jane Eyre* by Charlotte Brontë. Her fascination with the Brontë family is also apparent in *The Infernal World of Branwell Brontë*, her biography of the troubled elder brother to the Brontë girls. The fact that their mother had been Cornish no doubt added to her interest.

Du Maurier was often categorized as a "romantic novelist" (a term she deplored), though most of her novels, with the notable exception of *Frenchman's Creek*, are quite different from the stereotypical format of a Georgette Heyer or a Barbara Cartland novel. Du Maurier's novels rarely have a happy ending, and her brand of romanticism is often at odds with the sinister overtones and shadows of the paranormal she so favoured. In this light, she has more in common with the "sensation novels" of Wilkie Collins et al., which she admired.

Indeed, it was in her short stories that she was able to give free rein to the harrowing and terrifying side of her imagination; "The Birds", *Don't Look Now*, *The Apple Tree* and *The Blue Lenses* are exquisitely crafted tales of terror that shocked and surprised her audience in equal measure. Perhaps more than at any other time, du Maurier was anxious as to how her bold new writing style would be received, not just with her readers (and to some extent her critics, though by then she had grown wearily accustomed to their often luke-warm reviews) but her immediate circle of family and friends.

In later life, she wrote non-fiction, including several biographies that were well received. Her final novels reveal just how far her writing style had developed. *The House on the Strand* (1969) combines elements of "mental time-travel", a tragic love-affair in 14th century Cornwall, and the dangers of using mind-altering drugs.

Daphne du Maurier wrote three plays. Her first was a successful adaptation of her novel *Rebecca*, which opened at the Queen's Theatre in London on 5 March 1940 in a production by George Devine, starring Celia Johnson and Owen Nares as the De Winters, and Margaret Rutherford as Mrs. Danvers. At the end of May, following a run of 181 performances, the production transferred to the Strand Theatre, with Jill Furse taking over as Mrs. De Winter and Mary Merrall as Danvers, with a further run of 176 performances.

She was known as Daphne du Maurier from 1907 to 1932 when she became Mrs Frederick Browning while writing as Daphne du Maurier (1932–1946). She was titled Lady Browning; Daphne du Maurier (1946–1969) and later on receiving

the honorific Dame of the British Empire, she was Lady Browning; Dame Daphne du Maurier DBE (1969–1989).

When in the Queen's Birthday Honours List for June 1969, Daphne du Maurier was created a Dame of the British Empire, she accepted but never used the title. According to Margaret Forster, she told no one about the honour, so that even her children only learned of it from the newspapers. "She thought of pleading illness for the investiture, until her children insisted it would be a great day for the older grandchildren. So she went through with it, though she slipped out quietly afterwards to avoid the attention of the press".

Du Maurier has often been painted as a frostily private recluse who rarely mixed in society or gave interviews. An exception to this came after the release of the film *A Bridge Too Far*, in which her late husband was portrayed in a less-than-flattering light. Du Maurier, incensed, wrote to the national newspapers, decrying what she considered unforgivable treatment. Once out of the glare of the public spotlight, however, many remembered her as a warm and immensely funny person who was a welcoming hostess to guests at Menabilly, the house she leased for many years in Cornwall.

Part Two. Rebecca

Unit I

Chapters I-III p.3-22

Home assignments

1. Read the given pages paying special attention to the active words and word combinations.
2. Find these words and word combinations in the chapters, translate them into Russian and use them in the sentences of your own.
3. Learn the words from the vocabulary list to be prepared for the vocabulary check up.

Active vocabulary

- to bar (p.3)
- to choke (p.4)
- resurrection (p.6)
- premonition of disaster (p.7)
- antidote (p.8)
- impunity (p.11)
- to be filled with an intense desire to please (p.11)
- bejewelled fingers (p.12)
- there were thorns and pin-pricks in so many words (p.13)
- to scent danger (14)
- the means of introduction (p.14)
- not to welcome intrusion (p.15)
- to warn smb. of an ambush (p.15)
- footing (p.15)

- acute embarrassment (p.16)
- arresting (p.17)
- to lose the thread of conversation (p.17)
- to bracket (p.19)
- to one's knowledge (p.19)
- to have a penchant for smb. or smth. (p.21)
- to monopolize the conversation (p.21)

Class exercises

I. Answer the following questions:

1. What did the main heroine see in her dream?
2. Why do you think the author describes the woods as dark and uncontrolled?
3. What was the vanguard of the army?
4. What did the main character mean when she said "We all of us have our particular devil who rides us and torments us"?
5. What article was the reason of their frustration and why?
6. How old do you think the main character is? Describe her.
7. What is Mrs. Van Hopper? Describe her.
8. How did the girl compare two restaurants?
9. Why do you think other people disliked Mrs. Van Hopper?
10. How did Mrs. Van Hopper employ the girl?
11. What was the attitude of waiters and maids towards the girl?
12. Who did they meet one day?
13. What conversation did they have?
14. What did Mrs. Van Hopper say that the girl stood stricken?
15. What message did the girl get?

II. Give English equivalents for the following:

возрождение (воскрешение), противоядие, иметь желание понравиться кому-то, почувствовать опасность, предупредить кого-то о засаде, положение в обществе, насколько (мне) известно, потерять нить разговора, иметь склонность к чему-либо, полностью завладеть беседой.

III. Insert the proper word or phrase from the active vocabulary.

1. Just now work seemed the best ... to the frustration that was boiling inside her.
2. Small parts on the toys could break off and ... young children.
3. Some of the survivors said that one of the fire exits had been
4. Mental disease caused by drunkenness is in criminal law treated as on the same ... with insanity.
5. Women and minors were ... together for the legislation.
6. ... the new project will be starting in June.
7. All night he ..., not letting anyone else get a word in.
8. He used to have a ... for fast cars.
9. Armed police lay in ... behind the hedge.
10. Abolishing ... within the government is critical to the process.
11. Her fat, ... fingers questing a plate heaped high with ravioli were disgusting.

Unit II

Chapters IV-VI pp. 22-66

Home assignments

1. Read the given pages paying special attention to the active words and word combinations.
2. Find these words and word combinations in the chapters, translate them into Russian and use them in the sentences of your own.
3. Learn the words from the vocabulary list to be prepared for the vocabulary check up.

Active Vocabulary

- contingency (p.22)
- sense of strain (p.24)
- atrocious manners (p. 24)
- to invest with (p. 26)
- to impel (p. 26)
- to linger (p.26)
- despondency (p. 27)
- subterfuge (p.28)
- reduced circumstances (p.30)
- precipitous (p.31)
- to obey tangled orders of one's own sub-conscious minds (p. 32)
- gulf of years (p. 33)
- pungent (p. 33)
- appeal to (p.34)
- the fever of first love (p.37)
- the art of provocation (p. 39)
- to hover on one's tongue (p. 41)
- Peeping Tom (p.42)
- children's tears are very near the surface (p.43)
- to plumb the depth of humiliation (p. 44)
- to be at smb.'s beck and call (p.49)

- to show some sign of efficiency (p.50)
- on the spur of the moment (p.56)
- still waters run deep (p.63)
- dark horse (p.64)
- to live a sheltered life (p.64)
- one can scarcely string two sentences together (p. 64)
- run smb. off his feet (p.64)
- barbed words (p. 65)

Class exercises

I. Answer the following questions:

1. What happened to Mrs. Van Hopper after the bridge party?
2. Who did the girl meet when she went down to the restaurant?
3. Describe the incident for which the girl was ill-trained.
4. What did the girl and Mr. de Winter talk about?
5. Describe the episode with Blaize. Why do you think the girl was embarrassed when the dress-maker gave her money?
6. Where did the girl and Mr. de Winter come one day and why was she scared?
7. Why do you think Mr. de Winter began to talk about Manderley and its flowers?
8. What did the girl find in the book of poem? What did she feel?
9. How do you understand the phrase: "I'm glad it cannot happen twice, the fever of first love"? Do you agree with this phrase?
10. What invention were they talking about during one of their drives?
11. What was the reason of her cry?
12. What was the reason of Mrs. Van Hopper's desire to leave Monte?
13. What did the girl do instead of going to the reception and booking the tickets?

14. What was Mr. de Winter's reaction when he heard the news?
15. Why do you think Maxim de Winter made a proposal to the girl?
16. Why do you think the reaction of Mrs. Van Hopper was full of malice and foreboding?

II. Give English equivalents for the following:

отвратительное поведение, острый/пикантный, колкости, вертеться на языке, вести уединенный образ жизни, испытать всю полноту унижения, быть расторопным, излишне любопытный человек, отговорка/уловка, непредвиденное обстоятельство, под влиянием минуты, подавленное настроение, быть всецело в чьем-л. распоряжении; быть у кого-л. на побегушках.

III. Translate these sentences from English into Russian paying attention to the new vocabulary and grammar structures:

1. He resented Mrs. Van Hopper and her like with their intruding questions (p.25).
2. My shyness fell away from me, loosening as it did so my reluctant tongue, and out they all came, the little secrets of childhood, the pleasures and the pains (p.26).
3. I tumbled down into reality, hot-handed and self-conscious, with my face aflame, and began to stammer my apologies (p.27).
4. Mine was a happy mood that afternoon and I remember it well (30).
5. The morning, for all its shadowed moments, had promoted me to a new level of friendship, I did not lag so far behind as I thought (p.46).
6. The gulf between us had been bridged after all (p.46).
7. I believe she was very lovely. Exquisitely turned out, and brilliant in every way (p.46).

UNIT III

Chapters VII-IX p.66-114

Home assignments

1. Read the given pages paying special attention to the active words and word combinations.
2. Find these words and word combinations in the chapters, translate them into Russian and use them in the sentences of your own.
3. Learn the words from the vocabulary list to be prepared for the vocabulary check up.

Active Vocabulary

- prodigal of scent (p.66)
- superstitious fashion (p.66)
- an omen of ill-will (p.66)
- stab of panic, uneasy sickness that could not be controlled (p.67)
- to demand set standards (p.67)
- to be stiff with smb. (p.68)
- to nag at one's nerves (p.70)
- bid welcome/good morning/good night (p.72)
- the last final crawling sop to win her approval (p.80)
- to speak with undercurrent of resentment (p.81)
- to efface oneself (p.82)
- to be a bit of a bully to the staff (p.83)
- to dismiss smb./smth. from one's thoughts (p.83)
- spirits sink to zero (p. 86)
- to spin out time (p.87)
- poise and grace and assurance were not qualities inbred in me (p.87)

- my faux pas was so palpably obvious (p.92)
- to be (most) particular about smth. (p.93)
- unformed and cramped hand-writing (p.95)
- to despise oneself for this sudden attack of nerves (p.95)
- tweedy (p.100)
- to harp upon (p.101)
- fresh-air fiend (p.103)
- to bicker like cat and dog (p.104)
- no oil painting (p.104)
- social butterfly (p.106)
- our characters are poles apart (p.107)
- to go by smb. (p.107)
- to go/get gaga (p.110)
- chock-a-block (p.113)
- strong point (p.114)

Class exercises

I. Answer the following questions:

1. Why did the main heroine feel anxiety on their way to Manderley?
2. Who did she compare herself with?
3. Why did she recall that episode with the postcard?
4. Describe the drive. What bewildered her so much?
5. Describe her emotional state when she saw the staff.
6. Did the girl succeed in making friends with Mrs. Danvers?
7. In what way did Mrs. Danvers display her hostility towards the girl?
8. What kind of breakfast did they usually have at Manderley?
9. How did the girl get to the library and what did she see there?
10. What awful mistake did she make?

11. Describe Beatrice and Frank Crawley. Was Beatrice astonished when she saw the girl?
12. What were they talking about?
13. Why do you think Maxim didn't like any remarks about his health?
14. What was the atmosphere of lunch?
15. What were Beatrice and Mrs. de Winter talking about?

II. Give English equivalents for the following:

непривлекательный, держать прислугу в строгости, неконтролируемая внезапная паника, тревожное беспокойство, ступешаться/держаться в тени, быть чопорным, желать доброго утра / доброй ночи, «тянуть» время, «суеверное» поведение, битком набитый, несформировавшийся почерк, непритязательный, «любитель свежего воздуха», жить «мирно», как кошка с собакой, светская красавица, полные противоположности, прислушиваться к чьему-либо мнению, требовать установленных норм (поведения), впасть в слабоумие, сильная сторона характера, надоедливо твердить о (чём-л.).

III. Paraphrase the following sentences using your active vocabulary.

1. We always argue, lead cat-and-dog life.
2. They liked any kind of outdoor activity.
3. You can't always judge by appearances.
4. Our tastes and viewpoints are completely different.
5. Juliet was grateful to find a kindred spirit among all these wealthy public-school-educated socialites.
6. My grandfather monotonously tells about the war all the time.
7. My mistake was really appalling.
8. The inns were overcrowded.

9. She has an interesting face but she is not a beauty at all!
10. Though being far from fastidious, he refused to eat it.
11. It's important to have an innate sense of right and wrong.
12. All my efforts to please her were in vain.
13. When I heard the news my spirits immediately flagged.
14. But out of sight, out of mind, was the usual rule and they soon forgot each other... .
15. She is so modest and shy, always remains in the shade.
16. Their goodbyes were unfriendly and formal.

UNIT IV

Chapters X-XII pp. 114-160

Home assignments

1. Read the given pages paying special attention to the active words and word combinations.
2. Find these words and word combinations in the chapters, translate them into Russian and use them in the sentences of your own.
3. Learn the words from the vocabulary list to be prepared for the vocabulary check up.

Active vocabulary

- to put one's foot in(to) it (p.115)
- the spell was upon me (p. 118)
- interloper; trespasser (p.118)
- to keep back one's tears (p.126)
- to put smb. into little fever of fear (p.130)

- hyper-sensitive behavior of a neurotic(p.131)
- to go on smoothly with the conversation (p.134)
- to potter about (p.139)
- to feel sick and disgusted (p.141)
- to look agitated (p.143)
- boundless popularity (p.144)
- the limit of one's intercourse (p.146)
- her own personal pride had received a blow (p.146)
- to be fit company, one for the other (p.147)
- to bore smb. stiff (p.156)
- slap in the eye (p.156)

Class exercises

I. Answer the following questions:

1. Why did Maxim criticize his sister after their departure?
2. Where did they go for a walk?
3. What happened there?
4. Who did the girl meet on the beach?
5. Why do you think Maxim was angry with his wife?
6. Describe the episode with the handkerchief.
7. Why did the girl's mood become worse?
8. Did she like official visits?
9. Describe her visit to the bishop's wife.
10. Who did she meet while coming back from the bishop's?
11. What kind of conversation did they have?
12. How did Clarice and Alice differ?
13. What relationship did she have with the staff?
14. What did Beatrice give as a wedding present?

15. What was Robert accused of?
16. Who really broke the china cupid?
17. What was Maxim's reaction?
18. Why did the girl call herself "a slap in the eye"? What did she mean?
19. What was the end of their conversation?

II. Give English equivalents for the following:

совершить бестактный поступок, удар по самолюбию, слоняться без дела, человек, вмешивающийся в чужие дела, огромная популярность, утомлять, выглядеть взволнованным, предел взаимоотношений, получить жестокий удар по самолюбию, испытывать болезненное отвращение, плавно продолжать беседу, сдерживать слезы.

III. Match the words and expressions in A with their definitions in B.

A	B
1. to put one's foot in(to) it	a) do pleasant but unimportant things without hurrying
2. interloper	b) a piece of magic that someone does
3. to put smb. into little fever of fear	c) try not to cry
4. to potter about	d) someone or something is enormously liked or supported by a lot of people
5. to feel sick and disgusted	e) to feel unwell
6. boundless popularity	f) the behavior of person who is unreasonably anxious or afraid
7. the limit of one's intercourse	g) to be so nervous or upset that you are unable to keep still or think calmly
8. he pride had received a blow	h) to make smb. very bored
9. the spell was upon me	i) someone who enters a place where they should not be
10. to keep back one's tears	j) the least amount of communication
11. hyper-sensitive behavior of a neurotic	k) birds of a feather
12. to look agitated	
13. to bore smb. stiff	
14. slap in the eye	
15. to be fit company, one for the other	

16.to go on smoothly with the conversation	l) to continue talking in a steady way, without stopping m) to hurt smb's pride n) to say smth. without thinking carefully, so that you embarrass or upset smb. o) to make smb. feel afraid p) an action that seems to be deliberately intended to offend or upset someone, especially someone who has tried very hard to do smth.
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Unit V

Chapters XIII-XV p. 161-206

Home assignments

1. Read the given pages paying special attention to the active words and word combinations.
2. Find these words and word combinations in the chapters, translate them into Russian and use them in the sentences of your own.
3. Learn the words from the vocabulary list to be prepared for the vocabulary check up.

Active vocabulary

- strain one's ears (p. 162)
- supplication (p.167)
- to be taken aback (p.167)
- leash/to hold in short leash (p. 168)
- unaccountable desire (p.169)
- to butt in on smb. or smth. (p.172)

- to pop in/over (p.172)
- sporting (p. respect to smb. (p.173)
- to lead smb. astray (p.175)
- things automatically become slack (p.176)
- to be filled with vague disquiet (p.177)
- have the run of smth. (p. 177)
- to be in the pay of smb. (p. 177)
- to swathe (p. 178)
- the brown of Italy has worn off (p. 190)
- not to turn a hair (p. 190)
- to be up to (p.191)
- to make a blunder (p. 193)
- to pursue a subject (p.193)
- to grope (p.201)
- belated tea (p.203)

Class exercises

I. Answer the following questions:

1. Where did Maxim go up at the end of June?
2. Where did the girl go after his departure? Who did she meet?
3. What were they talking about?
4. What did she notice when she was coming back from the walk?
5. What stupid situation did the girl get into?
6. What kind of person was Mr. Favell?
7. Why did the girl feel insulted while talking to him?
8. Why did she go to the west wing and what did she find there?
9. Can you explain Mrs. Danvers's behavior?
10. Where did Beatrice and Mrs. de Winter go one morning?

11. Describe their visit. What unpleasant thing happened there?
12. What happened immediately after Maxim's arrival?

II. Give English equivalents for the following:

закутывать/обматывать, великодушный, сделать ошибку, заходить ненадолго, напрягать слух, вмешиваться (в разговор)/вмешиваться в чужие дела, держать кого-либо на коротком поводке, необъяснимое желание, захваченный врасплох, мольба/просьба, наносить визит вежливости, быть подкупленным кем-л., чувствовать смутное беспокойство, сбить с пути, дисциплина ослабевала, загар сошел, быть способным сделать что-то, пробираться ощупью, продолжать тему разговора, поздний чай, иметь свободный доступ к чему-л.

III. There are several types of phrasal verb in this unit. Sort them out according to the following types:

- a) verb+particle – no direct object
- b) verb+particle – with a direct object
- c) verb+particle - with a direct object that always goes after the particle
- d) verb+particle + preposition

to go up to; to ring up; to carry (smb) off; to lope off; to set off; to come out from; to sit smth out; to shoot up; to butt in on smth; to go for a sail; to take smth off; to pop in; to bluff it out; to start up; to shut smth up; to put smb away; to draw back; to lie down; to look smb up; to tidy smth up; to pick up; to look round; to draw up behind/outside.

IV. Rewrite the sentences using the phrasal verbs so that the meaning is the same.

- a) Pilot was furiously sniffing at the grass as if he was looking for something then he ran easily with long steps as though his master called him.
- b) Let's call on James on the way home.
- c) The only thing I can do is keep quiet and wait for it to finish.
- d) If you don't be rude you'd better not get involved in a private situation that does not concern you.
- e) If you are found guilty, the judge is going to imprison you for life.
- f) I really must start cleaning the place up...
- g) The crowd moved backwards to let the firemen through.
- h) The cab parked outside the house.
- i) I'm coming to London next week.
- j) I thought I was abducted by aliens or something.

Unit VI

Chapters XVI-XVIII p. 206-269

Home assignments

1. Read the given pages paying special attention to the active words and word combinations.
2. Find these words and word combinations in the chapters, translate them into Russian and use them in the sentences of your own.
3. Learn the words from the vocabulary list to be prepared for the vocabulary check up.

Active vocabulary

- invasion of visitors (p.206)

- to be invaluable (p. 206)
- in his own inimitable way (p. 207)
- a hint of derision in one's voice (p. 214)
- to cover up the little cloud between smb. (p. 216)
- to answer in monosyllables (p. 216)
- antics (p. 217)
- to baffle (p. 218)
- to do catering (p. 224)
- to be down on smb. (p. 226)
- culprit (p.243)
- in a sort of frenzy/feeding frenzy (p.248)
- to have / get an inkling of smth. (p.248)
- aftermath of the party (p.249)
- niggling pain in the small of the back (p. 250)
- cheep view and common outlook (p.252)
- to stand on common ground (p. 253)
- to set oneself against smb. (p.262)
- to twist smb. round one's little finger (p. 264)
- of one's own accord (p. 267)
- to be/to feel giddy (p. 268)

Class exercises

I. Answer the following questions:

1. When was the subject of the fancy dress ball first brought up?
2. What costume did Lady Crowan offer Mrs. de Winter to put on?
3. Why did the girl think that everybody treated her as a child, spoilt and irresponsible?
4. Who helped her to choose the costume?

5. What intentions did Mrs. Danvers have?
6. What did the girl picture while having breakfast with her husband?
7. Why didn't Maxim want her to look different?
8. Who was that girl in white in the portrait?
9. Did Mrs. de Winter help to organize the ball?
10. Describe their final preparations.
11. What was the girl's state when she was trying on the dress?
12. Why was the girl's first ball a complete failure?
13. What was the truth?
14. What did she feel and what kind of conversations imagine?
15. What was the rest of the evening like?
16. What did Mrs. de Winter worry about when she awoke next morning?
17. Who was the real mistress of Manderley?
18. Why was she anxious about her husband's disappearance?
19. What telephone conversation did she have with Frank?
20. What was the reason of Mrs. Danvers's hatred?
21. What was real Rebecca like?
22. What did Mrs. Danvers want her to do?

II. Give English equivalents for the following:

нашествие гостей, критиковать, порицать (кого-л.), чувствовать головокружение, заподозрить что-л., быть незаменимым, глупое поведение, добровольно/по собственному желанию, сбивать с толку, быть в равном положении, вить веревки из кого-то, отвечать односложно, в каком-то безумии, ноющая боль в пояснице, заподозрить что-либо, в своей неподражаемой манере, насмешка в голосе, преступник.

III. Match the words/phrases from the active vocabulary in box A with a similar meaning in box B.

A	B
1. antics	a) to feel faint
2. culprit	b) tough rivalry
3. to baffle	c) unpleasant consequences
4. to feel giddy	d) delinquent
5. to get an inkling	e) puzzle
6. aftermath	f) silly behaviour
7. to be down on smb.	g) to hint
8. feeding frenzy	h) feel hostile or antagonistic towards

Unit VII

Chapters XIX-XXI p. 269-325

Home assignments

1. Read the given pages paying special attention to the active words and word combinations.
2. Find these words and word combinations in the chapters, translate them into Russian and use them in the sentences of your own.
3. Learn the words from the vocabulary list to be prepared for the vocabulary check up.

Active vocabulary

- distress/distress signal (p. 270)
- to jump out of one's skin (p. 278)
- unforeseen (p. 283)

- treacherous (p. 289)
- time and tide wait for no man
- to be incapable of love (p. 295)
- a seed of doubt (p. 295)
- at the back of one's mind (p. 295)
- to make a bargain (p. 296)
- a leg-pull (p. 296)
- pageant (p. 298)
- to break out from smth. (p.300)
- to have down (p. 301)
- black, filthy record (p. 301)
- to entail (p. 304)
- smug (p. 304)
- sufficient evidence (p. 318)
- to cast aside convention (p. 319)

Class exercises

I. Answer the following questions:

1. What happened next morning immediately after the ball?
2. What else did they find besides the pleasure-boat?
3. What was the reason of Captain Searle's visit?
4. What did Maxim and his wife talk about?
5. What appalling truth did Maxim finally disclose?
6. Was the girl shocked?
7. Why didn't Maxim tell her everything from the very first?
8. What else did he tell about Rebecca?
9. What was the last straw that broke the camel's back?
10. How did Maxim kill her?

11. Did he feel regret?
12. Why did the reporters start phoning?
13. Did the girl finally realize that it was she who was the mistress of Manderley?
14. What orders was she giving to the staff?
15. What did Mrs. Danvers inquire about?
16. Who did Frank bring to lunch with him?
17. What were they discussing?
18. What did the girl understand from that conversation?
19. Describe Colonel Julyan and his mood.

II. Give English equivalents for the following:

отбросить условности, чопорный/ограниченный, бедственное положение, принимать в качестве гостя, гулять/прогуливаться, неожиданный/непредвиденный, обоснованное доказательство, бессодержательное зрелище/показуха, розыгрыш, быть неспособным любить, тень сомнения, время не ждёт, изменнический/предательский, подпрыгнуть (обычно от восторга или удивления), вырываться откуда-то, определять порядок наследования земли без права отчуждения.

III. Replace the words in italics using your active vocabulary. Sometimes you need to paraphrase the whole sentence.

1. Something about his behavior leads me *to doubt his sincerity*.
2. Critics say that the organization's call to include more minorities is just *window dressing*.
3. The boat pitched and cracked all the way back to shore, with McMurphy telling grim tales about *shipwrecks* and sharks.
4. The clerical part of his job was tedious, and he was glad *to be rid of it*.

5. It was the first night Neil had ever spent in the jungle and he could not sleep... when on a sudden he heard the shriek of a monkey seized by a snake or the scream of a night-bird he *constantly startled and shivered*.
6. An interest-free loan fund is also available to students who find themselves in *unexpected financial difficulty*.
7. *They made a deal* to sell the land to a property developer.
8. My first reaction was that this must be *a practical joke*.
9. They seemed to have a significance independent of the *self-satisfied* barristers and scurrying clerks who peopled them now.
10. What remained was only a faint ugliness somewhere in his *subconscious*, which he quickly suppressed and would soon bury completely.

Unit VIII

Chapters XXII-XXIV p. 325-377

Home assignments

1. Read the given pages paying special attention to the active words and word combinations.
2. Find these words and word combinations in the chapters, translate them into Russian and use them in the sentences of your own.
3. Learn the words from the vocabulary list to be prepared for the vocabulary check up.

Active vocabulary

- keep an eye on smb. (p.326)
- strong meat (p. 327)

- make play of make (great) play of (or with) (p. 328)
- to wring one's neck (p. 328)
- saleable (p. 329)
- to rattle (p. 329)
- wide-eyed (p. 330)
- out of / with the tail of one's eye (p. 333)
- next to nothing (p. 333)
- to have one's wits about one (p. 333)
- to relax watchfulness (p. 334)
- to make unpleasantness about smth. (p. 334)
- sound; safe and sound (p. 334)
- to put one's back up (p. 337)
- to employ a hand (p. 337)
- cook one's goose (p. 343)
- to be in leading strings (p. 350)
- handy (p. 357)
- to beat about the bush (p. 357)
- it won't cut any ice with me (p. 360)
- into the bargain (p. 360)
- to produce a witness (p. 361)
- to get windy (p. 362)
- be on the same racket (p. 363)
- spice of malice (p. 363)
- put-up job (p. 366)
- to cut short (p. 370)

Class exercises

I. Answer the following questions:

1. What did Mrs. de Winter find in the local evening paper?
2. How did the reporters present the case?
3. Why didn't they want Beatrice to come?
4. What was Frank worried about?
5. Who was giving evidence when Mrs. de Winter came into the room where the inquest was being held?
6. What conclusion did Mr. Tabb make?
7. What was Maxim's reaction to Tabb's statement?
8. Was he nervous?
9. Why did the girl fall into a faint?
10. What serious consequences could Maxim face because of Tabb's statement?
11. Why did she recall Mrs. Van Hopper?
12. What was the coroner's verdict?
13. Who wanted to see Mr. de Winter?
14. What was the reason of Favell's coming?
15. Why was he mocking at Robert?
16. What plans did Favell germinate in his brain?
17. What evidence of Rebecca's impossible suicide did he have?
18. Was Maxim scared?
19. What did Favell want Maxim to do?
20. Did he agree to pay?
21. Why did they call Colonel Julyan again?
22. Who did Favell want to produce as a witness?
23. Do you think Ben understood what was happening?
24. Why didn't he tell the truth?
25. Who was the second witness?
26. What new information about Rebecca did they find out?
27. What did Mrs. Danvers say that made Favell angrily flush?
28. Did they manage to find out who Baker was?

II. Give English equivalents for the following:

следить за кем-либо, сверх того; в придачу/вдобавок, подтасовка фактов, ходить вокруг да около/говорить обиняками, погубить себя/пострадать от собственных козней, скандал/сенсация, подчиняться чужой воле, быть начеку/понимать что к чему, (имеющийся) под рукой, наивный/легковерный, свернуть шею, смущать/приводить в замешательство, заострить внимание/раздуть новость, предоставить свидетеля, трусить/паниковать, быть заодно/в одной банде.

III. Read sentences 1-10 below. With a partner try to explain in your own words what these idioms and set expressions *in bold* mean.

1. Mrs. Westropp watched him **with the tail of her eye** as she talked to Lady Trevor.
2. She winced at their infelicities, at the clumsy way they **beat about the bush**.
3. Dawker: "...Besides it's got out that there's a scandal: common talk in the village but quite enough **to cook their goose** here. They'll have to go."
4. - Your new frock is so trendy. It costs a pretty penny, doesn't it?
-Oh, no! It was a closeout sale and I bought it **for next to nothing**.
5. - Look, Mike, I couldn't imagine it was a criminal scheme. Now I don't want to get involved into it. – What, what a hell do you mean? Are you **getting windy**, guy?
6. Don't come close to their territory, wild animals are dangerous! You should **have your wits about them**.
7. Horne made a movement of protest, perhaps not so much at what the man was saying as at what he was going to say and Elias **cut the speech short** with cold exactitude.
8. It's no doubt that yellow press will **make great play of the fact** that Prime Minister's body had been found in such inappropriate place.
9. - He is absolutely helpless. He can't even make his own decision!

- I know, but his uncle always **keeps him on a leading string**.
10. You may be a detective or even a chief of police **into the bargain**, it **won't cut any ice with me**. I don't like being threatened. If you don't have any search warrant, get out of here.

Unit IX

Chapters XXV-XXVII p. 377-414

Home assignments

1. Read the given pages paying special attention to the active words and word combinations.
2. Find these words and word combinations in the chapters, translate them into Russian and use them in the sentences of your own.
3. Learn the words from the vocabulary list to be prepared for the vocabulary check up.

Active vocabulary

- banting (p. 378)
- hang together (p. 378)
- preposterous (p. 384)
- to get smb.'s goat (p.385)
- astir (p. 387)
- congested (p. 392)
- cold feet (p. 395)
- chintz (p. 395)
- to shirk the point (p.399)
- contagious (p. 401)

- to be on a good wicket (p. 402)
- a stroke of luck (p.402)
- to squash (p.403)
- to take / catch unawares (p.404)
- nippy (p.411)

Class exercises

I. Answer the following questions:

1. What was the girl worried about?
2. Why was Favell confident of his surmise?
3. What did Colonel Julyan hesitate about?
4. What did Maxim mean when he said: “there’s nothing for you to do yet. There may be plenty – after tomorrow”?
5. Did Beatrice also want to come up to London and why couldn’t she?
6. What did the girl feel when she got up next morning?
7. What were suburbs of London like?
8. Describe Dr. Baker’s dwelling.
9. What was Dr. Baker’s reaction when he was explained the reason of their visit?
10. Did Dr. Baker’s recall his patient? What was her name?
11. What was her diagnosis?
12. How did Favell react after this news?
13. How do you understand the following phrase of Maxim’s: “It was her last practical joke. And I’m not sure if she hasn’t won, even now”?
14. Were his worst apprehensions fulfilled?

II. Give English equivalents for the following:

переполненный/перенаселённый, быть связным/логичным;
соответствовать, быть в выигрышном положении, трусость/малодушие,
абсурдный/нелепый, раздражать/ злить кого-л, вставший с постели,
заразный/ инфекционный, избегать главного (в разговоре), застать
врасплох.

III. Find as many synonyms as possible for the following groups of words. Give all possible collocations and translate them into Russian.

- a) banting, preposterous, astir, contagious, nippy, congested, cold feet
- b) to take / catch unawares, to be on a good wicket, to get smb.'s goat, to shirk the point, to squash.

PART THREE. Rebecca by Alfred Hitchcock. Film Viewing.

Before watching

- I. Answer the following questions.
 - 1) What do you know about Alfred Hitchcock?
 - 2) What genre did he make his films in?
 - 3) What does “suspense” mean? Do you like this genre?
 - 4) What are his famous works?
 - 5) Do you know any other producers who worked or still work in this genre?

While watching

- I. Watch the film and answer the following questions.
 - 1) Do you agree that the film is made on the contrasts? Give example of such contrasts.
 - 2) What makes the atmosphere in Monte Carlo so pleasant and charming? Think about the following:
 - Weather

- Music
 - Silence
 - Costumes
 - Lighting of the hotel
- 3) What do you think about Judith Anderson as Mrs. Danvers? Did she succeed in portraying the prototype?
 - 4) Do you think Manderley is a really beautiful place?
 - 5) Why do you think Maxim got angry when they were watching home video?
 - 6) You see Rebecca's room in reality. How do you find it?
 - 7) Episode with the portrait. Why do you think the camera-man didn't show the whole portrait?
 - 8) Why do you think their explanation took place in the cottage?

After watching

I. Work in groups of four or three. Expand the following topics.

- 1) The role of music in the film.
- 2) Your imagination of the main characters.
- 3) "Rebecca" is a classic thriller full of suspense.

II. Answer the following questions.

- 1) Can you say that the imagination of the main characters in the book met your expectation after watching the film?
- 2) If you were a cameraman would you colour "Rebecca" as they coloured some Soviet films of the 30th-40th?
- 3) Why do you think there is no Rebecca's image in the film?
- 4) Which is more tragic – the book or the film?

Part Four. Topics for discussion.

I. You have several topics for presentations. Make up projects and be ready to present them in the class. Use additional material if it's necessary.

- Rebecca and her power
- Joan Fontaine as Mrs. de Winter
- Laurence Olivier as Mr. de Winter
- Judith Anderson as Mrs. Danvers
- Alfred Hitchcock and his famous "suspense"

Appendix I

Daphne du Maurier - / dæfni du m rie /

DBE for (in the UK) Dame Commander of the Order of the British Empire. The **Most Excellent Order of the British Empire** is an order of chivalry established on 4 June 1917 by George V of the United Kingdom. The Order comprises five classes in civil and military divisions.

Bystander - / 'baɪstændə/ - *Bystander*, a British weekly tabloid magazine featuring reviews, topical sketches, and short stories, was notably popular in World War I. It ran until 1940, when it merged with the Tatler (titled *Tatler & Bystander* until 1968).

George Eliot - Mary Anne (Mary Ann, Marian) Evans (22 November 1819 – 22 December 1880), better known by her pen name **George Eliot**, was an English novelist, journalist and translator, and one of the leading writers of the Victorian era.

Iris Murdoch /'aɪərɪs 'mɜːdɒk/- **Dame Iris Murdoch**, DBE (15 July 1919 – 8 February 1999) was an Irish-born British author and philosopher, best known for her novels about political and social questions of good and evil.

Brontë -/'bränti, - tei/ the family name of three sisters from Yorkshire in the north of England, who wrote some of the most famous novels in England.

William Wilkie Collins (8 January 1824 – 23 September 1889) was an English novelist, playwright, and author of short stories. He was hugely popular during the Victorian era and wrote 30 novels, more than 60 short stories, 14 plays, and over 100 non-fiction pieces. His best-known works are *The Woman in White*, *The Moonstone*, *Armada* and *No Name*.

Georgette Heyer /'dʒɔːrʒet 'heɪə/ (16 August 1902 – 4 July 1974) was an English historical romance and detective fiction novelist. Her writing career began

in 1921, when she turned a story for her younger brother into the novel *The Black Moth*.

Barbara Cartland - Dame (Mary) Barbara Hamilton Cartland, DBE, (9 July 1901 – 21 May 2000), was an English author, one of the most prolific authors of the 20th century. As **Barbara Cartland** she is known for her numerous romantic novels.

The Strand Theatre. The theatre was built as one of a pair with the Aldwych Theatre on either side of the Waldorf Hotel, both being designed by W. G. R. Sprague. The theatre opened as the **Waldorf Theatre** on 22 May 1905, and was renamed the **Strand Theatre**, in 1909. It was again renamed as the **Whitney Theatre**, in 1911 before again becoming the **Strand Theatre**, in 1913. In 2005, the theatre was renamed by its owners the Novello Theatre in honour of Ivor Novello, who lived in a flat above the theatre from 1913 to 1951.

Appendix II

1. Dictionary of English Language and Culture. Longman. London, 1999.
2. The Advanced Learner's Dictionary of Current English. Oxford University Press, 1993.
3. The Oxford English Reference Dictionary. Oxford University Press, 1996.
4. <http://en.wikipedia.org/wiki/>
5. <http://kinopod.ru/video.html>