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Н.В. Коробова

ЧИТАЕМ И ОБСУЖДАЕМ
рассказы современных англоязычных писателей

Учебно-методические материалы
для студентов III курса факультета английского языка

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Настоящее учебное пособие предназначено для аудиторной и самостоятельной работы по совершенствованию навыков и умений чтения, понимания и обсуждения художественных текстов. Содержание предлагаемых тестов рассчитано на студентов продвинутого этапа обучения английскому языку, система упражнений направлена на расширение их коммуникативно-языковой и лингвистической компетенции.

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Автор Н.В. Коробова, канд. филол. наук,
доцент кафедры английского языка

Рецензенты: Т.Ю. Колосова, канд. филол. наук,
доцент кафедры английского языка

Т.М. Наумова, канд. филол. наук,
доцент кафедры английского языка

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ПРЕДИСЛОВИЕ

Настоящее пособие к сборнику рассказов современных англоязычных писателей “English reader for third-year students” (составители: С.А. Кролик, Г.Р. Позняковская, В.В. Детков, И.А. Наумова) предназначено для студентов старших курсов институтов и факультетов иностранных языков. Оно имеет целью развитие навыков и умений зрелого чтения, говорения и совершенствование лексической и грамматической сторон речи.

В пособии представлены задания для формирования различных видов чтения: просмотрового, поискового и экстенсивного. Проверка понимания прочитанного осуществляется при помощи разнообразных заданий по типу согласиться или опровергнуть, вопросов, выбора правильного ответа из нескольких, завершения предложений, комментирования, перифраза и т. д.

Большое внимание уделяется развитию лексико-грамматических навыков – расширению активного и пассивного словаря для описания человека, чувств, состояний, взглядов.

Упражнения на предлоги и артикли введены в пособие на том основании, что даже студенты старших курсов допускают большое количество ошибок в их употреблении. Делается также акцент на наблюдение в контексте и употребление сослагательного наклонения, представляющего серьезные трудности на любом этапе обучения.

Кроме того, многие задания направлены на развитие общеучебных, интеллектуальных и творческих способностей, требующих сравнения, анализа, аргументации, формирования умозаключений, а также умения работать в разных режимах – индивидуально, в парах и в группах.

Чтобы создать условия для более эффективной работы, пособие построено по принципу рабочей тетради, поэтому студенты могут выполнять большинство заданий непосредственно на его страницах. Задания составлены таким образом, что они могут использоваться в качестве дотекстовых, послетекстовых, выполняться дома и на уроке.

The Cheat's Remorse

I. Read the story and put the sentences into the correct order according to the text.

1. Phil thought how much he needed a dollar.
2. Phil won the dollar.
3. The clean shirt became an absurd and trivial thing and the dollar felt unclean in his hand.
4. The dollar fluttered in a little curve under the table and fell in the black smudge on the floor.
5. Phil and the girl decided to toss a coin.
6. Phil rushed after the girl and offered her the dollar.
7. Phil was sipping a cup of coffee in the Steward's one night.
8. A girl in a beige-coloured coat came over and sat down at his table.
9. The girl's toe held the dollar down with all her weight.
10. A man Phil had gone to school with, and who worked in a publisher's office now, had told him to come around and see him and he might help him with a job.
11. The girl didn't take the dollar.

II. Provide synonyms from the text to the following words.

- | | |
|----------------------|-------------------|
| – to drink slowly | – resolute |
| – to collect oneself | – to evaluate |
| – affluent, wealthy | – smear, stain |
| – bankrupt | – puzzled |
| – untidy | – to make smb out |
| – protected | |

III. Match words and phrases with their meanings.

1) to clutch	a) to get a feeling or guess based on intuition
2) to tug	b) to feel or grope about clumsily
3) to fumble	c) a broad smile
4) to lurch	d) not genuine
5) to win on the level	e) with absolute accuracy
6) to grow flustered	f) to grip or hold tightly or firmly
7) phony	g) to throw a coin into the air in order to decide something by the way it falls
8) to get a hunch	h) to make an abrupt, unsteady, uncontrolled movement or series of movements, stagger
9) grin	i) to pull at with force, vigour, or effort
10) fair and square	j) strong or violent change or disturbance
11) to toss	k) to win fairly
12) upheaval	l) to become confused

IV. Fill in the prepositions.

1. The snow would melt _ his shoes and dry.
2. He saw a man _ the next table.
3. He told him to come _ and see him.
4. I was making _ my mind what I want.
5. The two dollar bill on the floor was about two feet _ _ her foot.
6. He began to glide _ the floor _ the cashier.
7. Her face seemed to open _ to him in spite of the pallor.
8. She raised her foot and smiled a little while he bent _ and picked _ the bill.
9. He heard her sigh, as if all the hope she had ever had in her life was put _ the coin.
10. She was going out and he rushed _ her.
11. He had to get rid _ the dollar.

V. Open the brackets putting the verb into the right form.

1. Phil (to bear) to see a man he had grown up with unless he (to have) at least a clean shirt on.
2. Phil kept looking beyond the man's head as if he (to sniff) the rich odours from the food counter.
3. She looked around as if she (to wait) for someone.
4. He knew there was no chance of his getting even a piece of it unless he (to tear) it.
5. If she (to take) her toe off the bill he (not to do) the thing he did.
6. The decision she had dreaded that she (not to make) if he (not to cheat).

VI. Complete the sentences using oblique moods.

1. The drunk man wished he
2. Phil wouldn't have felt so broke and unhappy if
3. Phil thought it was unnatural that
4. Phil grinned and kept looking beyond the man's head so that the drunk man
5. The drunk man was anxious that Phil
6. If the girl hadn't noticed the bill on the floor
7. Phil suggested he and the girl
8. The girl wished Phil
9. After the small competition it was time the girl
10. But for the unfair winning the dollar in Phil's hand

VII. Draw the character sketches of Phil and the girl using the following adjectives:

(dis)honest, callous, hard-hearted, understanding, (un)scrupulous, decisive, generous, (dis)interested, resentful, forgiving.

VIII. Dwell on the social and psychological aspects of the story. The following words and phrases might be of help to you:

distress, to face formidable problems, fatigue, doomed to poverty and insignificance, to live from hand to mouth, deprived of, at the bottom of society, under constant threat, tantalized, tormented, humble, to lose dignity.

The Enormous Radio

I. Read the story and decide if the statements are True or False. Explain your choice.

1. Jim and Irene Westcott were a respectable and wealthy couple.
2. Jim used to fix their radio himself until one day it broke down completely.
3. Irene enjoyed listening to the new radio.
4. The radio began to change Irene and her behaviour.
5. The Westcotts were a good, decent and loving family.

II. Translate from Russian into English.

- | | |
|--------------------------------|---------------------------|
| – убавить громкость | – злорадный |
| – обеспокоенный, встревоженный | – непристойный |
| – помеха | – подслушивать |
| – избавиться от шума | – жалкий, отвратительный |
| – плотская любовь | – безмерное тщеславие |
| – быть непригодным для ремонта | – отрезвляющая беседа |
| – благочестие и добродетель | – злоупотреблять чем-либо |

III. Give antonyms from the text to the following words and phrases.

- | | |
|--------------------------------|------------------|
| – benevolent | – decent |
| – calm, good-tempered | – to waste money |
| – to sound clearly, purely | – predictable |
| – to be eager to join the talk | – to pack |

IV. Write out from the story words and phrases describing music.

V. Write out sentences with Oblique moods and comment on the situations they are used in.

VI. Decide which of the following qualities apply to Jim and which refer to Irene. Provide facts from the story to prove your choice. Use the structure “If he / she hadn’t been..., he / she wouldn’t have done...”.

shallow, narrow-minded, plain, earnest, naïve, vehement, meticulous, virtuous, treacherous, calculating, malicious, hypocritical, double-faced, greedy, vain.

VII. Comment on the sentences from the story: “The radio can’t hear us. Nobody can hear us. And what if they can hear us? Who cares?”

Choose some more interesting phrases from the story and discuss them in small groups.

VIII. Express the main idea of the story. These phrases might be of help to you: a skeleton in the cupboard, to come to the surface, to wash somebody’s dirty linen in public, to draw the curtain on something, to make a clean breast of something, to take something with a pinch of salt, a storm in a tea cup, to have an oar in every man’s boat.

O City of Broken Dreams

I. Read the story and look for the answers to these questions.

1. What were the Malloys’ feelings on the way to New York?
2. Why had they left their home town?
3. Did the city meet their expectations?

4. What did the bellboy advise them to do?
5. How did Evarts manage to sign two contracts one by one?
6. Evarts was inspired by New York and was busy writing his play, wasn't he?
7. What changed the Malloys' plans and made them leave the city?
8. Where were they going after all?

II. Find the nouns in the story which go with the following adjectives. Recollect the situations where they are used.

- | | |
|-------------------------|----------------------------|
| – stringy | – irresistible and titanic |
| – salty and haunting | – dingy |
| – dismal | – hoarse and accomplished |
| – purposeful and intent | – convertible |
| – malodorous | – dissolute |
| – petty | – vulpine |

III. Suggest Russian equivalents for the following phrases and use them in the situations based on the story.

- | | |
|-------------------------|---------------------------------|
| – to lose consciousness | – to violate the rules |
| – to hem and to haw | – to declare smth null and void |
| – to pin smb down | – to draw up the budget |
| – to burn the bridges | – to breach the contract |
| – to fleece smb | – to sue smb for libel |
| – to hit the jackpot | |

IV. Write out of the story words and expressions describing New York and Wentworth and their residents. Compare and contrast life in the two places.

V. Match the parts of sentences, paying attention to Oblique mood structures and comment on the situations.

1. When the train left Albany the Malloysfelt their breathing quicken as if	a) they had remarkable properties.
2. None of them were sitting down and they chatted together as if	b) the place was being besieged.
3. This office was also crowded, but the atmosphere was of haste and trouble as if	c) delighted by the delay that held them their.
4. The skins of the coat were sere and worn, but as she slept she stroked them as if	d) fire had fallen onto their dark shapes.
5. The faces that passed them seemed purposeful and intent as if	e) there were not enough air in the coach.
6. The tall buildings in the East were lighted and seemed to burn as if	f) it hadn't been for Alice.
7. Evarts would have misplaced his head if	g) they all belonged to people who were pursuing the destinies of great industries.
8. He was so tired that of he had rested his head against anything	h) I could talk with you.
9. They got to bed early so that	i) he would have fallen asleep.
10. I've been wishing all day that	j) Evarts could work on the play in the morning.

VI. Dwell on the title of the story and the problems raised in it.

The Wintering of Mr Kolawole

I. Skim the story, mark True or False statements and explain why.

1. Mr Kolawole and the narrator were both dark-skinned men.
2. The narrator enjoyed the place he rented.
3. Mr Kolawole was a music student doing research on talking drums.
4. One night Mr Kolawole stopped playing drums as he was cold.
5. The next day Mr Kolawole accidentally got into the ditch and was taken to the Royal Free hospital.

II. Suggest antonyms from the story to these words and phrases.

- | | |
|------------------|--------------------|
| – generous | – badly-dressed |
| – clean | – well-off |
| – strong | – to send to sleep |
| – well-organised | – careless |
| – happily | – in distress |
| – submissive | |

III. Choose the appropriate attributes for the following nouns.

- | | |
|------------------|--------------------|
| – money-grabbing | – source of income |
| – mysterious | – stairs |
| – talking | – Greek |
| – eloquent | – immaculate |
| – bare | – dingy |
| – blank | – solid hard |
| – feeble | – solicitous |
| – dislike | – drums |
| – suit | – shoulders |
| – observers | – work |
| – work | – answer |

IV. Add prepositions where necessary and use these phrases in the situations based on the story.

- | | |
|------------------------------------|---------------------------------|
| – source _ income | – to spit _ _ smb |
| – one month payable _ advance | – to plead _ smb but _ no avail |
| – to share kitchen _ smb | – to roll _ the ditch |
| – to settle down _ solid hard work | – to rush _ smb |
| – to encounter _ smb | – _ frenzy |
| – to do research _ smth | – to turn _ a leaf |
| – to knock _ smb’s door | |

V. Transform these sentences using Oblique Mood structures.

1. The narrator was broke, so he had to rent a dingy place. (if)
2. The Greek landlord wanted the narrator to pay in advance. (wish)
3. The narrator needed to settle down to some solid hard work. (high time)
4. Mr Kolawole played talking drums even at night, maybe because he wanted to keep the English awake. (as if)
5. The narrator didn’t hear the drums one night and went to investigate. (so that)
6. It was cold in his room and Mr Kolawole wanted to winter somewhere else. (it’s natural)

VI. Write out of the story all words and phrases to describe the living conditions of its characters.

VII. Speak about the problems touched upon in the story.

Treacle Tart

I. Read the story to answer these questions.

1. What interested everyone in the new boy coming to their school?
2. What was the first impression of Julius Bloodstock?
3. Why was the first meal a surprise for everyone?
4. How did the officials of the school try to make Julius eat his treacle tart?
5. All the boys had to conform to school rules, didn't they?
6. What happened to Julius finally?

II. Suggest derivatives from the story to the following words. Give some more derivatives.

- | | |
|------------|---------------|
| – rebel | – impertinent |
| – peer | – challenge |
| – respect | – glory |
| – memory | – vision |
| – misery | – urge |
| – innocent | – grace |

III. Translate these phrases from Russian into English. Use them in situations on the basis of the story.

- | | |
|--------------------------------------|-----------------------------|
| – нарушать школьные правила | – выиграть пари |
| – бить палкой | – настоять на своем |
| – не обратить внимания | – ударить кого-либо по лицу |
| – сильно бояться кого-либо | – в знак обожания кого-либо |
| – воспитывать при помощи репетиторов | – дойти до дела |
| | – испугаться и струсить |

IV. Complete the sentences using Oblique Mood structures. Develop them into situations.

1. Would the masters dare cane him if he... .
2. Julius Bloodstock wished he... .
3. Thos stared at Julius as though... .
4. They did everything possible so that Julius... .
5. Julius behaved as if... .
6. All schoolchildren wished they... .
7. But for the fright of the headmaster, they... .

V. Insert articles where necessary.

1. None of us had any contact with _ peerage.
2. _ Duke kept him at _ Castle under _ private tutors.
3. Thos led _ small, pale, fair-haired boy into _ dining hall, and showed him his seat at _ end of _ table among _ other nine new-comers.
4. In _ dormitory he told _ ghost story, which is still current in _ school after all these years: about _ Mr Gracie who heard hollow groans in _ night.
5. When it came to _ point _ boys sitting close to Thos took _ fright and ratted, one after _ other.

VI. Describe the school where the boys of the story studied: its rules, atmosphere, staff, the attitude of the boys to it.

VII. Comment on the main conflict of the story, its development and outcome.

A Way of Life

I. Read the story and put the following sentences in the correct order according to the text.

1. One morning Lena fell down in the kitchen after feeling dizzy for some time.
2. After several examinations the doctor told Lena to have a rest for a couple of months.
3. Lena was from a poor family and was taken on as a domestic servant when her mother died.
4. Lena returned and begged to take her back because she couldn't bear to live at her daughter's place.
5. Lena's daughter took her to her house and brought another girl to help the Capons.
6. Lena had positions with innumerable families and then worked for the Capons for four years.
7. The Capons decided to take her back out of compassion but on her own responsibility.
8. The Capons fetched a doctor to examine the servant and Anette led her to the dormitory to have a rest.

II. Suggest derivatives to these words from the text.

- | | | |
|--------------|--------------|-------------|
| – sloven | – clean | – confuse |
| – illiterate | – courage | – idle |
| – honest | – conscience | – repugnant |
| – punctual | – despair | – taste |
| – loyal | – infect | – submit |
| – cheerful | – care | – response |
| – urge | | |

III. Match these adjectives to nouns as used in the story. Build up situations with these phrases.

- | | |
|--------------|------------------|
| – bedraggled | – heart |
| – fierce | – girl |
| – dusty | – street |
| – domestic | – eyes |
| – chronic | – deportation |
| – instant | – face |
| – large | – voice |
| – nursery | – disorder |
| – infectious | – people |
| – genuine | – dreams |
| – high | – servant |
| – naughty | – attention |
| – vivid | – blood-pressure |
| – humble | – uncle |
| – downcast | – concern |
| – continuous | – dress |
| – strained | – illness |
| – decent | – school |
| – grave | – wage |

IV. Fill in the prepositions. Use the phrases in sentences of your own:

- | | |
|--------------------------------|--------------------------------|
| – _ reasonable condition | – to look _ smb |
| – to take _ a domestic servant | – to stare _ smb |
| – liable _ instant deportation | – _ a mess |
| – nervous _ the lift | – to take _ the responsibility |
| – to lie _ to rest | – to rely _ smb |
| – to spare _ the time | – to turn smb _ _ doors |

- | | |
|---------------------------|--|
| – to put _ _ smb | – to be cheeky _ smb |
| – to carry _ _ one’s work | – to thrust smth _ smb |
| – to be _ duty | – to plead _ smb |
| – to feel guilty _ smth | – to shift the responsibility _ smth _ |
| – _ one’s part | smb’s shoulders _ smb |

V. Translate these sentences into English using Oblique Mood structures.

1. Если бы кто-то увидел Лену впервые, он мог бы ожидать худшего. (if)
2. Лена была уверена, что ее выслали бы из страны немедленно, если бы поймали. (if)
3. У нее закружилась голова и она слышала все вокруг, как будто все было очень далеко. (as if)
4. Семья вызвала врача, чтобы он осмотрел Лену. (so that)
5. Лене уже давно было пора отдохнуть и полежать. (high time)
6. Если она будет продолжать работать, врач не поручится за ее здоровье. (if)
7. Лена не вернулась бы к Аннет, если бы не бездушные родственники. (but for)
8. Аннет и Лесли были приличные люди, иначе они бы уже давно уволили Лену. (otherwise)
9. Если что-то случится со мной, это будет не ваша вина. (if)
10. Было естественно, что семья сделала все, что могла для Лены. (natural)

VI. Write out all the words and phrases to characterize Lena and the Capons. Draw their character sketches using Oblique Moods and active vocabulary.

VII. Comment on the social and psychological problems raised by the author. Dwell on the message of the story.

Jane

I. Read the story and complete these sentences. Enlarge on them recollecting the events of the story.

1. Mrs Tower invited the narrator to see... .
2. Their conversation was interrupted by... .
3. One day Mrs Fowler announced that... .
4. Mrs Tower got outraged because... .
5. After the wedding the couple left for... .
6. The narrator was away from London for two years and when he returned he met... .
7. Mrs Tower told him the whole story of Jane's... .
8. The narrator got used to seeing much of... .
9. At last Mrs Tower was proved right about... .
10. The unexpected thing about the situation was that... .

II. Translate these words and phrases from Russian into English and recall the situations where they are used:

- | | |
|----------------------|------------------------------|
| – роскошный, богатый | – отбросить тщеславие |
| – жених | – оживленно |
| – быть в волнении | – оценивать кого-либо |
| – потерять дар речи | – видно невооруженным глазом |
| – мешаться | – быть в замешательстве |

III. Provide derivatives for the following words from the story and add some more. Use them in sentences of your own based on the story:

- | | | |
|-----------|--------------|------------|
| – malice | – ridicule | – passion |
| – scruple | – vindictive | – ruthless |
| – rage | – vain | – vivacity |

– measure	– vigour	– conspire
– care	– admire	– miracle
– astonish	– frivolous	– resist
– sense	– conscience	– heart

IV. Fill in the prepositions and build up situations using these phrases:

to have passion _ decoration, to deliver oneself _ the hands _ an expert, to put something _ (to postpone), to praise _ the lips, to treat somebody _ somebody, to make much _ somebody, to be devoted _ somebody, to bore somebody _ death, to be _ high spirits, to put the finishing touches _ smb's appearance, to burst _ tears/ laughter, to announce _ a loud voice, to be _ one foot _ the grave, to play a joke _ somebody, to prevent somebody _ doing something, to delve _ the secrets _ smb's soul, to marry _ money, to marry _ mature consideration, to settle some money _ somebody, to shake hands _ somebody, to start _ _ a journey, to kiss somebody _ both cheeks.

V. Write out from the story all sentences with Oblique Moods. Comment on their usage.

VI. Which of the qualities below can be referred to Mrs Tower, Jane Fowler, Gilbert Napier? Explain why using Oblique Mood structures: “If he / she hadn't been..., he / she wouldn't have done...”

dowdy, provincial, a heart of gold, boring, dull, resolute, good-humoured, composed, amusing, simple, unaffected, malicious, cock-sure, handsome, vindictive, ruthless, vivacious, worthy, immeasurably kind, amiable, vain, masterful, passionate, unscrupulous, ridiculous, sensible, cunning, admirable, shrewd, bitter, selfish, sweet-tempered, commonplace, heartless.

Draw full character-sketches of the personages. What do you make of the narrator?

VII. Comment on the following sentences expressing your point of view.

1. I wondered what it was that I missed in all these rooms that decorators were turning out with a profitable industry. Was it heart?
2. Do you mean to tell me that you can bring yourself to believe that it's possible for a young man to care for a woman old enough to be his mother?
3. Then I discovered it was because I spoke the truth. It was so unusual that people thought it humorous. One of these days someone else will discover the secret, and when people habitually tell the truth of course there will be nothing funny in it.

VIII. Dwell on the message of the story.

The Happy Man

I. Read the story and support the following sentences.

1. Once I knew that I advertised well.
2. I opened the door to a total stranger.
3. I'm not going to tell you the story of my life.
4. If you say take it, I will; if you say stay where you are, I'll stay.
5. You changed my whole life for me.
6. Life is full of compensations.
7. I wouldn't exchange the life I've had with that of any king in the world.

II. Provide synonyms for the following words and phrases:

- | | |
|-----------------------|------------------------|
| – risky | – to bear smth |
| – destiny | – a quick look |
| – small apartment | – to notice |
| – a complete stranger | – litter |
| – a bit shy | – a vague reminiscence |
| – strange | – absent-minded |

III. Translate these words and phrases into Russian:

- | | |
|---|--------------------------------------|
| – a means of livelihood | – boldly and voluptuously beautiful |
| – an apologetic laugh | – to earn one’s living by doing smth |
| – a thick-set and stout man | – to be brought up by smb |
| – an infirmary | – to have a fancy for smth |
| – enough to keep body and soul together | – fee |
| – trifling indisposition | – a squeamish patient |

IV. Insert articles where necessary.

1. But there are men who flounder at _ journey’s start.
2. He lived in _ ordinary Spanish house, with _ patio, and his consulting room which led out of it was littered with _ papers, _ books, _ lumber.
3. Heaven knows, I know _ little enough of myself.
4. I took _ cab and as I drove up to _ house, _ little fat man came out of it.
5. He seemed _ trifle embarrassed.

V. Translate these sentences into English using Oblique Moods.

1. Жена главного героя жалела, что она покинула Англию. (wish)
2. Он выглядел как настоящий испанец. (as if)
3. Если вы не заинтересованы в деньгах и понимаете, что будете всего-навсего сводить концы с концами, тогда можете ехать, потому что у вас будет прекрасная жизнь. (if)
4. Он спросил, можно ли ему войти. (if)
5. Как может человек советовать другому, что делать, если он не знает его как себя самого? (unless)
6. Автор был заинтересован в психологии людей, иначе он бы не хотел узнать историю жизни этого человека. (otherwise)

VI. Open the brackets using the right form of the verb.

1. The author thinks that it is unnatural that someone (to order) the lives of others.
2. If the author (not to write) the book about Spain, Stephens (not to come) to him.
3. Stephens suggested that they (to talk) about Spain.
4. Stephens wished the author (to give) advice to him.
5. He looked as though he (to know) a good bottle of wine when he saw it.
6. He (not to exchange) the life he had had with that of any king of the world.

VII. Comment on the following sentences from the story expressing your point of view.

1. It is a dangerous thing to order the lives of others.
2. I have always hesitated to give advice, for how can one advise another how to act unless one knows that other as well as he knows oneself?
3. Each one of us is a prisoner in a solitary tower and he communicates with the other prisoners ... by conventional signs... .
4. Mistakes are often irreparable.
5. Life is a difficult business.
6. Is it madness to give up a good safe job for an uncertainty?
7. Life is full of compensations.

VIII. Dwell on the title of the story and its message.

IX. "Some people are born out of their due place." Does this idea somehow correlate with this story?

The Schartz-Metterklume Method

I. Read the story and write questions to these answers.

1. Lady Carlotta lost her train and wired a non-committal message to her destination to meet her luggage.
2. Mrs Quabarl took Lady Carlotta for Miss Hope, a governess who was to arrive that day.
3. Lady Carlotta needed a place to stay for a night and she agreed to be the governess.
4. Lady Carlotta shocked the Quabarls by her talk at dinner about wine and the previous hosts.
5. Next morning Lady Carlotta began to teach the children history on the Schartz-Metterklume method.
6. Mrs Quabarl fired her immediately as she saw the results of her work.
7. The leave of Lady Carlotta was as extravagant as her arrival.

II. Match words with their meanings and build up situations with them based on the story.

1) to be immersed in smth	a) tiring, boring, uninteresting
2) tiresome	b) to lower smb's extreme pride and feeling of curiosity
3) to befool	c) to fire, to sack smb
4) to be knocked off one's perch	d) to judge smb too quickly and often inaccurately
5) to dismiss	e) to make a fool of
6) to be hasty in one's judgements	f) to be involved / engaged in smth

III. Translate the following words and phrases into Russian

- | | |
|--------------------------------|---------------------|
| – noninterference | – autocratic |
| – to be none of one’s business | – discomfiture |
| – desertion | – ignominious |
| – imposingly attired lady | – to allude to |
| – correctitude | – to observe sagely |

IV. Open the brackets using Oblique Moods.

1. Lady Carlotta (to lose) the friendship of the lady besieged by the boar if she (to interfere) between her and the animal.
2. If Mrs Quabarl (to think) Lady Carlotta to be the governess, she (to take) her to her mansion.
3. Mrs Quabarl thought it was unnatural that Lady Carlotta’s luggage (to go astray).
4. Mrs Quabarl wished her children (not only to be taught), but interested in studies.
5. In their history lessons they should feel as if they (to be introduced) to the life-stories of men and women who really lived.
6. It seemed surprising to Mrs Quabarl that the governess (to help) herself to wine and (to show) critical knowledge on various vintage matters.
7. Unable to keep the conversation going, Mrs Quabarl thought it was high time they (to turn) it into more usual channels.
8. According to the Schartz-Metterklume method, children (to act) history themselves. Otherwise they (not to understand) it.
9. Mrs Quabarl would rather Lady Carlotta (to leave) their place by the next train.
10. Lady Carlotta pretended it was quite natural that a leopard-cub (to keep) in her luggage.

V. Complete the sentences and develop them into situations based on the story.

1. If Lady Carlotta hadn't missed the train... .
2. Lady Carlotta acted as though... .
3. But for her rich imagination... .
4. Mrs Quabarl was one of self-assured autocratic individuals. Otherwise... .
5. If Lady Carlotta hadn't behaved so naturally... .
6. Mrs Quabarl found it shocking that at the history lesson... .
7. Lady Carlotta suggested that the children... .
8. Mrs Quabarl wished... .
9. After Lady Carlotta had befooled the Quabarls it was time... .
10. It seemed not at all tiresome to her that she... .

VI. Which of the qualities below can be referred to Lady Carlotta and Mrs Quabarl:

self-assured, snobbish, silly, light-minded, adventurous, straight-forward, romantic, inventive, resourceful, witty, extravagant, imaginative, eloquent, non-committal, meek, imposing, sincere, estimable, impartial?

Give full character sketches of the two ladies and comment on their conflict.

VII. Comment on the title of the story and connect it with the main idea.

The Secret Life of Walter Mitty

I. Read the story and answer these questions. Develop them into situations.

1. What were Mr and Mrs Mitty busy with in Waterbury?
2. Who did Mr Mitty imagine himself to be?
3. What helped him to go into his daydreams?
4. Why did Mr Mitty escape from reality?

II. Complete these sentences with the right word.

1. Commander's cap was pulled down _ .
a) rakishly b) licentiously c) foppishly
2. His wife seemed to him _ unfamiliar.
a) highly b) absolutely c) grossly
3. Navy was flying fading in the _ intimate airways.
a) isolated b) apart c) remote
4. He pulled on his gloves and _ ahead.
a) lurched b) ran c) crept
5. An interne shouted that the new anesthetizer was _ way.
a) taking its b) going to c) giving
6. The judge _ for order.
a) uttered b) asked c) rapped
7. I'll _ my right arm in a sling.
a) put b) wear c) keep
8. They went out through the _ doors.
a) moving b) opening c) revolving

III. Match the words with their meanings. Use them in sentences based on the story.

1) rakish	a) a shoe worn over a normal shoe, typically made either of rubber to protect the normal shoe or of felt to protect a floor surface
2) overshoes	b) offensive, rude
3) haggard	c) disorder or dishevel
4) distraught	d) lasting for a very short time
5) tousele	e) a mild expression, typically of surprise, enthusiasm, or sympathy

6) ignition	f) having or displaying a dashing, jaunty, or slightly disreputable quality or appearance
7) gee	g) a person, typically a lawyer, appointed to act for another in business or legal matters
8) insolent	h) very worried and upset
9) attorney	i) the action of setting smth on fire or starting to burn
10) fleeting	j) looking exhausted or unwell, especially from fatigue, worry, or suffering

IV. Open the brackets using Oblique Mood structures.

1. If Mr Mitty (not to drive) so fast, Mrs Mitty (not to be) so afraid.
2. Mrs Mitty wished Mt Mitty (to let) Dr Renshaw look him over.
3. Dr Renshaw suggested that Mr Mitty (to take) a look at Wellington McMillan.
4. If Mr Mitty (not to get) his chains wound around the axles, he (not to have) to drive to a garage to have the chains off.
5. It was natural that Mr Mitty (to hate) weekly trips to town.
6. If Mr Mitty (not to wear) his right arm in a sling on the night of the fourteenth of July, there (not to be) any arguments about the shot.
7. Mrs Mitty wished Mr Mitty (to wait) for her as usual.
8. Mr Mitty wished he (to live) his own life.

V. Complete the sentences using active grammar structures. Develop them into situations.

1. During his daydreams Mr Mitty felt as if he... .
2. If Mrs Mitty hadn't asked Walter to put on gloves... .
3. Mrs Mitty suggested Mr Mitty... in some shop.
4. If Walter hadn't inserted the pen... .
5. If the parking-lot assistant hadn't called Walter... .

6. His wife told him to get some things. It's natural that... .
7. Walter was up to fifty five. Mrs Mitty wished... .
8. Mrs Mitty said that Walter was tensed up again. She wished... .
9. It was high time Walter Mitty... .
10. But for his wife Mr Mitty... .

VI. Write out from the story words and phrases that will help you to describe and characterize Walter Mitty in reality and in his imaginary world. Arrange them into two columns and add your own characteristics on the basis of the story.

VII. What do you make of Mrs Mitty? Do you consider her to be bossy, nagging and stern or helpful, devoted and supportive? Why? Are the Mitties the example of a mismatched couple?

The Sleepy Piano-Player

I. Read the story and answer these questions.

1. Where did Sebastiano work in Paris?
2. Why did he stay to sleep at his work?
3. What fashion did he happen to introduce?
4. How did Sebastiano happen on the job aboard the ship going to the USA?
5. Why was the trip to New York a nightmare to the other three musicians?
6. What brought Mrs Sloan and Sebastiano together?
7. Where did Sebastiano decide to stay for good? Why?

II. Translate these Phrases into Russian. Use them in sentences based on the story:

- | | |
|-------------------------------------|-------------------------------|
| – a side street off the Boulevard | – to sleep four days in a row |
| – soft subdued intimate piano music | – from then on |

- to be an instant success
- the idea caught on
- a man of sound business principles
- to be given to loose talk
- to take pride in one’s infallible judgement of people
- to be towed away from the pier
- in a perpetual state of nervous tension

- to show up in time for work
- to raise hell
- to be frightened to death
- to run into bad weather
- to speak one’s mind in unmistakable terms
- to get in a jam

III. Match the adjectives and nouns. Use them in sentences of your own.

dim	manner
prominent	character
tiny	man
winding	place
frivolous	divorcee
odd	look
instant	judgement
cheerful	tips
large	abandon
infallible	success
wistful	attire
vivacious	girls
accessible	stairway
ingenious	room
tough	cheekbones
inborn grand	lights

IV. Write out of the story words and phrases to the topic Music.

V. Complete the sentences using Oblique Mood Structures.

1. If the regular piano-player hadn't stayed in Paris for personal reasons,
2. He got tired of climbing to his room and stayed at work so that
3. Sebastiano was concealed from the public in a café by a curtain. Otherwise, he
4. If Sebastiano hadn't looked so bored and genuinely expensive
5. Sebastiano never showed up in time for work. He behaved as if
6. His fellow-workers poured ice water into his mouth so that
7. The two men looked at Sebastiano as though
8. Many passengers were seasick and the smell of food made them wish
9. The captain sent Sebastiano to Mrs Sloan so that
10. But for Sebastiano's quiet and understanding nature

VI. Draw the full character sketch of Sebastiano. What do you make of him? Use Oblique Mood structures to support your point of view.

VII. What do you think of the end of the story? What future can you predict for Sebastiano?

Black Boy

I. Read the story and decide if the statements are True or False. Develop them into situations.

1. The main character decided to read Mencken because he encountered him.
2. Mr Falk did him a favour and lent his library card.
3. It was easy for the black boy to get the books from the library.
4. Reading changed the black boy but he tried to conceal it.

5. His dream was to become a writer.
6. His family supported the black boy in his desire to move north.
7. The black boy saw no way out of his way of life.

II. Translate these words and phrases into English and use them in situations based on the story.

- | | |
|------------------------------------|---------------------------------|
| – знать понаслышке | – отдаваться чему-либо |
| – кроме этого | полностью |
| – едва скрывать презрение | – быть погруженным во что-то |
| – придумать что-то | – недостижимый |
| – втянуть кого-либо в неприятности | – покупать что-либо в рассрочку |
| – подделывать записку | – выбросить что-либо из головы |
| – чувствовать небольшую вину | – освободиться от страха |
| | – состоятельный |

III. Suggest antonyms from the story to these words and phrases.

- | | | |
|---------------|------------------|-------------|
| – unemotional | – to neglect | – conscious |
| – secure | – trustful | – clear |
| – amiability | – cowardly | – to rebel |
| – respect | – clean | – pleasant |
| – to support | – dim | – poor |
| – love | – to buoy smb up | – native |

IV. Insert articles if necessary.

1. I felt _ vague sympathy for him.
2. He treated me in _ off-hand, bantering way.
3. They were out of _ question.
4. I want to ask you _ favour.
5. I thought that would be _ foolproof note.

6. I entered _ library as I have always done when on _ errands for _ writers.
7. _ plots and stories in _ novels I read didn't interest me so much as _ point of view revealed.
8. Reading was like _ drug, _ dope.
9. I would read and wonder as only _ naïve and unlettered can read and wonder.
10. We tried to make _ living and bought _ furniture on _ instalment plan.

V. Write out of the story all sentences with Oblique Moods. Comment on them.

VI. Dwell on the problems raised in the story. Are they still acute?

VII. Do you agree that reading can be like a drug for people and change their lives for ever. Express your opinion.

Наталья Владимировна Коробова

ЧИТАЕМ И ОБСУЖДАЕМ
рассказы современных англоязычных писателей

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Редакторы: Н.С. Чистякова
Д.В. Носикова
Ю.А. Белякова

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