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ДОМАШНЄ ЧИТАННЯ

Методичні вказівки

**до курсу «Домашнє читання» (на матеріалі романів N. Hornby
“AboutaBoy”, V.Woolf “Mrs. Dalloway, Y.Martel “LifeofPi”) для студентів
III-IV курсів денної та IV-V курсів заочної форм навчання відділення
англійської філології**

Одеса

КП “Одеська міська друкарня”

2019

Друкується за рішенням Вченої ради факультету романо-германської філології Одеського національного університету ім. І.І.Мечникова.

Протокол № 8 від 23 травня 2017 року.

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Домашнє читання. Методичні вказівки до курсу «Домашнє читання» (на матеріалі романів N. Hornby “AboutaBoy”, V.Woolf “Mrs. Dalloway, Y.Martel “LifeofPi”) для студентів III-IV курсів денної та IV-V курсів заочної форми навчання відділення англійської філології// Одеський національний університет ім. І.І.Мечникова. – О.: КП “Одеська міська друкарня”, 2019. - 37 с.

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ПЕРЕДМОВА

Дані методичні вказівки з домашнього читання призначені для студентів III-IVденного та IV-V заочного курсів відділення англійської філології.

Базою для створення даних методичних вказівок послуговували відомі романи різних англомовних письменників: Н. Хорнбі «Мій хлопчик» (1998), В.Вульф «Місіс Деллоуей» (1925) та Я.Мартеля «Житті Пі» (2001). До цих романів були створені післятекстові вправи та запитання. Мета таких вправ полягає в збагаченні лексичного запасу студентів на базі нових мовних одиниць, а також в формуванні навичок монологічного та діалогічного мовлення при використанні змістової інформації художнього тексту.

Вибір романів для складання даних методичних вказівок не є випадковим. Вони отримали багато премій та нагород. Ці романи можна вважати найвідомішими у творчості письменників. Вони викликали великий резонанс у суспільстві. Романи «Місіс Деллоуей» та «Життя Пі» були екранізовані, а «Про хлопчика» став базою не тільки для фільми, а й до відомого сіткому. Два фільми навіть отримали премію Оскар.

Ці твори допоможуть студентам не лише удосконалити свої мовні навички, а й розширити свій кругозір.

Nick Hornby“About a Boy”

Task 1

(Chapters 1-5)

1. Translate and transcribe the following words, use them in your sentences.

reckon (ch. 1), messy (ch.1), soggy (ch.1), questionnaire (ch.2), fathom (ch.2), smug (ch.2), oblivion (ch.2), shallow (ch.2), tutor (ch.3), jolly (ch.4), croissant (ch.4), sanity (ch.4), embarrassment (ch.4), converse (ch.4), affinity (ch.4), flair (ch.4), infidelity (ch.4), fling (ch.4), timid (ch.5).

2. Translate the following word combinations, supply them with synonyms and use them in the situations from the text:

to have a row (ch.1), to miss the point (ch.1), to indulge in smth. (ch.2), to go round the twist/bend (ch. 2, ch.5), to make of smb/smith. (ch.2), in the first place (ch.2), in one’s experience (ch. 3), to make judgments (ch. 3), to catch a glimpse of smb. (ch. 4), to break into a smile (ch.4), to come up with smth. (ch.4), to own up to smth. (ch.4), to strike up a rapport with smb. (ch.4), to get in the way (ch.4), to end up doing smth. (ch.5).

3. Find in the text the English equivalents for the following word combinations and use them in your sentences:

расставаться (ch.1), они несколько раз гуляли (ch.1), все исправится (ch.1), абсолютно никак не мог вспомнить (ch.2), приносить пользу (ch.2), без причины (ch.2), не находить применения для чего-л (ch.2), средняя школа (ch.3), быть в постоянном поиске (ch.3), привести в дикое волнение (ch.3), иметь приличие (ch.3), заметить разницу (ch.3), узнать по горькому опыту (ch.4), испепеляющий взгляд (ch.4), морщины у глаз (ch.4), смириться с чем-л (ch.4), инстинкт самосохранения (ch.5).

4. Points for discussion:

- What two different sorts of lives did Marcus have?
- Describe Marcus’s and his mother’s new life in London.
- Speak about Will Freeman, his lifestyle and interests.
- What did Will think about John and Christine’s family life.
- What made Marcus hate school so much?
- Describe his typical day at school.
- What qualities made Marcus seem weird to his classmates?

- Why did things go extremely bad for Marcus in the English class?
- In what circumstances did Will make Angie's acquaintance?
- Speak about their developing relationship.
- What made Will change his opinion about dating single mothers?
- What made Will so agreeable in Angie's eyes?
- Speak about the reason why they finally split up. Was Will happy about the outcome?
- Why could not Marcus understand the reason of his mother's crying?
- Speak about Marcus's social life at school. Did he have any friends?
- Why did Nicky and Mark want to avoid Marcus's company?

Task 2

(Chapters 6-10)

1. Get ready for the quiz on Task 1.

2. Translate and transcribe the following words, use them in your sentences.

groovy (ch. 6), to scheme (ch.6), fraud (ch.6), desolate (ch.6), ingenious (ch.6), treachery (ch.6), obscurely (ch.8), presumption (ch.8), carol (ch.8), buggy (ch.8), vulnerable (ch.8), coincidence (ch.9), pathetic (ch.9), handful (ch.10), sympathetic (ch.10), a shot (ch.10), vagrant (ch.10), ambulance (ch.10), junkie (ch.10).

3. Translate the following word combinations, supply them with synonyms and use them in the situations from the text:

to prevent smb from doing smth (ch.6), to make enquiries (ch.6), to indulge a whim. (ch.6), to put smb off (ch. 6), to give oneself away (ch.6), to stick up for smb. (ch.7), out of the blue (ch. 7), could do with smth (ch. 8), to lose track of smth (ch. 8), to pride oneself on smth (ch.8), to be under the weather (ch.8), to be off colour (ch.8), to go to all the trouble (ch.8), to grass smb up. (ch.9).

4. Find in the text the English equivalents for the following word combinations and use them in your sentences:

отец одиночка (ch.6), делать успехи (ch.6), идти на все (ch.6), фломастер (ch.6), ничего страшного (ch.6), медленно начинаться (ch.6), вдобавок (ch.6), ниже чьего-либо достоинства (ch.6), она подойдет (ch.6), зеркало заднего вида (ch.8), короче говоря (ch.8), принимать за чистую монету (ch.8), как

следствие/в результате (ch.8), инфаркт (ch.9), точно во время (ch.10), остановить такси (ch.10).

5. Points for discussion:

- Speak about Will's plans to find a single mother.
- Describe Will's first SPAT meeting.
- Speak about Will's conversation with Frances and Suzie.
- Describe Marcus's typical day with his mother. Did he think she could look after him properly?
- How did Marcus happen to make Will's acquaintance? Speak about the picnic.
- What money did Will live off? Did he ever have to work?
- Describe Will's conversation with Marcus. Did they take to each other?
- Speak about the incident with the dead duck.
- Describe Marcus's night at the hospital.

Task 3

(Chapters 11-14)

1. Get ready for the quiz on task 2.

2. Translate and transcribe the following words, use them in your sentences.

bloke (ch. 11), articulate (ch.11), incredible (ch.11), resourceful (ch.12), frequent (ch.12), ingenuity (ch.12), intimidating (ch.12), acute (ch.12), malevolent (ch.12), slumber (ch.12), belatedly (ch.12), irresistible (ch.12), make (ch.12), contraption (ch.12), grumble (ch.13), morbid (ch.14), overreact (ch.14).

3. Translate the following word combinations, supply them with synonyms and use them in the situations from the text:

to get to do smth (ch.11), to get a takeaway (ch.11), to tell the difference. (ch.11), to commit suicide (ch. 11), to drive smb mad (ch.11), to lose track of smb/smth (ch.11), at smb's disposal (ch. 12), on offer (ch. 12), to embark on smth. (ch. 12), to make some concession to smth (ch.12), to get cross with smb. (ch.13), for a start (ch.14), to resort to smth/doing smth. (ch.14).

4. Find in the text the English equivalents for the following word combinations and use them in your sentences:

закончить что-либо (ch.11), ради кого-либо (ch.11), история из жизни (ch.11), а вдруг он проснется... (ch.11), я все еще тебя не понимаю (ch.11), взять себя в руки (ch.11), находить самый легкий способ/ выбирать кратчайший путь (ch.12), совмещать личную жизнь и работу (ch.12), привязаться к кому-то (ch.12), давать себе волю (ch.12), ходить вокруг да около (ch.12), переодеться (ch.13), заранее (ch.13), случайно встретиться (ch.13), водительские права (ch.13), от чьего-либо имени (ch.14), наполовину завершить что-либо (ch.14).

5. Points for discussion:

- Speak about the suicide letter and the ensuing conversation between Marcus and his mother.
- Why would things never be the same for Marcus?
- What kind of film were Marcus and Fiona watching? What went wrong?
- How did Will manage his time?
- What kind of jobs did he apply for?
- Comment on Will's conversation with Suzie.
- How did Will plan to spend time with Marcus?
- Why was Marcus trying to fix Will up with his mother? What future did he envisage for all of them?
- Where did they go out?
- How did Marcus try to get the conversation between Will and Fiona going?
- Why wasn't Fiona Will's type?
- Describe the supper Will was invited to. What depressed him so much?
- Speak about Marcus's flying visit to Will.

Task 4

(Chapters 15-17)

1. Get ready for the quiz on task 3.

2. Translate and transcribe the following words, use them in your sentences.

daft (ch. 15), liquidizer (ch.15), routine (ch.15), tatty (ch.16), fatigue (ch.16), drag (ch.16), consolation (ch.16), obscenity (ch.16), cowardice (ch.16), bully (ch.16), discernible (ch.16), tinge (ch.16), manufacturer (ch.16), observant (ch.17), rebellion (ch.17).

3. Translate the following word combinations, supply them with synonyms and use them in the situations from the text:

to pop around (ch.15), to give smb a hard time (ch.15), to settle for doing smth (ch.15), to serve some purpose (ch. 16), to inflict oneself upon smb (ch.16), to embroil oneself (ch.16), to lose one's temper (ch. 16), to go/be in disguise (ch. 16), to pride oneself on smth (ch. 16), repress a smile (ch.16), to toy with the idea of smth/doing smth (ch.17), to take one's chances (ch.17), to bring up the subject (ch.17), on the spur of the moment (ch.17).

4. Find in the text the English equivalents for the following word combinations and use them in your sentences:

на будущее (ch.15), избавить себя от хлопот (ch.15), производственный риск (ch.15), так оно и было/ это казалось вероятным (ch.16), заманить кого-то в ловушку (ch.16), тюремный приговор (ch.16), поставить чайник (ch.16), он не мог этого так оставить (ch.16), они легко могли сойти за отца и сына (ch.16), значительное количество (ch.16), покраснеть (ch.17), приходиться без приглашения (ch.17), смотреть в окно (ch.17), принять слишком большую дозу (ch.17).

5. Points for discussion:

- How did Marcus take to visiting Will? Did Will manage to get used to it?
- Speak about their conversation regarding school and Marcus's haircut.
- What did Will think of Marcus? What purpose did Marcus serve in his life?
- Was Will scared of real stuff?
- What did Marcus tell Will about his dad?
- Speak about a new bullying incident involving Marcus.
- What did Will advise Marcus to do in order to be invisible?
- Speak about Will and Marcus's shopping trip. Why did Will feel so happy?
- How did Fiona confront Will?
- What was the upside of the scandal in Marcus's view?
- Why did Fiona tell Marcus what he should do and what he shouldn't? Did she have a plan?
- How and why did Marcus realise he would have to take care of himself?
- Did Fiona have a special way of manipulating Marcus? Speak about their arguments.

Task 5

(Chapters 18-21)

1. Get ready for the quiz on task 4.

2. Translate and transcribe the following words, use them in your sentences.

busker (ch. 18), patronizing (ch.18), durable (ch.18), alienated (ch.18), ascertain (ch.18), implications (ch.18), devious (ch.18), eventually (ch.19), truant (ch.19), gloom (ch.20), nag (ch.20), skive (ch.21), hilarious (ch.21), band (ch.21).

3. Translate the following word combinations, supply them with synonyms and use them in the situations from the text:

to have the cheek to do smth (ch.18), to put smb up to smth (ch.18), to keep out of smb's way (ch.18), to get the wrong end of the stick (ch. 18), to make arrangements (ch.18), to break the silence (ch.19), to call smb names (ch. 19), to let off steam (ch. 20), in broad daylight (ch. 20), to bunk off (ch. 20), to ask a favour (ch.20), to score a goal (ch.20), to burst into laughter (ch.21), to have the nerve to do smth (ch.21), to fix smb up with smb (ch. 21).

4. Find in the text the English equivalents for the following word combinations and use them in your sentences:

заслуживать отдыха (ch.18), взять кого-л под покровительство (ch.18), избавиться от кого-л (ch.18), поговорить с глазу на глаз (ch.18), увлечься разговором (ch.18), в некотором роде (ch.18), перевес на вашей стороне (ch.18), мнение эксперта (ch.18), добиться своего (ch.18), ставить кого-л/себя на первое место (ch.18), класный руководитель (ch.19), ее репутация опережала ее (ch.19), просчитать до секунды (ch.20), перепутать что-л (ch.20), для разнообразия (ch.21), спровоцировать драку/скандал (ch.21), поспешить (ch.21).

5. Pointsfordiscussion:

- Why did Will hate Christmas? What was Christmas like for him?
- Why did Fiona ask Will out for a drink? Speak about their conversation on the phone and in the pub.
- Speak about Marcus's conversation with the head. What consequences did it entail?
- How did Marcus meet Ellie?
- Where did Will spot Marcus and how did they meet again?

- What kind of help did Marcus need in Will's opinion?
- What did Will think about Marcus's friendship with Ellie?
- How did Marcus become 'adopted'?

Task 6

(Chapters 22-25)

1. Get ready for the quiz on task 5.

2. Translate and transcribe the following words, use them in your sentences.

bosom (ch. 22), artful (ch.22), abandon (ch.22), hostilities (ch.22), estranged (ch.22), loathe (ch.22), contemptible (ch.22), squabble (ch.22), awkward (ch.23), snub (ch.23), handy (ch.23), hospitality (ch.23), appalled (ch.23), Bohemian (ch.24), reflect (ch.24), annihilate (ch.24).

3. Translate the following word combinations, supply them with synonyms and use them in the situations from the text:

somewhere along the line (ch.22), to have reservations (ch.22), to take a hint (ch.22), to look back on smth (ch. 22), to be friends with smb (ch.22), to do smb no favours (ch.22), to make mischief (ch. 23), to chat smb up (ch. 23), to take smb by surprise (ch. 23), to put smb at a disadvantage (ch. 24), to cast smb in an unflattering/bad/favourable light (ch.24), to be into smth/doing smth (ch.24), to get the hang of smth (ch.24).

4. Find in the text the English equivalents for the following word combinations and use them in your sentences:

он но за что не хотел (ch.22), вернуться к первоначальному плану (ch.22), здравый смысл восторжествовал (ch.22), род/сфера деятельности (ch.23), не быть взаимным (ch.24), повторный показ (ch.24), в общем (ch.24), крупица правды (ch.24), заурядный (ch.24), по чьим-л меркам (ch.24), в результате (ch.25), заболеть гриппом (ch.25), не говоря уже о (ch.25).

5. Points for discussion:

- How was Will planning to celebrate Christmas?
- Did Will readily accept Marcus's invitation?
- Why did the relationship between Fiona and Clive strike Will as odd?
- Who was invited to the Christmas dinner besides Will?

- In what way was Marcus good in Will's opinion?
- Why was Marcus glad that his parents were divorced and lived apart?
- Speak about the row sparked by Clive.
- How was Will getting along with Suzie?
- What did Will think about love?
- What made Will unworthy of Rachel? Speak about their conversation at the New Year's Eve party.
- Where did Marcus bump into Ellie?
- Why was Marcus wary of telling Ellie the truth?

Task 7

(Chapters 26-29)

1. Get ready for the quiz on task 6.

2. Translate and transcribe the following words, use them in your sentences.

misapprehension (ch. 26), fancy (ch.26), disregard (ch.26), pertinent (ch.26), graffiti (ch.26), adolescence (ch.26), bewildered (ch.26), cupboard (ch.27), assault (ch.28), sincerity (ch.28), inevitable (ch.28), obtuse (ch.29).

3. Translate the following word combinations, supply them with synonyms and use them in the situations from the text:

to put things right (ch.26), to come to a conclusion (ch.26), to do smb justice (ch.26), to strike a deal (ch. 26), to be on the point of doing sth (ch.27), to be off one's head (ch.27), to fit in (ch. 27), to get smb out of trouble (ch. 28), to get around to doing sth (ch. 28), to let one's imagination run riot/wild/away with you (ch. 28), to fall for smb (ch.28), to come to a head (ch.29).

4. Find in the text the English equivalents for the following word combinations and use them in your sentences:

я чувствую нутром (ch.26), сознаваться в чем-л (ch.26), ясно осознавать (ch.26), подловить кого-л (ch.26), Уилл был потрясен (ch.26), что ты затеял? (ch.27), отвлекающий маневр (ch.27), быть в хороших отношениях (ch.27), чистая совесть (ch.28), надуть кого-л (ch.28), не искушай судьбу (ch.28), пять дней подряд (ch.29), придираться, дразнить кого-л (ch.29).

5. Points for discussion:

- Why did Will invite Marcus to the amusement arcade?
- How did Will feel about Rachel?
- Speak about Will and Marcus's visit to Rachel.
- What made Marcus go home?
- How did Ellie defend Marcus?
- Why did Will disapprove of Ellie and Marcus's model of relationship?
- How did Will reveal all the truth about himself to Rachel. How did she react?
- Why couldn't Will help Marcus with his mother. What reasons did he give?
- Why did Ellie look unusually upset? Speak about her conversation with Marcus.

Task 8

(Chapters 30-32)

1. Get ready for the quiz on task 7.

2. Translate and transcribe the following words, use them in your sentences.

vertigo (ch. 30), buoyant (ch.30), reverie (ch.30), implications (ch.30), Oedipal (ch.30), fiddle (ch.30), concussed (ch.31), doolally (ch.31), missile (ch.31), fare (ch.31), nudge (ch.31), masterful (ch.31), mundane (ch.32), misery (ch. 32), overrated (ch.32), anticipate (ch.32), pertinent (ch. 32).

3. Translate the following word combinations, supply them with synonyms and use them in the situations from the text:

to do something about smb/smth (ch.30), not to see eye to eye with smb (ch.30), to keep smb afloat (ch.30), on the quiet (ch. 30), to follow through with smth (ch.31), let smb loose on smb (ch.31), to talk smb out of smth (ch. 31), to make sense (ch. 31), to go wrong (ch. 32), to absent oneself (ch. 32), to be oblivious to smb/smth (ch.32), to do the trick (ch.32), to be on the verge of smth (ch.32), to have no clue (ch.32).

4. Find in the text the English equivalents for the following word combinations and use them in your sentences:

его жизнь была занята... (ch.30), испытывать судороги (ch.30), не иметь представления о чем-л (2 варианта) (ch.30, 32), в крайнем случае (ch.30), чувствовать себя подавленным (ch.30), громкий успех (ch.30), знак зодиака (ch.31), малый шанс на успех (ch.31), строительный/для собственноручного

изготовления (ch.31), это его проучит (ch.31), остаться на ночь (ch.31), повсюду (ch.32), опаздывать на пятнадцать минут (ch.32), его подставили (ch.32), скрытый мотив (ch.32).

5. Points for discussion:

- What is “the point” in Will’s mind? Why did he despise Fiona?
- Why did Rachel think Will was tough in the head? How did she justify his *raison d’être*?
- What prevented Rachel from topping herself?
- What did Marcus wish for? Were his desires realistic?
- What made Marcus feel sick of his father?
- Why did Marcus change his mind about not going to see his father?
- What shocked Marcus on the tube train?
- What was Marcus’s game of trust with Ellie like? What was its purpose and where did he learn about it?
- What went wrong at Will, Fiona and Rachel’s get-together?
- What new facts did Will learn about Fiona?

Task 9

(Chapters 33-36)

1. Get ready for the quiz on task 8.

2. Translate and transcribe the following words, use them in your sentences.

contagious (ch. 33), injustice (ch.33), charge (ch.33), wrestle (ch.33), vanish (ch.33), willful (ch.34), deranged (ch.34), feisty (ch.34), avenge (ch.34), accomplice (ch.34), vibes (ch.34), exploit (ch.34), doppelgänger (ch.34), testify (ch. 34), circumspect (ch.36), cursory (ch.36), abhor (ch. 36).

3. Translate the following word combinations, supply them with synonyms and use them in the situations from the text:

to be determined to do smth (ch.33), to feel like doing smth (ch.33), to be in a state (ch.33), to go off the rails (ch. 33), to keep smb informed/up to date/up to speed (ch.34), to get away with smth (ch.34), to have the knack of smth/doing smth (ch. 31), to pull smth off (ch. 34), to give smb a piece of one’s mind (ch. 34), for one’s own gain (ch. 34), to rip smb off (ch.34), to get one’s head around smth (ch.34), to be given to smth/doing smth (ch.32).

4. Find in the text the English equivalents for the following word combinations and use them in your sentences:

я слышал, как он поет (ch.33), выпустить кого-л из вида (ch.33), зарабатывать деньги на к-л/чем-л (ch.33), совершенно прямо (ch.33), копна волос (ch.34), оборот речи/выражение (ch.34), это последняя капля (ch.34), отдавать к-л должное (ch.34), родственные души (ch.34), смириться с ч-л (ch.34), ты не спешил (ch.34), связаться с плохой компанией (ch.34), язык проглотил (ch.34), начать с чистого листа (ch.34), подвезти кого-л (ch.35), обратно пути не было (ch.36).

5. Points for discussion:

- Why did Marcus no longer consider Ellie as an appropriate girlfriend? What did he think about her life?
- How did Marcus and Ellie get arrested?
- Speak about the conversation at the police station.
- Why was Ellie supposed to meet with Ruth? How did they get on?
- Why did Marcus think his father was out of it?
- What was the topic of conversation between Marcus and his father?
- How did Will spend time with Rachel, Marcus and Ali?
- What did everyone lose in the course of their lives?
- Dwell on the title of the novel. What is the message of the novel?

Virginia Woolf “Mrs. Dalloway”

TASK 1

(read till *away and away the airplane shot*)

1. Translate the following words and word combinations and use them in your sentences:

1. to muse; 2. vivacious; 3. to give a part; 4. ailment; 5. to be out of sorts; 6. in one's own way 7. to be smb's match; 8. to care for; 9. makings; 10. to make allowances for; 11. superiority/inferiority; 12. to come to a standstill; 13. inscrutable; 14. robust; 15. contempt; 16. sentry; 17. commoner; 18. to implore; 19. to give smb. a turn; 20. every man has his ways; 21.

2. Make a list of all the flowers mentioned in the text.

3. Discuss:

1. How is the change of the weather connected with Peter's mood?
2. What is the setting of the story?

3. Who are the main characters of the story?
4. How does Mrs. Dalloway's perception of the city alter after the first strike of Big Ben?
5. Is Clarissa well-educated?
6. Dwell on her thoughts about death and the references to the war.
7. Who did Clarissa want to be if she could choose a different life?
8. What does the word *monster* stand for in the novel?
9. Pay attention to the description of Septimus. What details reveal the fact that he is insane?
11. Speak about Lucrezia and her constant feeling of loneliness.
12. Comment on the significance and immortal presence of the person in the car.

TASK 2

(read till *the gray nurse resumed her knitting...*)

1. Get ready for the quiz on Task 1.
2. Translate the following words and word combinations and use them in your sentences:
 1. nondescript; 2. to one's disappointment; 3. to dwindle; 4. to shrivel; 5. rapture; 6. to reform the world
 7. integrity; 8. to caress; 9. against one's will; 10. to maul; 11. imperceptible; 12. incompatible; 13. base;
 14. ponderously; 15. enchanting; 16. by any means; 17. smugness; 18. chatterbox; 19. to be taken aback;
 20. to be up against smth.; 21. to keep step with smth.; 22. stately; 23. spruce; 24. drowsy; 25. to make out.

3. Discuss:

1. What does the plane symbolise?
2. What was Mrs. Dalloway's reaction after she had been invited with her husband by Millicent Bruton?
3. Who interrupted Mrs. Dalloway at 11 a.m.? Speak about their conversation.
4. Speak about Clarissa's and Peter's social difference?
5. What did they think about each other?
6. Comment on the use of simile which describes Big Ben striking the half hour.
7. Speak about Peter's mood. What is his opinion of England?
8. What does the word *monster* stand for in the novel?

TASK 3

(read till *May day; the bright petalled flowers...*)

1. Get ready for the quiz on Task 2.
2. Translate the following words and word combinations and use them in your sentences:
 1. solace; 2. craven; 3. to conceive of; 4. to carouse; 5. cornucopia; 6. prudish 7. to wobble; 8. to bow; 9. daring;
 10. to take smb. in; 11. to see through smb.; 12. to make it up; 13. to run full tilt into smb.; 14. to get oneself into a fix;
 15. alternations; 16. to have\bare some grudge against smb.; 17. indispensable; 18. thick in the head;
 19. to be wasted on; 20. to own up to.; 21. on the spur of the moment; 22. to make no difference; 23. hoary.

3. Discuss:

1. What metaphors are used by the author to describe Peter's passion for life?
2. Speak about the evening at the Parrys'. Who was present? What was discussed there?
3. What was the final and most terrible scene in Peter's and Clarissa's relationship?
4. Comment on the use of simile describing Rezia's lot.
5. How did the word *time* interrupt Septimus's musing on the beauty?
6. What were the signs of Septimus's madness?
7. How had life in England changed in Peter's absence?
8. Comment on the meanings of the word *lot*, which it realises in the text.
9. What did Peter think of Richard?
10. Was Clarissa class-conscious? What were her parties like?
11. Comment on the meanings of the words *attend* and *discrimination*.

TASK 4

(read till *going and coming, beckoning from the bottom of one's heart...*)

1. Get ready for the quiz on Task 3.
2. Translate the following words and word combinations and use them in your sentences:
1. to prophesy; 2. insidious; 3. armistice; 4. truce; 5. to relish; 6. by the hour 7. perpetuate; 8. woe; 9. a handsome woman; 10. to switch odd from smth. on to smth.; 11. to clamour; 12. onerous; 13. remorseless; 14. upkeep; 15. sense of proportion; 16. to penalise; 17. advent; 18. transgressions; 19. to acquiesce; 20. to amount to smth; 21. on false pretences; 22. to have a finger in smth; 23. from the bottom of one's heart; 24. to assuage; 25. on the wake of; 26. undoing; 27. to have one's share in smth; 28. to venture; 29. year in, year out.

3. Discuss:

1. How did London change Septimus? Speak about his war experience. Why had he got engaged to Lucrezia?
2. What did Septimus think about mankind?
3. What were his doctor's recommendations?
4. What happened when Big Ben struck 12?
5. Speak about Sir William and his diagnosis. What did he worship above all in life? Did he have the right approach to madmen?
6. Describe the life of Lady Bradshaw.
7. Why did Richard decide to buy something for Clarissa? Why did he consider his life to be a miracle? What was he planning to discuss with Mrs. Dalloway? What did he and Peter think of Clarissa's parties?
8. Speak about Miss Killman and her past. What was her opinion of Mrs. Dalloway? What were her ideas about life?
9. Did Elizabeth feel uncomfortable when she was having tea with Miss Killman?
10. What did Elizabeth think about London?

TASK 5

1. Be ready for the quiz on Task 4.
2. Translate the following words and word combinations and use them in your sentences:

1. to tear smth. to pieces; 2. a set expression; 3. to brandish; 4. to persevere; 5. to throw oneself out; 6. to recover consciousness; 7. of one's own accord; 8. morbid; 9. to conjure up; 10. inviolable; 11. immeasurable; 12. mediocrity; 13. cranky; 14. to give oneself airs; 15. to have reserves; 16. a grain of sense; 17. at one's own risk; 18. up to a point; 19. to twist smb. round one's finger; 20. discretion; 21. indiscriminate; 22. to think the world of smb.; 23. will/would have none of it; 24. to pinion smb; 25. to dally; 26. to overflow; 27. to nip in; 28. entrée; 29. unassuming; 30. effusive; 31. to be subject to smth.; 32. genial; 33. for one's own part; 34. to the marrow of one's bones; 35. stalwart; 36. to hit it off with smb; 37. urbane; 38. to denounce; 39. to have a bearing on smth.; 40. illustrious; 41. at heart; 42. to be hard on smb.; 43. to put smth. first; 44. insatiable.

Discuss:

1. Speak about Rezia and Septimus's conversation.
2. What were Rezia's recollections of Septimus?
3. Did Septimus want to die?
4. What was Peter's undoing?
5. Find the similarities between Clarissa and Septimus.
6. Speak about the description of London in the evening. What stylistic devices are used? How does it differ from the description of London in daylight?
7. Why was Mrs. Dalloway irritated by Peter?
8. Why wasn't Ellie Henderson enjoying the party?
9. Who was present at the party? Speak about Sally Seton. How did she change?
10. What did Peter think about the British society?
11. What did Clarissa think about death? Was she alarmed by it being mentioned?
12. Speak about Sally's conversation with Peter?

Yann Martel "Life of Pi"

(author's note- ch.6)

Task 1

- I. Be ready to speak about the author and his book.**
- II. Active words and word-combinations (translate, transcribe and use in the sentences of your own):** to fare (author's note); culinary (author's note); to pester (author's note); a crux (author's note); a demeanour (ch.1); to swarm with/to be infested with (ch.1); to elicit (ch.1); foliage (ch.1); oblivion (ch.1); bountifully (ch.1); potassium/sodium (ch.1); tantrum (ch.3); molten lead (ch.3); sound principles (ch.4); in profusion (ch.4); menagerie (ch.4); an iridescent macaw (ch.4); senile (ch.4); to founder (ch.4); manifold (ch.4); pious (ch.4); happenstance (ch.4); an aviary (ch.4); to remedy (ch.4); fatigue (ch.5); choirmaster (ch.5);

III. Explain the following words and word-combinations in English and translate them: a fiasco (author's note); an anecdote (author's note); Jehova (author's note); evangelist (author's note); a tall order (author's note); an altar (author's note); cosmogony (ch.1); thyroid gland (ch.1); in the thrall (ch.1); memento mori (ch.1); a parka (ch.2); to take to smth (ch.3); a guru (ch.3); ashram (ch.3); a tomfoolery (ch.3); lo and behold (ch.4); a maharaja (ch.4); hierarchy (ch.4); a prophet (ch.5); a crescendo (ch.5);

IV. Vocabulary work:

1. Write out all the names of animals, birds and insects;
2. Translate and find synonyms to the following words and word-combinations: a trapeze artist (author's note); fictitious (author's note); glum (author's note); a mishap (author's note); spry (author's note); hind (ch.1); indolence/sloth (ch.1); illustrious (ch.1); to blanch (ch.1); ludicrous (ch.2); to be spent (ch.3); raiment (ch.4); an apothecary (ch.6);
3. Translate and find plurals of the following nouns: alga (ch.1); terrarium (ch.4); alumnus (ch.5);

V. Translate the following sentences:

1. "The place is furnished to capacity with identical square tables, each with its complement of four chairs" (author's note);
2. "A spry, bright-eyed elderly man with great shocks of pure white hair was talking to me" (author's note);
3. "It (a sloth) will then look sleepily in every direction but yours" (ch.1);

VI. Answer the questions:

1. What was the fate of the author's second book published in Canada?
2. Why did the author fly to Bombay?
3. What peculiarities of the English language in India do you know? Translate the word *bamboozle*;
4. Comment on the author's views upon writing of a novel;
5. What is *Pondicherry*?
6. Who did the author meet at the Indian Coffee House? What were the results of this meeting?
7. What was Mr. Patel's zoology thesis dedicated to?
8. Why do sloths make people believe in God in Mr. Patel's opinion?
9. How did the main character get his name?
10. How did Mr. Patel learn to swim?
11. Dwell on the difference between a hotel and a zoo;
12. What is the best time to visit a zoo?

13. Why does the main character think that animals' lives are more comfortable in zoos than in wild nature?
14. Why did children mock Pi at school? What kind of solution did he find to his problem?
15. Dwell on biblical allusions in the novel "my Roman soldier stood in the schoolyard...I walked in last, wearing my crown of thorns";
16. Comment on Mr. Patel's skills in cooking;

VII. Discussion:

1. "I have nothing to say of my working life, only that a tie is a noose, and inverted though it is, it will hang a man nonetheless if he's not careful" (ch.1);
2. "My fingers, which a second before have been taste buds savouring the food a little ahead of my mouth, became dirty under his (the waiter's) gaze" (ch.1);
3. "I know zoos are no longer in people's good graces. Religion faces the same problem. Certain illusions about freedom plague them both" (ch.4);
4. "The cruelty of children comes as news to no one"(ch.5);

Task 2

(ch. 7 – ch. 16)

I. Be ready to write a test on task 1;

II. Be ready to retell the contents of the previous chapters using the active vocabulary;

III. Active words and word-combinations (translate, transcribe and use in the sentences of your own): avowed (ch.7); an entirety (ch.7); a mettle (ch.7); bosh (ch.7); polio (ch.7); a kinship (ch.7); a paper clip (ch.8); a safety pin (ch.8); venerable (ch.8); internal bleeding (ch.8); a carnivore (ch.8); in ambush (ch.8); to delude (ch.8); contrite (ch.8); a kernel (ch.8); to have a knack for (ch.9); to wallow (ch.10); a strife (ch.11); to be well versed in (ch.13); amenable (ch.14); compliant (ch.14); a beaker (ch.15); a germ (ch.16); turmeric (ch.16); a mural (ch.16); a rite (ch.16);

IV. Explain the following words and word-combinations in English and translate them: an obituary (ch.8); a snake charmer (ch.8); a patriarch (ch.8); a unison (ch.8); a lawn mower (ch.12); an anarchy (ch.13); Ganesha (ch.15); Kaaba (ch.15); Nataraja (ch.15); Krishna (ch.15); a murti (ch.15); limbo (ch.16); samskara (ch.16); kumkum powder (ch.16); aarti (arati) (ch.16); bhajan (ch.16); prasad (ch.16); an atman (ch.16); Karma (ch.16);

V. Vocabulary work:

1. Write out all the names of animals, birds and insects;
2. Translate and find synonyms to the following words and word-combinations: bizarre (ch.8); flustered (ch.8); ire (ch.8); to quake (ch.8); to bellow (ch.8); uppity (ch.8); to gauge (ch.9); a dollop (ch.12); cantankerous (ch.14); to wilt (ch.15); to rub shoulders (ch.16);
3. The author mentions the disease “polio”, what other diseases do you know?

VI. Translate the following sentences:

1. “...and what we took to be bleating, grunting, hissing, snorting, roaring, growling, howling, chirping and screeching were but the thick accents of foreigners” (ch.7);
2. “It was enough to scare the living vegetarian daylight out of me” (ch.8);
3. “Ravi and I sulked and gave Father the cold shoulder for a week” (ch.8);
4. “Finally, a casual labourer came upon a leopard under a barn twenty-five miles away” (ch.11);

VII. Answer the questions:

1. What kind of person was Mr. Kumar? Why was he convinced that the reason was his prophet?
2. What do you know about Gregor Mendel and Charles Darwin?
3. Why does Pi think that Man is the most dangerous animal in a zoo?
4. What did Pi’s father paint on the wall just beyond the ticket booth?
5. Comment on his father’s lesson with the tiger; Do you approve of his deed?
6. Was the main character’s father a successful zoo-keeper?
7. Why do animals escape from zoos?
8. Why would an animal attack people?
9. Dwell on the importance of social rank in a pride of lions?
10. What are the rules of taming?
11. How can you explain the fact that an omega-animal is likely to be the star of the show?
12. Describe the house of Mr. Patel;
13. What religion does he belong to?
14. Why does Pi think that “we’re all born like Catholics”?
15. What do you know about Hinduism?

VIII. Discussion:

1. “A clear intellect, close attention to details and a little scientific knowledge will expose religion as superstitious bosh” (ch.7);

2. “Like me, they (the atheists) go as far as the legs of reason will carry them – and then they leap” (ch.7);
3. “We must all pass through the garden of Gethsemane” (ch.7);
4. “But religion is more than rite and ritual” (ch.16);

Task 3

(ch. 17 – ch. 30)

- I. Be ready to write a test on task 2;**
- II. Be ready to retell the contents of the previous chapters using the active vocabulary;**
- III. Active words and word-combinations(translate, transcribe and use in the sentences of your own):** lethargy (ch.17); a rectory (ch.17); a sanctum (ch.17); severity (ch.17); to atone for (ch.17); to sham (ch.17); puny (ch.17); a lament (ch.17); petulant (ch.17); in a frenzy (ch.17); a baton (ch.17); a crescent moon (ch.18); an unleavened bread (ch.18); a hovel (ch.18); kith and kin (ch.20); to squint (ch.20); piety (ch.23); contagious (ch.23); impish (ch.23); to furrow (ch.26); a zeal (ch.26); “Good grief!” (ch.26); a curlicue (ch.28); a snippet (ch.28); precarious (ch.29); conjugal (ch.30);
- IV. Explain the following words and word-combinations in English and translate them:** a cassock (ch.17); a usurper (ch.17); Ramayana (ch.17); an avatar (ch.17); Krishna (ch.17); Vishnu (ch.17); Rama (ch.17); a rabbi (ch.17); a minaret (ch.18); a muezzin (ch.18); an asana (ch.18); an imam (ch.19); a dhikr (ch.20); a hafiz (ch.20); Qur’an (ch.20); a pandit (ch.23); a darshan (ch.23); a puja (ch.23); an idolater (ch.23); a lampoonery (ch.24); qibla (ch.28); a chutney (ch.30);
- V. Vocabulary work:**
 1. Translate and find synonyms to the following words and word-combinations: a deportment (ch.17); to scold (ch.17); netherworld (ch.17); spindly (ch.17); stinginess (ch.17); flimsy (ch.18); a brook (ch.20); ineluctably (ch.21); to slumber (ch.23); astound (ch.23); a brethren (ch.25); a chagrin (ch.29);
 2. Dwell on the etymology of the words *lethargy* and *usurper*;
- VI. Translate the following sentences:**
 1. “My stomach was in knots” (ch.17);

2. “He was a very plain-featured man, with nothing in his looks or in his dress that made memory cry hark” (ch.20);
3. “Alas the sense of community that a common faith brings to a people spelled trouble for me” (ch.23);

VII. Answer the questions:

1. At what age did Pi “meet Jesus Christ”?
2. Describe the hill station Munnar;
3. How did the church look for the boy? What was it like inside?
4. What story did Father Martin tell to the main character?
5. What were Pi’s first impressions of Christianity?
6. What are the peculiarities of Christianity and Hinduism for the boy?
7. How did the main character get acquainted with Islam?
8. How and when did the boy meet the Virgin Mary?
9. What is the difference between an atheist and an agnostic? (ch.22);
10. What are the religious views of Pi’s parents?
11. Dwell on the day when the priest, the pandit and the imam met the boy’s parents;
12. What was parents’ reaction to the fact that Pi wanted to be a Hindu, a Christian and a Muslim at the same time?
13. Comment on the political and economic situation in India in the mid-1970s;
14. What makes people move? (ch.29);
15. What decision did the Patels make?

VIII. Discussion:

1. “I knelt a mortal; I rose an immortal” (ch.20);
2. “The main battlefield for good is not the open ground of the public arena but the small clearing of each heart” (ch.25);
3. “The camel at the zoo was unfazed, but that straw broke Father’s back”(ch.29);

Task 4

(ch. 31 – ch. 42)

- I. Be ready to write a test on task 3;**
- II. Be ready to retell the contents of the previous chapters using the active vocabulary;**
- III. Active words and word-combinations (translate, transcribe and use in the sentences of your own):** squarely (ch.31); to devour (ch.32); a litter (ch.32); to keel over (ch.32); plausible (ch.33); to slam shut (ch.34); a scramble (ch.34); a bunk (ch.37); to yank on (ch.37); a knuckle (ch.38); adverse (ch.38); to froth (ch.39); a prow (ch.39); to lunge (ch.41); marauding (ch.41); to inch one's way (ch.41); to have a fit (ch.41); tuneful (ch.41); fathomless (ch.41);
- IV. Explain the following words and word-combinations in English and translate them:** chlorine (ch.31); a herbivore (ch.31); a gullet (ch.32); a memorabilia (ch.33); a Yankee (ch.34); a Canuck (ch.34); a worrywart (ch.37); a lifebuoy (ch.37); a tarpaulin (ch.37); a contraption (ch.38); bowels (ch.38); a landlubber (ch.38); a pandemonium (ch.38); to hotfoot (ch.38); a flotsam (ch.41); quarters (ch.41);
- V. Vocabulary work:**
 1. Translate and find synonyms to the following words and word-combinations: dumbfounded (ch.31); a gait (ch.31); to care not a jot for (ch.34); to be appareled (ch.35); a tress (ch.35); to holler (ch.36); bashful (ch.36); to peek at (ch.36); to shudder (ch.38); to prowl around (ch.38); a shooting star (ch.38); a driving rain (ch.38); crookedly (ch.39); a semblance (ch.41); malevolent (ch.41);
 2. Write out of the text the words connected with a ship and a lifeboat;
- VI. Translate the following sentences:**
 1. "We left Madras on June 21st, 1977, on the Panamanian-registered Japanese cargo ship *Tsimtsum*. Her officers were Japanese, her crew was Taiwanese, and she was large and impressive" (ch.35);
 2. "A chimpanzee is like a smaller, leaner gorilla, but meaner-looking, with less of the melancholy gentleness of its larger cousin" (ch.38);
 3. "Normally I'm a sound sleeper" (ch.38);
 4. "I advanced onto the deck. I gripped the railing and faced the elements" (ch.38);
 5. "The ship was listing to port, to the other side." (ch.38);

VII. Answer the questions:

1. Why was Pi nervous on the day when he was to meet Mr.Kumar at the main gate of the zoo? Describe that day.
2. Dwell on the examples of animals coming to surprising living arrangements;
3. What memorabilia did Mr.Patel show to the author? Did he remember his mother?
4. Comment on the mood of Pi's mother on the day of their departure;
5. What does the reader come to know about the family of Mr. Patel?
6. Comment on the structure of the text. Where is the ending of the story situated?
7. Did the Patels reach Canada?
8. Who is Richard Parker? Why didn't Pi want to have him in the lifeboat?
9. Why did the boy wake up? What did he see on the deck? Did the crew help him?
10. What position did the protagonist take in the lifeboat? What animals were present there?
11. How did Orange Juice appear?

VIII. Discussion:

1. "Nil magnum nisi bonum" (ch.33);
2. "It's a joke in the zoo business, a weary joke, that the paperwork involved in trading a shrew weighs more than an elephant, that the paperwork involved in trading an elephant weighs more than a whale, and that you must never try to trade a whale, never" (ch.34);
3. "You must take life the way it comes at you and make the best of it"(ch.35);
4. "I was not wounded in any part of my body, but I had never experienced such intense pain, such a ripping of the nerves, such an ache of the heart" (ch.37).

Task 5

(ch. 43 – ch. 52)

- I. Be ready to write a test on task 4;**
- II. Be ready to retell the contents of the previous chapters using the active vocabulary;**
- III. Active words and word-combinations(translate, transcribe and use in the sentences of your own):** arrested cries (ch.43); to go at a good

clip (ch.43); a counter-clockwise direction(ch.43); a redemption (ch.43); virulent (ch.43); 15 minutes flat (ch.43); catholicity (ch.43); to scrutinize (ch.45); to be the odd one out (ch.45); a dorsal fin (ch.46); a canine (ch.46); to capsize (ch.46); kinetic (ch.47); viciously (ch.47); to baptize (ch.48); to perk up (ch.49); a noble guise (ch.49); a cauldron (ch.49); to make headway (ch.50); straits (ch.50); to honk (ch.51); to be drunk on smth (ch.51); sorely (ch.51);

IV. Explain the following words and word-combinations in English and translate them:

a console (ch.43); a mange (ch.43); an exhaust pipe (ch.43); gastric juices (ch.43); a zenith (ch.44); to bask in (ch.45); frugivorous (ch.45); a durian (ch.45); an amok (ch.46); a clerical error (ch.48); a henna (ch.48); a sustenance (ch.49); a stowaway (ch.49); a ship chandler (ch.49); a cache (ch.50); a solar still (ch.52); a bailing cup (ch.52); an airtight lid (ch.52); a sinker (ch.52); a hatchet (ch.52);

V. Vocabulary work:

1. Translate and find synonyms to the following words and word-combinations: an ostentation (ch.43); scraggly (ch.43); to shamble (ch.43); a lair (ch.43); to disgust (ch.43); callous (ch.45); a nausea (ch.45); a viscera (ch.46); a grit (ch.47); a morsel (ch.47); forlorn (ch.47); befuddled (ch.48); a conundrum (ch.48); insouciant (ch.49); unambiguous (ch.51); a supplication (ch.51); to rummage about (ch.51);
2. Translate and find antonyms to the following words: infirm (ch.43); a zenith (ch.44); an expiration (ch.44);
3. *Impending* VS *imminent* – what is the difference in the shades of meanings of these two synonyms?
4. What is the etymology of the word “*catholic*”?

VI. Translate the following sentences:

1. “It was inconceivable that the *Tsimtsum* should sink without eliciting a peep of concern” (ch.43);
2. “My mood plummeted. Then, with only a snarl for notice, the hyena went amok” (ch.46);
3. “I would be in the direst of dire straits, facing a bleak future, when some small thing, some detail, would transform itself and appear in my mind in a new light” (ch.50);
4. “That moment of material revelation brought an intensity of pleasure – a heady mix of hope, surprise, disbelief, thrill, gratitude, all crushed into one – unequalled in my life by any Christmas, birthday, wedding, Diwali or other gift-giving occasions” (ch.51);
5. “Pity about the fat, but given the exceptional circumstances the vegetarian part of me would simply pinch its nose and bear it” (ch.51);

VII. Answer the questions:

1. How does Pi describe a hyena? What were the hyena's actions on the lifeboat?
2. What kind of sounds filled the boy's first days and nights in the ocean?
3. Comment on the following -"The ecosystem on this lifeboat was decidedly baffling" (ch.45);
4. Why did Pi's second night at sea stand in his memory as one of "exceptional suffering"?
5. What is the life-story of Orange Juice?
6. In what way did the tiger get his name?
7. Describe the lifeboat; its colour and size;
8. Where did the boy find a locker with water? What else did the locker contain?

VIII. Discussion:

1. "When the sun slipped below the horizon, it was not only the day that died and the poor zebra, but my family as well" (ch.46);
2. "Of hunger and thirst, thirst is the greater imperative" (ch.48);
3. "You might think I lost all hope at that point. I did. And as a result I perked up and felt much better" (ch.49);
4. "How true it is that necessity is the mother of invention, how very true"(ch.50);

Task 6

(ch. 53 – ch. 60)

I. Be ready to write a test on task 5;

II. Be ready to retell the contents of the previous chapters using the active vocabulary;

III. Active words and word-combinations (translate, transcribe and use in the sentences of your own): a lease (ch.53); a fang (ch.53); with bated breath (ch.53); lithesome (ch.53); brazen (ch.53); a canine (ch.53); ponderous (ch.53); to lunge (ch.53); a tug (ch.53); overcast (ch.53); an attrition (ch.54); saline (ch.55); an adversary (ch.56); to petrify (ch.57); to pickle (ch.58); a brine (ch.58); a pest (ch.58); to the dregs (ch.59); lengthwise (ch.59); a fetal position (ch.59); evanescent (ch.59); a school of fish (ch.59); light-footed (ch.60);

IV. Explain the following words and word-combinations in English and translate them: to beat the odds (ch.53); a game of tic-tac-toe (ch.53); a spinal cord (ch.53); Kathakali (ch.53); a rodent (ch.53); a catcher's mitt (ch.53); Braille (ch.54); a mantra (ch.55); a tabby (ch.57); a scrubland

(ch.57); I Spy With My Little Eye (ch.58); to yarn (ch.58); an injunction (ch.58); a flotilla (ch.59); a galleon (ch.59); a hurly-burly (ch.59); Markandeya (ch.60); a throe (ch.60);

V. Vocabulary work:

1. Translate and find synonyms to the following words and word-combinations: futile (ch.53); coyly (ch.53); scrawny (ch.53); voraciously (ch.53); precarious (ch.53); a haven (ch.53); gingerly (ch.53); incessantly (ch.54); erratic (ch.54); an eventuality (ch.57); an ado (ch.57); cryptic (ch.58); patently (ch.58); to be cocky about smth (ch.59); to heed (ch.59);
2. What stylistic device is used by the author in the following sentence? – “This toy raft, mini raft, micro raft, might do for a pond, but not for the Pacific Ocean” (ch.53). What idea is emphasized here?
3. Find all the meaning of the word “*cuff*” (ch.54);
4. The author mentions the word “amber”. What other stones do you know?

VI. Translate the following sentences:

1. “The flame-coloured carnivore emerged from beneath the tarpaulin and made for the hyena” (ch.53);
2. “I lay flat and spread-eagled and did not move a finger” (ch.53);
3. “Let the trumpets blare. Let the drums roll. Let the show begin”(ch.57);
4. “...I watched the sun’s descent in a cloudless sky... The vault of the world was magnificently tinted” (ch.59);

VII. Answer the questions:

1. What kind of person was the boy? Was he ready to fight for his life?
2. Describe the fight between Richard Parker and the hyena?
3. Describe Richard Parker;
4. How did Pi spend the rainy night?
5. What plans to get rid of the tiger did the boy think out?
6. Why was Plan Number Six the worst plan of all?
7. What does the main character think about *fear*?
8. Why was Pi grateful to Richard Parker? What plan did he finally choose?
9. In what way did the boy try to establish alpha-omega relationship with the tiger?
10. What survival tips did the manual include?
11. How was the canopy constructed?
12. Why did the boy count himself lucky to stay with a Bengal tiger?
13. Dwell on the underwater world;

VIII. Discussion:

1. “Oncoming death is terrible enough, but worse still is oncoming death with time to spare, time in which all the happiness that was yours and all the happiness that might have been yours becomes clear to you. You see with utter lucidity all that you are losing. The sight brings on an oppressive sadness that no car about to hit you or water about to drown you can match. The feeling is truly unbearable.”(ch.53);
2. “We fight to the very end. It’s not a question of courage. It’s something constitutional, an inability to let go. It may be nothing more than a life-hungry stupidity” (ch.53);
3. “It (fear) is life’s only true opponent. Only fear can defeat life. It is a clever, treacherous adversary...” (ch.56);
4. “Don’t let your morale flag. Be daunted, but not defeated. Remember: the spirit, above all else, counts. If you have the will to live, you will Good luck!” (ch.58);
5. “Life is a peephole, a single tiny entry onto a vastness...” (ch.60).

Task 7

(ch. 61 – ch. 71)

- I. Be ready to write a test on task 6;**
- II. Be ready to retell the contents of the previous chapters using the active vocabulary;**
- III. Active words and word-combinations (translate, transcribe and use in the sentences of your own):** to try one’s hand at (ch.61); a bait (ch.61); to worry oneself sick (ch.61); to rummage through (ch.61); a swarm of locusts (ch.61); sentient (ch.61); a fervour (ch.61); to lunge for (ch.61); to be cowed (ch.61); writhing (ch.61); to embed (ch.61); in a jumble (ch.63); a seam (ch.64); to impale (ch.66); a savagery (ch.66); opaque (ch.69); homicidal (ch.71); enough is enough (ch.71);
- IV. Explain the following words and word-combinations in English and translate them:** a tackle (ch.61); a flipper (ch.61); tidal (ch.61); a dead centre (ch.61); a mayhem (ch.61); gills (ch.61); a bronco (ch.61); death-knell (ch.61); a bludgeon (ch.61); a plight (ch.61); a gauze (ch.64); Durga (ch.66); a tilak (ch.66); Hanuman (ch.66); a hitchhiker (ch.67); a cumin (ch.69); an aureole (ch.69);

V. Vocabulary work:

1. Translate and find synonyms to the following words and word-combinations: an onslaught (ch.61); to have the stomach to do smth (ch.61); sanguinary (ch.61); to procure (ch.62); cranky (ch.63); prissy (ch.66); jubilant (ch.66); frayed (ch.67); at a stretch (ch.68); a predicament (ch.71); to irk (ch.71); persnickety (ch.71); a malaise (ch.71);
2. Write out of the text the names of fish;
3. What are the meanings of the noun *cow*?

VI. Translate the following sentences:

1. "Granted, when he's on his last legs he probably won't lift his nose at much" (ch.61);
2. "Such a mix of ease and concentration, such a being-in-the-present, would be the envy of highest yogis" (ch.61);
3. "It was a split-second decision" (ch.66);
4. "A fish jumping out of water was confronted by a famished boy with a hand-on no-holds-barred approach to capturing it" (ch.66);
5. "...I watched sullenly as he loudly appreciated my gift and made a joyous mess of himself" (ch.70);

VII. Answer the questions:

1. Did Pi succeed in fishing at first? How did the solution appear?
2. Describe a *dorado*; What is special about the fish?
3. Why did the boy call a solar still "My sweet sea cow"?
4. Why did the lifeboat resemble a zoo enclosure?
5. What other examples of staying at sea did the author give?
6. How did an average day for Pi go? Into what parts did he divide a day? What is the constant issue of every part? Why?
7. What can you say about the tiger's behavior?
8. Did the main character count days and weeks of his staying at sea? Why?
9. Was the boy able to control where he was going?
10. Was a turtle an easy catch?
11. How did Pi's sleep pattern change?
12. What is the smell of a spent hand-flare shell? What did they remind the boy of?
13. What kind of programme would Pi recommend to those who should ever find themselves in a predicament such as he was in?

VIII. Discussion:

1. “Blessed the shock. Blessed the part of us that protects us from too much pain and sorrow” (ch.61);
2. “All sentient life is sacred” (ch.61);
3. “...a person can get used to anything, even to killing” (ch.61);

Task 8

(ch. 72 – ch. 89)

I. Be ready to write a test on task 7;

II. Be ready to retell the contents of the previous chapters using the active vocabulary;

III. Active words and word-combinations (translate, transcribe and use in the sentences of your own): to cuff (ch.72); to settle scores (ch.72); a pulpit (ch.73); to flaunt (ch.76); to give smb the willies (ch.76); arduous (ch.76); a respite (ch.76); in the nick of time (ch.77); curmudgeonly (ch.79); gregarious (ch.80); to pummel (ch.83); dastardly (ch.84); heinous (ch.84); celestial (ch.85); pent-up (ch.88); primeval; (ch. 89);

IV. Explain the following words and word-combinations in English and translate them: a shin (ch.72); an apprenticeship (ch.72); a showdown (ch.72); a chariot (ch.75a); an ark (ch.73); a marrow (ch.77); an avalanche (ch.78); a sandpaper (ch.79); a horde (ch.80); a roller coaster (ch.83); a behemoth (ch.84); a juggernaut (ch.86); a sentinel (ch.86); a subjugation (ch. 89); a gnat (ch.89);

V. Vocabulary work:

1. Translate and find synonyms to the following words and word-combinations: an adversary (ch.72); to badger (ch.76); to fondle (ch.76); fickle (ch.77); a refuse (ch.88); emaciated (ch.89);
2. Translate the word *cardamom* (ch.77). Name other spices;
3. What does the word *bow* (ch.86) mean? What other nautical terms do you remember?

VI. Translate the following sentences:

1. “It was a hell beyond expression” (ch.74);
2. “The sun distresses you like a crowd, a noisy, invasive crowd that makes you cup your ears, that makes you close your eyes, that makes you want to hide” (ch.78);

3. "It came as an unmistakable indication to me of how low I had sunk the day I noticed, with a pinching of the heart, that I ate like an animal, that this noisy, frantic, unchewing wolfing-down of mine was exactly the way Richard Parker ate" (ch. 82);
4. "All to no avail" (ch. 86);

VII. Answer the questions:

1. How did Pi try to tame the tiger?
2. What was the boy's greatest wish? (ch.73);
3. Dwell on the main character's diary;
4. What religious rituals did Pi practise?
5. Speak about the boy's nourishment;
6. What opposites took place in the life of the main character? (ch.78)
7. Speak about Pi and sharks (ch.79);
8. Why was the dorado a special one? (ch.80)
9. What was the explanation of Pi's supremacy over the tiger?
10. Why did the boy feel that he had sunk very low? (ch.88)
11. What were the consequences of the storm? What loss was fatal for Pi's spirits? (ch.83)
12. Describe the meeting with whales?
13. Was the boy afraid of the lightning? (ch.85)
14. Was the encounter with the ship successful?
15. Why did the main character pronounce the phrase "I love you" to the tiger?
16. Pi meets a floating island of debris in the ocean. Is it a huge eco problem nowadays? What major environmental problems that our planet faces do you know?
17. What changes does the sun and water bring to everything?
18. What were the last pages of the diary?

VIII. Discussion:

- 1."Faith in God is an opening-up, a letting go, a deep trust, a free act of love – but sometimes it was so hard to love" (ch.74)
2. "I heard Richard Parker's roar. I felt death was upon us. The only choice left to me was death by water or death by animal. I chose death by animal" (ch.83);
3. "At the moments of wonder, it is easy to avoid small thinking, to entertain thoughts that span the universe, that capture both thunder and tinkle, thick and thin, the near and the far" (ch.85).

Task 9

(ch 90 – ch. 94)

- I. **Be ready to write a test on task 8;**
- II. **Be ready to retell the contents of the previous chapters using the active vocabulary;**
- III. **Active words and word-combinations (translate, transcribe and use in the sentences of your own):** a figment of one's fancy (ch. 90); to pipe up (ch. 90); to niggle at (ch.90); an eyelet (ch.90); precipitously (ch.92); a moat (ch. 92); to tether (ch. 92); cramps (ch.92); sparsely (ch. 92); indelible (ch.92); a weasel (ch.92); to shy away (ch. 92); a vagary (ch. 92); to vie (ch. 92); tangible (ch. 92); to trigger (ch. 92); a conjecture (ch. 92); by rote (ch.92); a vat (ch. 92); to seethe (ch. 92);

- IV. **Explain the following words and word-combinations in English and translate them:** a lumberjack (ch.92); a chimera (ch. 92); a lote tree (ch. 92); diurnal (ch. 92); a tripod (ch. 92); a commuter (ch. 92); a circumference (ch. 92); a bedlam (ch. 92); a quicksand (ch.92); a rodent (ch. 92); symbiotic relationship (ch. 92); a leviathan (ch. 92); a dormitory (ch. 92); a hullabaloo (ch. 92); an orchard (ch. 92);

- V. **Vocabulary work:**
 1. Translate and find synonyms to the following words and word-combinations: imminent (ch. 90); a demise (ch. 90); flabbergasted (ch.90); scraggly (ch. 92); agile (ch. 92); venom (ch. 92); pliable (ch. 92); arboreal (ch. 92); a bustle (ch. 92); dire (ch. 93); heartfelt (ch. 94);
 2. What does the word *pancreas* (ch.90) mean? What other human inner organs do you remember?
 3. Translate the words: *mangrove* and *olfactory* (ch. 92). Give other names of trees and name five senses;
 4. Write out from the text the names of different kinds of teeth (ch. 92);

- VI. **Translate the following sentences:**
 1. "The tree was not as large or as tall as the ones inland, and for being on the wrong side of the ridge, more exposed to the elements, it was a little scraggly and not so uniformly developed as its mates" (ch.92);
 2. "Meerkats were jumping up and down in a state of great ferment" (ch. 92);
 3. " After such a long time at sea, my skin was like a hide and my hair was long, matted and as silky as a fly-catching strip" (ch. 92);
 - 4 "The land was robbed off its colour" (ch. 92);

VII. Answer the questions:

1. Why did Pi feel that the end was approaching?
2. What botanical discovery did the boy make?
3. In what way did he spend the first day on the island?
4. Why did the tiger return to the boat every night?
5. What is the third fear that cannot be trained out of us to Pi's mind?
6. Who did he meet on the island? Describe a meerkat;
7. Were the meerkats afraid of the visitors?
8. How did Pi characterize the nature of the island? Did it look like an island? Who else could be found in this area?
9. What is the major difficulty in animals' training?
10. Where did meerkats sleep at night?
11. What discovery about the ponds did the boy make?
12. What was strange about one of the trees? What was inside the fruit?
13. Would Pi have left the island but for the weird discovery?
14. Why did the main character weep like a child?
15. What did he hate about his nickname?
16. What words would Pi have said to Richard Parker if he had had an opportunity?

VIII. Discussion:

1. "I have read that there are two fears that cannot be trained out of us: the startle reaction upon hearing an unexpected noise, and vertigo" (ch.92);
2. "In animals, the urge to kill is separate from the urge to eat" (ch.92);
3. "In this respect, the island Gandhian: it resisted by not resisting"(ch. 92);
4. "The lower you are, the higher your mind want to soar" (ch. 93);
5. "It's important in life to conclude things properly" (ch. 94);

Task 10

(ch. 95 – ch. 100)

- I. Be ready to write a test on task 9;**
- II. Be ready to retell the contents of the previous chapters using the active vocabulary;**
- III. Active words and word-combinations (translate, transcribe and use in the sentences of your own):** to shed light on smth (ch. 95); a flat tire (ch. 95); a hamlet (ch. 99); far-fetched (ch.99); disrepute (ch. 99); forensic (ch. 99); a gear (ch. 99); to gorge oneself on smth (ch. 99);

willpower (ch. 99); lowly (ch. 99); to run aground (ch. 99); a breach (ch. 100);

IV. Explain the following words and word-combinations in English and translate them: to cannibalize (ch. 95); a verbatim transcript (ch. 95); a bonsai (ch. 99); a poacher (ch. 99); a metropolis (ch. 99); a scimitar (ch. 99); tempura (ch. 99); a tourniquet (ch. 99); mid-air (ch. 99); Adam's apple (ch. 99); a crowbar (ch. 99); a freak wave (ch.99);

V. Vocabulary work:

Translate and find synonyms to the following words and word-combinations: surreptitiously (ch. 95); bluntly (ch. 99); feral (ch. 99); to collapse (ch. 99); a glare (ch. 99); abject (ch. 99); to be fast friends (ch. 99); to fathom (ch. 99); to scare smb witless (ch. 99); a squall (ch. 99); a conjecture (ch. 100); licit (ch. 100);

VI. Translate the following sentences:

1. "You want a flat story. An immobile story. You want dry, yeastless factuality" (ch.99);
2. "We will plug our ears with our fingers" (ch. 99);
3. "He had no facial hair at all and a clear, shining complexion" (ch. 99);
4. "We had been in the lifeboat two weeks already and it was taking its toll on us" (ch. 99);
5. "I was filled with a mix of rapt admiration and abject fear" (ch. 99);

VII. Answer the questions:

1. Who came to visit Pi at hospital in Mexico? Was the trip of the two Japanese to Mexican hospital easy? What was the purpose of their visit?
2. What for did the boy hide cookies under his bed sheet?
3. Why did the author present the dialogue between Mr. Patel and the Japanese in different print (font)? What did the strangers say to each other in their own language?
4. Did Pi's story seem plausible? What was the second variant of the boy's story?
5. What kind of person was the cook? What were Pi and his mother grateful to him for?
6. Did the two stories match?
7. Was it possible to explain the sinking of the Tsimtsum?
8. What was the main character's opinion of the crew?
9. Which story do YOU prefer? Which is the better story, the story with animals or the story with people?
10. Why do you think Yann Martel gave the boy such a nickname?

VIII. Discussion:

1. "If you stumble at mere believability, what are you living for?...Love is hard to believe, ask any lover. Life is hard to believe, ask any scientist. God is hard to believe, ask any believer" (ch.99);
2. "Reason is the very best tool kit...but be excessively reasonable and you risk throwing out the universe with the bathwater" (ch.99);
3. "Isn't just looking upon this world already something of an invention?"(ch. 99);
4. *"What I was trying to do in this book was try and discuss how we interpret reality ...Reality isn't just "out there", like some block of cement: reality is an interpretation. In a sense we co-create our reality. And we do that all the time, every day. One day we wake up and we're in a great mood, the city we live in is a beautiful city, the next day it's an ugly city. That's just the way we interpret things. We're not free necessarily to choose the facts of our life, but there is an element of freedom in how we interpret them"(Yann Martel);*
5. *"I work really hard on my novels and everything has a meaning. Pi is what's called an irrational number, so the nickname "Pi" is irrational. I just thought it was intriguing that this irrational number is used to come to a rational understanding of things. And to my mind religion - and after all Life of Pi is ultimately a religious novel - to me religion is the same thing. Religion is something slightly irrational, non-reasonable, beyond the reasonable, that helps us make sense of things. The character's full name is Piscine Molitor Patel. I chose that name for a lot of reasons. As a child I lived in France, I lived in Paris, and I used to go to the Piscine Molitor, it was a pool I was personally attached to, a beautiful, beautiful pool. And a boy who is named after a swimming pool, which is a controlled body of water, ends up a cast-away on the high seas" (Yann Martel);*
6. "But I wanted a story so horrifying that people would choose the first one" (Yann Martel);
7. "The ship sinking was for me symbolic of the things, the accidents, that happen to us in life, inexplicably" (Yann Martel);
8. **Why the three religions in your book?**
Yann Martel : *"...the three religions because I wanted to discuss faith, not organized religion, so wanted to relativize organized religion by having Pi practice three. I would have like PI to be a Jew, too, to practice Judaism, but there are two religions that are explicitly incompatible: Christianity and Judaism. Where one begins, the other ends, according to Christians, and where one endures, the other strays, according to Jews."*
9. **how do you feel about the book being compared to The Old Man and the Sea?**
Yann Martel : *"...people always seek to compare. They can take the new, but only if it is somehow connected to the familiar. We need that in our lives, the mix of the new and the old. But of course I'm flattered about the comparison with Old man and the sea. Hemingway is a great writer".*