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**READING ENGLISH CLASSICS  
(J. K. JEROME “THREE MEN IN A BOAT”)**

**Учебное пособие  
по домашнему чтению**

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Учебное пособие предназначено для занятий по домашнему чтению для студентов гуманитарных специальностей и содержит задания и упражнения к тексту романа Дж. К. Джерома «Трое в лодке». Пособие предназначено как для аудиторной, так и внеаудиторной работы и адресовано всем, кто стремится улучшить свой уровень владения английским языком при помощи чтения английской литературы.

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## От авторов

Роман «Трое в лодке не считая собаки» английского писателя Джерома К. Джерома (1859-1927) является, пожалуй, самым известным произведением писателя и представляет собой замечательный образец юмора, литературного стиля и нетривиального сюжета. По сути, роман является путеводителем по викторианской Англии XIX века, собрав в себе галерею портретов, ситуаций и бытописания того времени. Именно с данным произведением авторы учебного пособия предлагают ознакомиться учащимся.

Учебное пособие “Reading English Classics” предназначено для студентов гуманитарных специальностей и рассчитано на обучение работе с неадаптированным текстом художественного произведения. Поскольку неадаптированный текст вызывает массу затруднений, данное пособие призвано помочь в работе над ним. Учебное пособие “Reading English Classics” ставит целью развить навыки изучающего и коммуникативного чтения, расширить словарный запас учащихся, привить основы художественного анализа текста и понимания авторского замысла, научить работать со словарем. Пособие рассчитано на уровень учащихся A2-B1.

Учебное пособие состоит из 19 глав, каждая из которых содержит материалы и упражнения для работы над соответствующей главой оригинального текста романа Дж. К. Джерома. Каждая глава состоит из четырех разделов – Pre-Reading, Reading and Comprehension, Vocabulary Work, Speaking and Analysis.

Раздел Pre-Reading готовит студентов к ситуациям, описанным в главе романа, знакомит с трудной лексикой, развивает навык языковой догадки, содержит небольшой словарь, необходимый для дальнейшей работы над главой. Раздел Reading and Comprehension проверяет правильность и точность понимания эпизодов главы. Раздел Vocabulary Work фокусируется на наиболее употребительных языковых единицах и

тренирует навык их использования на примере письменных упражнений. Раздел *Speaking and Analysis* акцентирует внимание на отдельных стилистических особенностях главы, а также предлагает ряд заданий на подготовленное (с использованием речевых образцов) и свободное говорение.

В пособии также содержится список ссылок для работы над текстом и небольшой глоссарий литературных терминов.

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## BEFORE READING THE NOVEL:

1. Look at the title of the story and read the preface. Who are the main characters? What do they do? What are their names?
2. The novel was written in 1889. What epoch was it? What were the main characteristic features of that historical period? What other writers of that epoch do you know?
3. Look at the contents of the novel. Can you predict what the novel is about?

*Study the main literary terms to help you analyse and understand the novel:*

**Plot** - the main events of a novel (play, movie, or similar work), devised and presented by the writer as an interrelated sequence.

**Setting** – when and where the story takes place.

**Character** - a person in a novel, play, or movie.

**Main character** – the most important person in a story. The plot is concentrated on him/her.

**Minor character** – less significant character in a story/novel/play/movie.

**Narrator** – a person who tells the story, a character who recounts the events of a story, a novel or a poem

**Stylistic means/devices** – literary methods used by the author to achieve certain effect and impress the reader.

**Message** – the main idea of the story/novel etc.

# CHAPTER 1

## PRE-READING

### *Ex. 1. Answer the questions:*

1. What do you usually do when you fall ill?  
Do you:
  - visit a doctor?
  - ask a friend for advice?
  - read medical reference books?
2. Do you keep a special diet when you are ill? What do you usually eat?

### *Ex. 2. Guess the meaning of these words from Chapter 1*

illness

symptom

diagnosis [ˌdaɪəgˈnəʊsɪs]

cholera

diphtheria

pharmacology

### *Ex. 3. Study the following words and expressions from Chapter 1:*

virulent, adj [ˈvɪr(ə)l(ə)nt] – опасный, смертельный

ailment, n [ˈeɪlmənt] – недомогание, нездоровье

distemper, n [dɪˈstempə] – расстройство, заболевание

malady, n [ˈmælədi] – болезнь, заболевание, расстройство

complication, n [ˌkɒmplɪˈkeɪʃ(ə)n] - осложнение

efficacious, adj [ˌefɪˈkeɪʃəs] – действенный, эффективный

remedy, n [ˈremədi] – средство от болезни, лекарство

to swallow, v [ˈswɒləʊ] - глотать

to plunge, v [plʌndʒ] – нырять, погружаться

listlessness, n [ˈlɪstləsnes] – апатия, равнодушие, безразличие

fortnight, n [ˈfɔːtnaɪt] – две недели

to suffer, v [ˈsʌfə] - страдать

invidious, adj [ɪnˈvɪdiəs] – вызывающий враждебное чувство, несправедливый, пристрастный

to plod through, v [plɒd θru:] – кропотливо и усердно заниматься к-делом  
 commonplace, adj ['kɒmənpleɪs] – банальный, неоригинальный  
 to hamper, v ['hæmpə] – препятствовать, мешать  
 disinclination, n [ˌdɪsˌɪnklɪ'neɪʃ(ə)n] – несклонность, нерасположение, нежелание  
 martyr, n ['mɑ:tə] – мученик, страдалец  
 drowsy, adj ['draʊzi] – сонный, навевающий сон  
 quaint, adj [kweɪnt] - странный, чудной, необычный, своеобразный  
 queer, adj [kwɪə] - странный, необычный, чудной  
 premonitory symptoms – предвестник болезни, ранний симптом  
 to feel seedy – неважно себя чувствовать  
 to get nervous about something – нервничать из-за чего-л.  
 to be out of order – неисправный, испорченный  
 to feel one's pulse – ощупывать пульс  
 to look at one's tongue – осмотреть язык  
 to shut one's eyes – закрыть глаза  
 to keep smth in check – держать под контролем  
 you can't beat smth – ничто не может быть лучше, чем

## READING AND COMPREHENSION

***Ex. 1. Read Chapter 1 and put these events from Chapter 1 in the correct order:***

- a) George and Harris also seem to be ill.
- b) At the Chemist's.
- c) George suggests a river-trip.
- d) All possible diseases of J.
- e) George advises change and rest.
- f) Sea trip is a bad idea.
- g) Montmorency didn't like the idea of a river-trip.



***Ex. .2. Read Chapter 1 and find out the answers to the following questions. Use a dictionary if necessary.***

1. Why does the narrator call himself and his friends “invalids”?
2. Why did the narrator go to the British Museum?
3. What did the doctor prescribe him?
4. What decision did the narrator make with George and Harris?
5. How long did it take the three friends to agree?
6. Why did the narrator object the sea-trip? What story does he tell his friends to support his point of view?
7. What was Montmorency’s reaction to the idea of a boat-trip?

## **VOCABULARY WORK**

***Ex.1. Give Russian equivalents to these diseases mentioned in Chapter 1:***

giddiness  
hay fever  
typhoid fever  
cholera  
housemaid’s knee  
zymosis  
scarlet fever  
sea-sickness  
ague

***Ex. 2. Find synonyms to the following words from Chapter 1:***

feel ill - ..... - .....  
illness - ... - ..... - ..... - .... - .....  
treatment - .... - ....

***Ex. 3. What is the difference (if any) between:***

symptoms/ complications

prescription / treatment  
quaint/queer

**Ex. 4. Fill in the gaps with the correct forms of these expressions.  
Mind the correct tense.**

out of order  
feel seedy  
feel the pulse  
look at one's tongue  
get nervous

1. The man \_\_\_\_\_ and decided to call a doctor.
2. After running the sportsman \_\_\_\_\_.
3. You shouldn't \_\_\_\_\_ about the exam, it's not worth it.
4. The doctor asked the boy to open his mouth and \_\_\_\_\_.
5. We'll have to go up the stairs because the elevator is \_\_\_\_\_.

**Ex. 5. Translate from Russian into English paying attention to the underlined words and expressions:**

Доктор изучил симптомы и поставил диагноз: у Джона была опасная форма гриппа. Плохое самочувствие и приступы головокружения были всего лишь предварительными симптомами болезни. Лечение, которое назначил врач, оказалось эффективным.

**Ex.6. Work with a dictionary or a reference book and find out the meaning of the following abbreviations and measurements:**

1lb  
1 pt  
A ten-mile walk  
at 11 sharp

## SPEAKING AND ANALYSIS

**Ex. 1. Read the passage from Chapter 1. Pay attention to the underlined words. What impression does one get after reading the passage? What words make you feel so?**

«I sat for awhile, frozen with horror; and then, in the listlessness of despair, I again turned over the pages. I came to typhoid fever—read the symptoms—discovered that I had typhoid fever, must have had it for months without knowing it—wondered what else I had got; turned up St. Vitus's Dance—found, as I expected, that I had that too,—began to get interested in my case, and determined to sift it to the bottom, and so started alphabetically—read up ague, and learnt that I was sickening for it, and that the acute stage would commence in about another fortnight. Bright's disease, I was relieved to find, I had only in a modified form, and, so far as that was concerned, I might live for years. Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I plodded conscientiously through the twenty-six letters, and the only malady I could conclude I had not got was housemaid's knee.»

**How many diseases are mentioned in the passage? Why? What effect is achieved by the author?**

**What is the general tone of the passage (tragical, lyrical, comical, ironic)?**

**Ex. 2. Guess the meaning of the underlined words from the context:**

1. They didn't give me pills, they gave me clumps on the side of the head instead.
2. Life is brief and you might pass away before I had finished.
3. But, towards Saturday, he got uppish, and went on for weak tea and dry toast.
4. For myself, I have discovered an excellent preventive against seasickness, in balancing myself.
5. There's nothing for me to do. Scenery is not my line.

**Ex. 3. Read the passage about the sea-trip:**

«You start on Monday with the idea implanted in your bosom that you are going to enjoy yourself. You wave an airy adieu to the boys on shore, light your biggest pipe, and swagger about the deck as if you were Captain Cook, Sir Francis Drake, and Christopher Columbus all rolled into one. On Tuesday, you wish you hadn't come. On Wednesday, Thursday, and Friday, you wish you were dead. On Saturday, you are able to swallow a little beef tea, and to sit up on deck, and answer with a wan, sweet smile when kind-hearted people ask you how you feel now. On Sunday, you begin to walk about again, and take solid food. And on Monday morning, as, with your bag and umbrella in your hand, you stand by the gunwale, waiting to step ashore, you begin to thoroughly like it.»

**The author begins with the highest point of emotional state which goes lower and lower, and then goes up again. The devices are called gradation (going through a series of stages) and exaggeration or hyperbolae (enlarging to an abnormal degree to emphasize and produce amusing effect) as the main stylistic devices.**

**Find more examples of gradation and exaggeration (hyperbolae) in Chapter 1.**

**Ex. 4. What is your general impression of the three men? How would you characterize:**

- the narrator,
- Harris,
- George,
- Montmorency?

**Retell the main events of Chapter 1 from the point of view of one of the three men/ Montmorency. Make sure to include:**

- names of diseases and their symptoms
- the description of the narrator's visit to the chemist's
- the narrator's objections against a sea-trip
- the example story of the narrator's brother-in-law
- Montmorency's feeling

## CHAPTER 2

### PRE-READING

*Ex. 1. Answer the questions:*

1. Do you like camping? Do you prefer to go camping or stay in a hotel?
2. What is the best place for you to be when you go outdoors – a forest, a river, mountains?

*Ex. 2. Who or what can produce the sounds noted by these verbs from Chapter 2? First guess and then check your ideas with a dictionary:*

to croak

to flop

to prattle

to yell

to lap

to swear

to rustle

to knock

to lull

to whisper

*Study the following words and their pronunciation. Then place them into 3 groups – nouns, adjectives, verbs. Which words will go to two groups? Which will not go to any?*

inn [ɪn] - гостиница; постоялый двор

cease [si:s] - переставать (делать что-л.), прекращать

dim [dɪm] - тусклый, неяркий, смутный

frugal ['fru:g(ə)l] - бережливый, экономный

ere [ɛə] – (поэт.) до, перед; прежде чем

commonplace ['kɒmənpleɪs] – банальный, неоригинальный

sheer [ʃiə] - абсолютный, полнейший, чистый.  
 yearning ['jɜ:nɪŋ] - сильное желание  
 unattainable [ˌʌnə'teɪnəbl] - недостижимый, недоступный  
 fix [fiks] – устанавливать, укреплять, закреплять, налаживать, чинить  
 hint [hint] - намёк  
 tumble ['tʌmbl] = tumble down / off - падать; спотыкаться  
 cling [klɪŋ] , clung - цепляться; прилипать; крепко держаться  
 pour [pɔ:] - литься (о воде, свете), лить.  
 retort [rɪ'tɔ:t] - возражение; резкий ответ  
 pull [pul] - тянуть, тащить  
 peg [peg] - колышек  
 heap [hi:p] - груда, куча, масса  
 blaze [bleɪz] - 1) яркий огонь, пламя 2) гореть ярким пламенем  
 exceedingly [ɪk'si:dɪŋli] , [ek-] весьма, очень, сильно, чрезвычайно  
 induce [ɪn'dju:s] - побуждать, склонять, убеждать  
 thief [θi:f] (pl. – thieves) - вор, похититель  
 quarrelsome ['kwɔr(ə)lsəm] - вздорный, сварливый; придирчивый  
 hail [heɪl] - 1) град 2) звать, окликать  
 pious ['paɪəs] - набожный, благочестивый; праведный, религиозный  
 snatch up [snæʃ ʌp] – хватать  
 irate [aɪ'reɪt] - гневный, разгневанный, взбешённый  
 ferocious [fə'reʊʃəs] 1) а) дикий; жестокий, беспощадный, свирепый;  
 безжалостный (о человеке и животном; характере и действиях)  
 disreputable [dɪs'repjʊtəbl] - недостойный уважения; дискредитирующий,  
 компрометирующий, бесчестящий; позорный,  
 presentiment [prɪ'zentɪmənt] - предчувствие (особенно дурное)

## READING AND COMPREHENSION

*Ex. 1. Read Chapter 2 and say if these statements are true or false (T/F):*

1. The narrator described Nature as an inanimate thing.
2. Harris is very romantic by nature.
3. Water is a necessary ingredient in every dish during the boat trip under the rain.
4. Some accidents can happen during a boat trip.
5. Montmorency has always been a well-behaved dog.

*Ex 2. Read Chapter 2 again and find out:*

1. Why George and the narrator wanted to camp out.
2. Why Harris didn't want to camp out.
3. Why going by boat in a rainy weather is not pleasant.
4. What Montmorency's behaviour was like.
5. What final decision was made about the boat trip

## VOCABULARY WORK

*Ex. 1. Give English equivalents to the verbs, which imitate the sounds (onomatopoeia):*

лепетать, журчать

шуршать

баюкать

шептать

плюхаться

каркать, квакать

стучать (в дверь)

**Ex.2. Match the adjectives and nouns (sometimes more than 1 variant is possible):**

quarrelsome	luck
irate	woman
pious	light
ferocious	letter
dim	dog
harsh	manners
sheer	goal
unattainable	citizen

**Ex. 3. Translate from Russian into English. Use the adjectives from the exercise above:**

злбный пес	набожный старик
веселая вечеринка	тусклый свет
сварливая жена	резкий тон
разъяренный покупатель	недостижимая высота
чистый мёд	

**Ex. 4. Translate from English. Pay attention to the underlined words:**

1. In the dim light of the sunset you could hear the frogs croaking. The sound ceased for a moment, but then started again.
2. The spring prattled its song which chased away all his sleep. It brought him into a jolly mood and filled his heart with sheer happiness.



3. We heard that somebody was knocking at our door. The harsh voice of our neighbor made us understand that he was quite a quarrelsome person.
4. He was rustling through the pages of the book, trying to whisper some words he knew, but reading the whole book was an unattainable goal.

## **SPEAKING AND ANALYSIS**

***Ex. 1. Read the following paragraph from Chapter 2:***

*And we sit there, by its margin, while **the moon, who loves it too, stoops down to kiss it with a sister's kiss, and throws her silver arms around it clingingly**; and we watch it as it flows, ever singing, ever whispering, out to meet its king, the sea—till our voices die away in silence, and the pipes go out—till we, common-place, everyday young men enough, feel strangely full of thoughts, half sad, half sweet, and do not care or want to speak—till we laugh, and, rising, knock the ashes from our burnt-out pipes, and say “Good-night,” and, lulled by the lapping water and the rustling trees, we fall asleep beneath the great, still stars, and dream that the world is young again—young and sweet as she used to be ere the centuries of fret and care had furrowed her fair face, ere her children's sins and follies had made old her loving heart—sweet as she was in those bygone days when, a new-made mother, she nursed us, her children, upon her own deep breast—ere the wiles of painted civilization had lured us away from her fond arms, and the poisoned sneers of artificiality had made us ashamed of the simple life we led with her, and the simple, stately home where mankind was born so many thousands years ago.*

***Comment on the punctuation of the paragraph. Why doesn't the author use full stops? What effect does it produce? What mood does the whole paragraph have?***

*Who/what is the subject of the sentence? What action does this subject perform?*

*Pay attention to the part of the sentence in bold. What characteristics does the moon have, according to the author? This literary device is called a metaphor (the qualities or identity of one subject are ascribed to another). Find other examples of a metaphor in this chapter.*

*Ex. 2. Read the following sentence from Chapter 2:*

*It is soaked **and** heavy, **and** it flops about, **and** tumbles down on you, **and** clings round your head **and** makes you mad.*

*How many conjunctions were used in the sentence? What effect does it produce on the reader?*

*The literary device used here by the author is called “polysyndeton” (using conjunctions or connecting words frequently in a sentence, placed very close to one another to produce strong dramatic effect). Does the author like using polysyndeton in his novel?*

*Ex. 3. Why does the author uses the narrator’s remark in brackets in the following sentence?*

*I believe that if you met Harris up in Paradise (supposing such a thing likely), he would immediately greet you with...*

*How does the tone of the sentence correspond with the information in brackets?*

*The device is called parenthesis (using some additional information in brackets to produce certain effect). Find other examples of parenthesis in Chapter 2. What effect is produced by using parenthesis?*

*Ex. 4 Read the passage about Montmorency, which starts with the words “Montmorency hailed this compromise with much approval” and ends with “his most emphatic approbation”.*

*Pay attention to the length of the sentence: why would the author use one long sentence instead of several shorter ones? What effect does it produce? What emotionally coloured words did the author use?*

*How would you characterize Montmorency after reading this chapter?*

*Ex. 5. Narrate the part about the three men’s preparation for the trip from the point of view of one of them. Use these words and expressions:*

To begin with...

First(ly),...

Second(ly),...

Finally,...

It is clear that...

It’s undeniable that..

What is more...

Thus...

Although

Besides...

In conclusion...

## CHAPTER 3

### PRE-READING

*Ex. 1. Answer these questions:*

1. What tools do you have at home? Do you know their names in English? What do you use them for?
2. Do you usually ask for somebody's help when you need it or do you try to manage it yourself?
3. What luggage do you usually take with you when you plan to travel?

*Ex.2. Guess the meaning of these words and expressions. Then check your answers with a dictionary:*

- to arrange one's plans
- to undertake
- to spring round
- to tie up one's finger
- to re-measure
- to bathe
- to have a dip

*Ex .3. What plants is/are these? Check with the dictionary and give their Russian equivalents:*

- lilies
- rushes
- sedge

- orchis
- forget-me-not

***Ex. 4. Give Russian equivalents to the tools and household goods mentioned in Chapter 3. Use a dictionary if necessary.***

a hammer	a string
a rule (ruler)	a rake
a step-ladder	an oar
a kitchen chair	a brush
a spirit level	a comb
a cord	a basin
handkerchief	a shaving tackle
a candle	a towel

***Ex. 5. Study the following words and expressions:***

grocery ['grəʊs(ə)rɪ] - бакалейная лавка,  
 burden ['bɜ:dn] - ноша, груз  
 commotion [kə'məʊʃ(ə)n] - беспорядки  
 to spring [sprɪŋ] – прыгать, скакать, выпрыгивать  
 to tie up one's finger [taɪ ʌp] – перевязать палец  
 charwoman ['tʃɑ: ,wʊmən] - подёнщица для домашней работы  
 to grovel ['grəʊv(ə)l] – ползать, унижаться  
 to grunt [grʌnt] – ворчать, бормотать  
 to sneer at [sniə] – насмехаться над к-л.  
 crooked ['kru:kɪd] – изогнутый, кривой  
 indispensable [ˌɪndɪ'spen(t)səbl] – обязательный, важный  
 downright ['daʊnraɪt] – совершенный, абсолютный  
 swamp with [swɒmp] – заливать, затапливать

lumber ['lʌmbə] – хлам, нечто ненужное  
 pile [paɪl] – куча, груда  
 pretence [pri'ten(t)s] – притворство, обман, отговорка  
 ostentation [ˌɒsten'teɪʃ(ə)n] – хвастовство, выставление напоказ  
 to cloy [klɔɪ] - пресыщать  
 yore [jɔː] - бывшее  
 swoon [swuːn] – обморок / падать в обморок  
 margin ['mɑːdʒɪn] - граница  
 merchandise ['mɜːʃ(ə)ndaɪz] - товары  
 from stem to stern – от начала до конца  
 drawers [drɔːz] - штаны  
 dismally ['dɪzməli] – злобеще, уныло  
 to plunge into [plʌndʒ] – нырять, окунаться, погружаться  
 limpid ['lɪmpɪd] – прозрачный, простой, ясный  
 to tow (a boat) [təu] – тянуть на буксире  
 shilling shocker – дешёвый бульварный роман  
 to anticipate [æn'tɪsɪpeɪt] – предвидеть, предвкушать

## READING AND COMPREHENSION

*Ex. 1. Say if these sentences are True or False (T/F) according to the text:*

1. Harris likes telling people what to do.
2. Uncle Poger found all the tools himself.
3. The picture was finally hung.
4. George didn't have any sound ideas about the luggage to take.
5. The 3 men agreed to have a swim every morning.

***Ex. 2. Read Chapter 3 again and answer the questions:***

1. Why did Harris remind J. of Uncle Poger?
2. Why did it take Uncle Poger so long to hang a picture on the wall?
3. What did George advise to take with them to the trip?
4. What does the narrator think about bathing in the morning?
5. How many pieces of clothes did George recommend to take?

## **VOCABULARY WORK**

***Ex. 1. Give English equivalents to the following words:***

расческа	щетка
стремянка	полотенце
свеча	бритвенные принадлежности
линейка	таз
шнур	уровень
веревка	грабли
носовой платок	молоток

***Ex. 2. Match a tool and its function:***

a hammer	to fill with water
a candle	to measure the length
a string	to comb hair
a basin	to wipe a nose
a rule (ruler)	to lit the dark

a handkerchief	to drive a nail
a comb	to tie smth up

***Ex. 3. Fill in the gaps in the sentences with appropriate words/ combinations in the correct form:***

step-ladder

to measure

hammer

burden

candles

shaving tackle

1. John \_\_\_\_\_ the distance to the house – it was more than three kilometers.
2. - Use a \_\_\_\_\_ to get to the upper branches of the tree.  
No, thanks. It's an unnecessary \_\_\_\_\_.
3. The Father was looking for his \_\_\_\_\_ everywhere, but it seemed to have lost.
4. When the light was shut off we had to use \_\_\_\_\_ to lit our house.
5. Could you pass me the \_\_\_\_\_, please? I need to drive this nail.

## **SPEAKING AND ANALYSIS**

***Ex. 1. Pay attention to the use of conjunctions in the following passage:***



*And then he would lift up the picture, **and** drop it, **and** it would come out of the frame, **and** he would try to save the glass, **and** cut himself; **and** then he would spring round the room, looking for his handkerchief. He could not find his handkerchief, because it was in the pocket of the coat he had taken off, **and** he did not know where he had put the coat, **and** all the house had to leave off looking for his tools, **and** start looking for his coat; while he would dance round **and** hinder them.*

What stylistic device is this? What effect is produced with the help of it? Does the author often use it?

***Ex. 2. Read the extract from Chapter 3 which begins with the words “George comes out really quite sensible at times” to “...I beg your pardon, really. I quite forgot”. The author digresses from the main line of narration and starts talking about something different. This device is called “lyrical digression”. Can you think of more examples of lyrical digression? Is it typical of the author’s style?***

***Ex.3. What new information have you learned about the main characters – George, Harris, J.? Express your opinion with the help of these phrases:***

In my opinion, ...	My view / opinion / belief / impression
In my eyes, ...	/ conviction is that ...
To my mind, ...	I hold the view that ...
As far as I am concerned,	I would say that ...
Speaking personally, ...	It seems to me that ...
From my point of view, ...	I am of the opinion that ...
As for me / As to me, ...	My impression is that ...

## CHAPTER 4

### PRE-READING

*Ex. 1. Answer the following questions:*

1. What food do you usually take with you when you go camping? Do you usually cook at the campsite?
2. What is the most appropriate food to take with you when you go camping outdoors? What is the least appropriate? Why?

*Ex. 2. Study the pronunciation of the geographical locations from Chapter 4:*

Marlow [mɑ:ləʊ]

Liverpool ['lɪvəpu:l]

Crewe [kru:]

Euston ['ju:stən]

*What parts of England are these places located in? Use reference books to help you.*

*Ex. 3. Guess the meaning of these words from Chapter 4. Pay attention to different prefixes and suffixes. Then check with the dictionary:*

to pack – to unpack – to repack

to open – to re-open

to superintend

somnambulist  
disgraceful  
original

***Ex. 4. Study the following words and expressions:***

to ooze [u:z] – вытекать, протекать  
paraffine oil ['pærəfin ɔɪl] - керосин  
rudder ['rʌdə] - руль  
to saturate (with) ['sæf(ə)reɪt] - пропитывать  
to be laden with (книжн.) ['leɪd(ə)n] - наполненный  
fragrance ['freɪgrən(t)s] аромат, благоухание  
to reek [ri:k] - источать сильный неприятный запах, вонь  
methylated spirit [ˌmeθəˈleɪtɪd 'spɪrɪt] – этиловый спирт  
smell (to smell) [smel] – 1. запах 2. пахнуть  
ramshackle ['ræm ʃækəl] - ветхий, дряхлый/й  
cripple ['krɪpl] - калека  
to shamble ['ʃæmbəl] – волочить ноги, шаркать  
swift [swɪft] – быстрый, скорый, стремительный  
steam roller ['sti:m 'rəʊlə] – паровой каток  
to dash off [dæʃ ɔf] – зд. - броситься  
to fidget ['fɪdʒɪt] – беспокоиться, нервничать  
disgraceful [dɪs'greɪsf(ə)l] – позорный, бесчестный  
compartment [kəm'pɑ:tmənt] - купе  
parish ['pærɪʃ] - (церковный) приход  
corpse [kɔ:ps] - труп  
consumptive [kən'sʌm(p)tɪv] – болезненный, чахоточный  
to haunt [haʊnt] – мучить, преследовать  
to rummage ['rʌmɪdʒ] – тщательно обыскивать

hamper ['hæmpə] – корзина с крышкой  
to squash [skwɒʃ] – раздавливать, расплющивать  
to squirm [skwɜ:m] – извиваться, уворачиваться  
nuisance ['nju:s(ə)n(t)s] – досада, неприятность  
original sin – первородный грех  
to toss [tɒs] – бросать жребий, монету  
to have a row [rəʊ] – ссориться, скандалить

## **READING AND COMPREHENSION**

***Ex. 1. Read the chapter and answer the questions:***

1. Why wouldn't the three gentlemen take a paraffin oil stove with them?
2. How did the people around react to a man carrying cheeses with him?
3. What food did the three men finally decide to take with them?
4. What problems did the narrator have while packing?
5. What time did they agree to wake up and set off?

***Ex. 2. Say if the following statements are True or False (T/F), according to the text:***

1. A methylated spirit stove doesn't bring as much trouble during travelling as a paraffine oil one.
2. In the story about cheeses, J.'s friend tried to get rid of the cheeses many times but was unsuccessful.
3. The list of things to take, which the three men made, was quite short.
4. Montmorency never comes to a place if he isn't wanted there.
5. The three men finished packing.

## VOCABULARY WORK

**Ex. 1. Place these words from Chapter 4 into two groups – cooking utensils/ food:**

Bacon, frying pan, kettle, biscuits, cheese, jar, tea-pot, pie, jam, meat, teaspoon, stove.

**Ex. 2. Explain the difference between the following:**

methyated spirit stove / paraffin oil stove

tea-pot / teaspoon

meat / bacon

pie / cake

**Ex. 3. Find 4 different synonyms to the word “smell” in the passage about cheeses. The number of letters is given in brackets.**

f \_\_\_\_\_ (9)

o \_\_\_\_\_ (5)

s \_\_\_\_\_ (5)

w \_\_\_\_\_ (5)

**Ex. 4. a) Match the words with their translation and synonyms:**

to dash off	преследовать	annoyance
disgraceful	броситься, рвануть	to quarrel
to haunt	поругаться, поссориться	shameful

nuisance	быстрый, стремительный	quick
to have a row	глупость, неприятность	to rush
swift	позорный, постыдный	to follow

***b) Insert the words into the sentences in their correct form:***

1. The telephone rang and he \_\_\_\_\_ to pick it up.
2. We'd better take \_\_\_\_\_ actions if we want to avoid this  
\_\_\_\_\_ situation.
3. "What a \_\_\_\_\_!" exclaimed Mary, closing the morning newspaper.
4. Every time he returned to his village the memories of his childhood \_\_\_\_\_  
him.
5. Two friends \_\_\_\_\_ and haven't talked since then.

## **SPEAKING AND ANALYSIS**

***Ex. 1. Guess the meaning of the underlined words and expressions, choose from the variants given, then check with the dictionary.***

1. The wind carried a whiff from cheeses.

- a) a faint smell
- b) a strong smell
- c) an unpleasant smell

2. *We'll have a good, round square, slap-up meal at seven – dinner, tea, and supper combined.*

- a) a quick and simple meal
- b) a good first-class meal
- c) a tasteless meal

3. *I want to get up and superintend and walk round with my hands in my pockets.*

- a) to walk round and being busy
- b) to walk round and doing nothing
- c) to walk round and behaving badly

4. *They began in a light-hearted spirit, evidently intending to show me how to do it.*

- a) cheerful and happy mood
- b) bad mood
- c) they had a good character

***Ex. 2. Look at the sentence from Chapter 4:***

*And George laughed – one of those **irritating, senseless, chuckle-headed, crack-jawed** laughs of his.*

***The emotional descriptive adjectives are called “epithets”. How do epithets help the reader feel about the thing described? Are epithets typical of Jerome’s style? Find 2 more examples of epithets in Chapter 4.***

**Ex. 3. Read and translate with a dictionary the following extract about cheeses from Chapter 4. Mark all the epithets, emotionally-coloured words, idioms etc.**

***How do they help the author achieve ironic effect?***

*I called for the cheeses, and took them away in a cab. It was a ramshackle affair, dragged along by a knock-kneed, broken-winded somnambulist, which his owner, in a moment of enthusiasm, during conversation, referred to as a horse. I put the cheeses on the top, and we started off at a shamble that would have done credit to the swiftest steam-roller ever built, and all went merry as a funeral bell, until we turned the corner. There, the wind carried a whiff from the cheeses full on to our steed. It woke him up, and, with a snort of terror, he dashed off at three miles an hour. The wind still blew in his direction, and before we reached the end of the street he was laying himself out at the rate of nearly four miles an hour, leaving the cripples and stout old ladies simply nowhere.*

**Ex. 4. Read the following extract from Chapter 4 about packing. How does it characterize the narrator? How did George and Harris react to J.'s behaviour? Was it what he expected?**

*I rather pride myself on my packing. Packing is one of those many things that I feel I know more about than any other person living. (It surprises me myself, sometimes, how many of these subjects there are.) I impressed the fact upon George and Harris, and told them that they had better leave the whole matter entirely to me. They fell into the suggestion with a readiness that had something uncanny about it. George put on a pipe and spread himself over the easy-chair, and Harris cocked his legs on the table and lit a cigar.*

*This was hardly what I intended. What I had meant, of course, was, that I should boss the job, and that Harris and George should potter about under my directions, I pushing them aside every now and then with, "Oh, you—!" "Here, let*



*me do it.” “There you are, simple enough!”—really teaching them, as you might say. Their taking it in the way they did irritated me. There is nothing does irritate me more than seeing other people sitting about doing nothing when I’m working.*

***Mark all the emotionally – coloured adjectives and verbs, which help you characterize the narrator.***

***Ex. 5. Describe the episode of George and Harris packing from George’s point of view. Think of the words he might have said, use the words and phrases given below.***

- the worst packer in the world
- broke a cup
- strawberry jam on top of tomato
- squashed
- pick out the tomato with a teaspoon
- didn’t say anything / sat down / watched
- irritated
- stepped on things
- couldn’t find things

## CHAPTER 5

### PRE-READING

*Ex. 1. Answer the following questions:*

1. Do you usually listen to a weather forecast before going out? Do you believe the information they give there?
2. What's your favourite weather? Do you like when it rains / it's windy / it's wet/ it's cold / it's sunny?

*Ex. 2. Study the pronunciation of these words from Chapter 5. Do you know where these places are located? What are they famous for?*

Waterloo [ˌwɒtəˈluː]

Southampton [sauˈθæmptən]

Kingston ['kɪŋstən]

Virginia Water [vəˈdʒɪniə]

Isle of Wight [aɪləvˈwaɪt]

Exeter ['eksɪtə]

*Ex. 3. Guess the meaning of the following words and expressions:*

to madden

shocking

hereafter

dispute

downstairs

absurd  
humanism  
landlady  
simoom

***Ex. 4. Study the following words and their pronunciation:***

sluggard ['slʌɡəd] - бездельник, лентяй, лодырь  
swindle ['swɪndl] - мошенничество, надувательство, обман  
depravity [di'prævəti] - порочность; безнравственность  
worldly ['wɜ:ldli] - мирской; земной, суетный  
afloat [ə'fləʊt] - плавающий на поверхности воды  
snarl [sna:l] - рычать; огрызаться (о животном), сердито ворчать.  
strain [streɪn] - натяжение; растяжение  
defiant [di'faɪənt] – вызывающий; неповинующийся, дерзкий, непокорный  
hideous ['hɪdiəs] – отвратительный, омерзительный; страшный, ужасный  
sprawl [sprɔ:l] – вытянуться, растянуться, упасть  
oblivion [ə'blɪvɪən] – забвение, забытие  
resolve, n [rɪ'zɒlv] – решительность, смелость  
chunk [tʃʌŋk] – ломоть, глыба  
lump, v [lʌmp] – валить, смешать в одну кучу  
ghastly ['gɑ:stli] – наводящий ужас, страшный, неприятный  
fraud [frɔ:d] - обман; мошенничество, жульничество  
What a lark! – Как забавно!  
drenched [drenʃt] - промокший  
flimsy (clothes) ['flɪmzi] – тонкий (о ткани)  
errand ['erənd] – поручение, задание  
curb [kɜ:b] – зд.: обочина  
to forsake [fə'seɪk] (forsook, forsaken) - оставлять, покидать; бросать

traffic superintendent – диспетчер

***Ex. 5. Study the following weather vocabulary and tick the words/phrases you already know. Use the dictionary to check words you don't know. Put the words into three groups – nouns, adjectives, verbs.***

weather forecast	to shine
rain	to pour
to rain (hard)	warm
wind	set-fair (day)
to spring up (about wind)	heat
shower	drought
heavy (about rain etc.)	water famine
cold	sunstroke
wet	simoom
fine	sunny
thunderstorm	atmospheric disturbance
the sun	pressure

## **READING AND COMPREHENSION**

***Read Chapter 5 and find out:***

1. if the three men got up on time as they had planned.
2. what the weather forecast predicted and what the real weather was like.
3. why the narrator doesn't like to deal with barometers.
4. how much luggage the three men had to take with them.
5. what the neighbours thought about the three men.
6. how they got on a train to Kingston.

7. if they arrived to their boat safely.

***Ex. 2. Answer the following questions***

1. What time did the three men wake up? Who woke them?
2. What information did George read in the newspaper? How did think about it?
3. Why doesn't J. trust weather forecasts any more?
4. How did the weather that morning differ from what had been predicted in the newspaper?
5. Why were Harris and J. shamed of their luggage?
6. Who came to the doorway first? What kind of character did that person have?
7. What transport came to take the characters first?
8. What train did the three men expect to catch and what train did they really take?

**VOCABULARY WORK**

***Ex. 1. What adjectives can be formed from these nouns? Make up a sentence with an adjective, illustrating its use.***

*Example: rain – rainy. It's a rainy day.*

1. wind
2. snow
3. storm
4. sun
5. heat

**Ex. 2. Put these weather words into 2 groups – Good weather and Bad weather:**

Rain / wind / shower / cold / wet / fine / warm / hot / sunny

**Ex. 3. Match these adjectives with nouns to make appropriate collocations. Sometimes more than one variant is possible:**

strong	shower
heavy	day
cold	wind
fine	weather
hot	thunderstorm
sunny	weekend
occasional	place

**Ex. 4. Explain the difference (if any) between the following:**

the sun is pouring / it's pouring with rain

heat / drought

heavy shower / heavy rain

simooms / torrents

atmospheric pressure / atmospheric disturbance

**Ex. 5. Use the following expressions in the sentences in their correct form:**

to pour with rain

hot

weather forecast

warm

thunderstorms

drought

fine

heavy shower

strong wind

water famine

1. \_\_\_\_\_ stopped us from going out, so we decided to wait till it stops \_\_\_\_\_.
2. The \_\_\_\_\_ predicted occasional \_\_\_\_\_, but in fact the day was \_\_\_\_\_ and \_\_\_\_\_.
3. The \_\_\_\_\_ sprang up and the window shut with a loud noise.
4. \_\_\_\_\_ weather caused \_\_\_\_\_ and \_\_\_\_\_ in some areas.

## **SPEAKING AND ANALYSIS**

***Ex. 1. Guess the meaning of the underlined words and expressions from Chapter 5. Choose from variants a), b) or c).***

1. *Meanwhile, the rain came down in a steady torrent, and the lower part of the town was under water, owing to the river having overflowed.*
  - a) There was a lot of rain.
  - b) There was little rain.
  - c) The rain happened often.

2. *Then there are those new style of barometers, the long straight ones. I never can make head or tail of those.*
- a) New barometers never had a head or a tail.
  - b) I never had a head or a tail.
  - c) I could never understand them.
3. *There seemed a good deal of luggage, when we put it all together.*
- a) We had good luggage.
  - b) Our luggage was heavy.
  - c) We had a lot of luggage.
4. *This might have wounded a more sensitive nature, but Biggs's boys are not, as a rule, touchy.*
- a) Bigg's boys never touch anyone.
  - b) Bigg's boys never do any harm.
  - c) Bigg's boys are not sensitive.
5. *At last, an empty cab turned up (it is a street where, as a rule, and when they are not wanted, empty cabs pass at the rate of three a minute, and hang about, and get in your way)...*
- a) The cab turned round the corner.
  - b) The cab appeared.
  - c) The cab disappeared.



***Ex. 2. Read the extract from Chapter 5. Underline all emotionally coloured words and epithets the author uses. How do they make you feel as a reader? Check the meaning of the underlined words with the dictionary and give appropriate Russian equivalents.***

I don't know why it should be, I am sure; but the sight of another man asleep in bed when I am up, maddens me. It seems to me so shocking to see the precious hours of a man's life—the priceless moments that will never come back to him again—being wasted in mere brutish sleep.

***Ex. 3. Analyze the speech of the local people commenting on the three men leaving the house. Does this speech differ from other characters' speech? What words / phrases seem unusual / unknown to you? How can we interpret these speech characteristics?***

“Hi! ground floor o' 42's a-moving.”

They ain't a-going to starve, are they?” said the gentleman from the boot-shop.

“Ah! you'd want to take a thing or two with you,” retorted “The Blue Posts,” “if you was a-going to cross the Atlantic in a small boat.”

“They ain't a-going to cross the Atlantic,” struck in Biggs's boy; “they're a-going to find Stanley.”

***Ex. 4. Make up a conversation between the neighbours discussing the three men moving out. Include the versions mentioned in the text (crossing the Atlantics, a wedding, a funeral...). Use the following expressions to express your opinion, to disagree and to agree:***

<p>I think ...</p> <p>It seems to me ...</p> <p>(Personally,) I believe ...</p> <p>(Personally,) I feel ...</p> <p>As I see it, ...</p> <p>To my knowledge...</p> <p>I guess ...</p>	<p>I'm not sure you're right about...</p> <p>I'm sorry, but you must be mistaken.</p> <p>Nothing of the kind.</p> <p>I might have misunderstood you, but ...</p> <p>You must have missed the point.</p> <p>No, that's all wrong.</p> <p>Far from it.</p>	<p>I'm exactly of the same opinion.</p> <p>Oh, exactly!</p> <p>I can't help thinking the same.</p> <p>I absolutely agree.</p> <p>I'm not sure, in fact.</p> <p>I'm afraid I entirely disagree with ...</p> <p>I don't think that's right.</p>
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## CHAPTER 6

### PRE-READING

*Ex. 1. Answer the following questions:*

1. Do you like visiting historical places? What's your favourite historical place to go to? What do you feel when you visit a place like that?
2. Would you like to live in an ancient house? Why/why not? How would you feel living there?

*Ex. 2. Study the pronunciation of the following proper names. What do you know about them?*

Great Caesar ['si:zə]

Elizabeth [ɪ'lɪzəbəθ]

the Tudors ['tju:dəz]

the Stuarts [stjuəts]

Stanford ['stɒnfərd]

*Ex. 3. Guess the meaning of these words and expressions:*

coronation feast

to stand hand in hand

moonlight

wallpaper

to win prizes

weak-minded

***Ex. 4. Study the following words and their pronunciation:***

dainty ['deɪntɪ] - изящный, грациозный; изысканный

towpath ['təʊpɑ:θ] – бечёвник (дорога, проложенная вдоль канала, реки; изначально использовалась для бечевой тяги)

towline ['təʊlaɪn] – буксир, буксирный трос

musings [ˈmju:zɪŋ] – зд.: размышления

sack [sæk] – зд.: белое сухое вино типа хереса

mead [mi:d] - медовуха

casement ['keɪsmənt] – оконная створка

tumult ['t(j)u:mʌlt] – шум и крики; суматоха, суета

brawl [brɔ:l] - шумная ссора, перебранка, скандал;

swagger (down) ['swæɡə] – ходить с важным видом

borough ['bʌrə] – городок, небольшой город

then and there - в этот момент, тотчас же, на месте, тут же

expostulate [ɪk'spɒstʃəleɪt ] – увещевать, уговаривать, стараться образумить

to yearn [jɜ:n] – (yearn for / after) томиться, тосковать по (кому-л. / чему-л.); очень сильно хотеть (чего-л.)

dog-days ['dɒg,deɪz] – самые жаркие летние дни

intrinsic [ɪn'trɪnzɪk ] – присущий, свойственный, важный, значительный

gush (over) [gʌʃ] – перехлестывать, фонтанировать

mantel ornament ['mænt(ə)l] – украшение камина

maze [meɪz] – лабиринт

unanimity [ˌju:nə'nɪmətɪ] – единодушие

revel ['rev(ə)l] – веселье, пирушка

## READING AND COMPREHENSION

*Ex. 1. Read Chapter 6 and find out why the author mentions these people and things:*

- Queen Elizabeth
- an oak staircase
- a boy named Stivvings
- a souvenir china-dog
- the maze at Hampton Court

*Ex. 2. Answer the questions after reading Chapter 6:*

1. What events of English history happened in Kingston?
2. What problems could take place if you lived in a house decorated with carved oak?
3. Why was Stivvings “the most extraordinary lad” the narrator ever came across?
4. How will people in the future perceive the objects from the present, according to the author?
5. What happened to Harris in the maze at Hampton Court?

## VOCABULARY WORK

*Ex. 1. Find English equivalents to these words from Chapter 6:*

суматоха, суета

лабиринт

небольшой городок

антикварный магазин, лавка древностей

мастерство, квалификация

***Give Russian equivalents to these words from Chapter 6:***

dog-days

parish

hot-house

halo

mob

***Ex. 2. Which of these verbs can be used in the same form as nouns with the same meaning? Think of other nouns, which can be formed from these verbs. Make up 2 sentences with each verb-noun pair.***

*Example:* to stop:

a) We stopped in the hotel. (to stop = a verb)

b) We went to a bus stop (stop = a noun)

to hate

to stuff

to float

to agree

to speak

***Ex. 3. Match the adjectives and nouns in the way they were used in the text:***

carved	roof
spacious	trifles
intrinsic	oak

cheap	beauty
gabled	joke
practical	house

**Ex. 4. What words are these compound adjectives / nouns formed from? Can we guess their meaning from the components they are made from? Divide the words into two groups – nouns and adjectives.**

tow-path	soup-plate
public-house	beer-mug
battle –music	drawing-room
sugar-plum	candle-snuffer
water-steps	light-heartedness
pearl-embroidered	present-day
dog-days	sunlight
laughing-gas	hill-side
hot-house	daytime
hay-fever	gas-lit

***Ex. 5. Insert the following words / phrases into the gaps in the correct form:***

hot-house	mob
workmanship	priceless
carved oak	curiosity shop
to infuriate	

1. When Harris drew out his map, this \_\_\_\_\_ the \_\_\_\_\_.
2. One day the things we use every day will become \_\_\_\_\_ samples of ancient times and will be sold in \_\_\_\_\_.
3. These plants are not adjusted to our climate, they can only grow in \_\_\_\_\_.
4. This ancient house is an excellent sample of the architect's \_\_\_\_\_.  
The \_\_\_\_\_ staircase is worth mentioning.

## SPEAKING AND ANALYSIS

***Ex. 1. Look at the extract from Chapter 6. Underline all adjectives in the extract. Are they emotionally coloured? Can we call them epithets?***

*Many of the old houses, round about, speak very plainly of those days when Kingston was a royal borough, and nobles and courtiers lived there, near their King, and the long road to the palace gates was gay all day with clanking steel and prancing palfreys, and rustling silks and velvets, and fair faces. The large and spacious houses, with their oriel, latticed windows, their huge fireplaces, and their gabled roofs, breathe of the days of hose and doublet, of pearl-embroidered stomachers, and complicated oaths.*

***Find other stylistic devices in the extract.***

***Ex. 2. Look at the extract from Chapter 6. Find the opposite expressions.***

*Married men have wives, and don't seem to want them; and young single fellows cry out that they can't get them. Poor people who can hardly keep themselves have eight hearty children. Rich old couples, with no one to leave their money to, die childless.*



*The stylistic device is called a “paradox” - a person, thing, or situation exhibiting an apparently contradictory nature.*

Which of the following is not a paradox?

- a) *Such is life; and we are but as grass that is cut down, and put into the oven and baked.*
- b) *The girls that have lovers never want them. They say they would rather be without them, that they bother them, and why don't they go and make love to Miss Smith and Miss Brown, who are plain and elderly, and haven't got any lovers? They themselves don't want lovers. They never mean to marry.*
- c) *He was full of weird and unnatural notions about being a credit to his parents and an honour to the school; and he yearned to win prizes, and grow up and be a clever man, and had all those sorts of weak-minded ideas.*
- d) *He would take bronchitis in the dog-days, and have hay-fever at Christmas. After a six weeks' period of drought, he would be stricken down with rheumatic fever; and he would go out in a November fog and come home with a sunstroke.*

**Ex. 3. Retell the story of Harris getting lost in the maze from his own point of view. Use the following expressions:**

This happened when...

It took place in...

The problem was that...

Then...

After that...

Next...

In brief,...

To conclude...

# CHAPTER 7

## PRE-READING

*Before reading the chapter, answer these questions:*

1. Have you ever seen a big ship sail away? Why did people use to dress up for this event?
2. Do you like dressing up? What's your favourite piece of clothes?
3. Why do people go to cemeteries? Have you ever been there? How did you feel there?

*Look at these words from Chapter 7. Find their meaning in a dictionary.*

*What do you think the chapter will be about?*

a lock

a quay [ki:]

up (down) the stream

a churchyard - ['tʃɜ:ʃjɑ:d]

a tomb [tu:m]

a grave

*Guess the meaning of the following words and combinations:*

bright / colourful clothes

a boating costume

a water picnic

an epitaph

the bank of a river

***Study these words and expressions:***

garb [gɑ:b] - наряд, одеяние

pell-mell [ˌpel'mel] - путаница; беспорядок, неразбериха; 1) беспорядочно, как придётся

obstinate ['ɒbstɪnɪt] - упрямый, своевольный; не поддающийся (убеждению, просьбам)

natty ['næti] - изящный; аккуратный, опрятный

to suit smb [s(j)u:t] - подходить, идти, быть к лицу

huffy ['hʌfi] - а) обидчивый б) обиженный; раздражённый

fetching ['fetiŋ] - заманчивый, очаровательный, привлекательный, притягательный,

martyr ['mɑ:tə] - мученик, страдалец

oarsman ['ɔ:zmən] - гребец

notwithstanding [ˌnɒtwɪθ'stændɪŋ] - несмотря на, вопреки

to huddle up ['hʌdl] - собираться (вместе) , жаться (друг к другу)

to shudder ['ʃʌdə] - вздрагивать, содрогаться; бросать в дрожь

to splash [splæʃ] – брызгать, плескать

to row [rəu] – грести, работать веслами

bow [bau] -нос корабля, бак

thick-headed [ˌθɪk'hedɪd] - тупоголовый

tree trunk - ствол дерева

to lean [li:n] – наклонять(ся), нагибать(ся)

bolt upright - очень прямо; словно аршин проглотил (обычно используется с глаголами to sit и to stand)

to trip up over – спотыкаться о

to hanker after (for) smth - ['hæŋkə] - страстно желать, очень хотеть, жаждать

to creep round [kri:p] – красться, подкрадываться

wheezy ['(h)wi:zi] – хриплый, сиплый, сопящий  
 imperturbability ['impə,tʒ:bə'biləti] невозмутимость, покой, спокойствие  
 cussedness ['kʌsɪdnəs] - упрямство  
 grave [greɪv] - могила; захоронение  
 coffin ['kɒfɪn] - гроб  
 vault [vɔ:lt] - свод, склеп  
 bas-relief [ , bɑ:ri'li:f ], [ , bæsrɪ'li:f] - барельеф  
 obdurate ['ɒbdj(ə)rət] - чёрствый; ожесточённый  
 skull [skʌl] 1. 1) череп  
 crypt [kript] - крипта, подземная усыпальница  
 to revel ['rev(ə)l] – пировать, веселиться  
 slop [slɒp] – бурда, пойло, плохой неприятный напиток  
 ginger beer [ , dʒɪndʒə'biə] имбирный лимонад; имбирное пиво  
 raspberry syrup ['rɑ:zb(ə)rɪ 'sɪrəp] – малиновый сироп  
 topsy-turvy [ , tɒpsɪ'tʒ:vɪ] – перевернутый вверх дном, беспорядочный

## READING AND COMPREHENSION

*Read Chapter 7 and put the events in the correct order:*

- a) Harris invited J. to see Mrs. Thomas's tomb.
- b) J. comments on his friends' tastes in clothes.
- c) J. refuses to go to the cemetery.
- d) Harris wants a drink.
- e) The narrator gave the example of the two girls who were inappropriately dressed for a boat trip.
- f) The people of the riverside towns went out beautifully dressed to walk down the quay.
- g) J. remembers the case when an old man invited him to see the tombs.

h) Harris blames George for not working.

***Read the chapter and say if these statements are True or False (T/F):***

1. For the citizens of Hampton and Mousley the lock was a place for entertainment.
2. Harris has very good taste in clothes.
3. The costumes of the girls from J's story were quite suitable for a boat trip.
4. The narrator didn't want to see the tombs when the old man asked him to.
5. Harris said that George always shifts his responsibilities onto others.

## **VOCABULARY WORK**

***Ex. 1. Find English equivalents to these Russian words from Chapter 7:***

клубный пиджак, спортивная куртка

перчатки

плащ, накидка

шейный платок

шляпа

туфли

ремень

кепка

шарф

пиджак, жакет

носовой платок

**Ex. 2. Match these adjectives and nouns to make word combinations. Use the text to help you.**

leather	handkerchief
silk	design
oriental	gloves
light	shoes
pretty	blazer
bright	shade
saucy	costume
boating	hat

**Ex. 3. Match verbs and adverbs to make word combinations. Use the text of Chapter 7 to help you.**

to throw	beautifully
to match	huffy
to be	visibly
to get	pell-mell
to set lips	firm
to shrink	vexed about something

**Ex. 4. Match these words from chapter 7 with their definitions:**

a cloak	a length or square of fabric worn around the neck or head
a blazer	a plan or drawing produced to show the look and function or workings of a garment, or other object before it is made
a belt	a covering for the hand worn for protection against cold or dirt and typically having separate parts for each finger and the thumb
a scarf	a strip of leather or other material worn around the waist or across the chest, esp. in order to support clothes or carry weapons
gloves	comparative darkness and coolness caused by shelter from direct sunlight
design	an outdoor overgarment, typically sleeveless, that hangs loosely from the shoulders
shade	Impudent, bold and lively; smart-looking
saucy	a lightweight jacket, typically solid-colored, often worn as part of a uniform by members of a club, sports team, or school

***Ex. 5. Insert these words and phrases into the appropriate sentence in its correct form:***

parasols

ribbons

dainty

silk

quay

to get up

to match

clothes

blazer

design

to put on

lace

leather

1. The people crowded on the(1)\_\_\_\_\_, all wearing bright (2)\_\_\_\_\_ and carrying colourful (3)\_\_\_\_\_.



2. This colour (4)\_\_\_\_\_ your eyes excellently.
3. George (5)\_\_\_\_\_ his new (6)\_\_\_\_\_ and asked us what we thought about it. The shop-assistant told him it was oriental (7)\_\_\_\_\_.
4. The girls were beautifully (8)\_\_\_\_\_ - in dresses of (9)\_\_\_\_\_, (10)\_\_\_\_\_ and (11)\_\_\_\_\_.
5. Her (12)\_\_\_\_\_ shoes and (13)\_\_\_\_\_ gloves told us about her social position.

## SPEAKING AND ANALYSIS

*Ex. 1. Pay attention to the use and non-use of conjunctions in the following paragraphs from Chapter 7:*

*All the inhabitants of Hampton and Moulsey dress themselves up in boating costume, and come and mouch round the lock with their dogs, **and** flirt, **and** smoke, **and** watch the boats; **and**, altogether, what with the caps **and** jackets of the men, the pretty coloured dresses of the women, the excited dogs, the moving boats, the white sails, the pleasant landscape, and the sparkling water, it is one of the gayest sights I know of near this dull old London town.*

*They were both beautifully got up—all lace **and** silky stuff, **and** flowers, **and** ribbons, **and** dainty shoes, **and** light gloves.*

*What stylistic device is used by the author? What effect does it help to achieve? Does the author use this device somewhere else in the chapter?*

*Ex. 2. Look at the phrase in bold in the following extract. Does the author compare the girls to the Christian martyrs or assimilates the girls with them?*

*One of them rubbed the cushion with the forefinger of her glove, and showed the result to the other, and they both sighed, and sat down, with the air of early Christian martyrs trying to make themselves comfortable up against the stake.*

***Read the definition of a metaphor. Is the example given above a metaphor or a comparison?***

**Metaphor** is a figure of speech, which makes an implicit, implied or hidden comparison between two things or objects that are poles apart from each other, but have some characteristics common between them. In other words, a resemblance of two contradictory or different objects is made, based on a single or some common characteristics.

***Find at least one example of a metaphor in the chapter.***

***Ex. 3. Comment on the general tone of this extract. Is it lyrical? tragic? poetic? ironic? Explain your answer.***

*It was a lovely landscape. It was idyllic, poetical, and it inspired me. I felt good and noble. I felt I didn't want to be sinful and wicked any more. I would come and live here, and never do any more wrong, and lead a blameless, beautiful life, and have silver hair when I got old, and all that sort of thing.*

*In that moment I forgave all my friends and relations for their wickedness and cussedness, and I blessed them. They did not know that I blessed them. They went their abandoned way all unconscious of what I, far away in that peaceful village, was doing for them; but I did it, and I wished that I could let them know that I had done it, because I wanted to make them happy.*

*How does the extract above contrast with the passages when the old man invites J. to see the tombs?*

*Ex. 4. Describe the characters of J., Harris and George. Comment on their attitude to each other. Use these phrases to help you:*

I think...

it seems to me that...

From my point of view,...

My impression is that....

It goes without saying that...

I am of the opinion that....

## CHAPTER 8

### PRE-READING

*Ex. 1. Answer the following questions:*

1. Do you like singing? Have you ever sung in public? How did you feel then?
2. What usually happens if a person invades somebody's private territory?
3. What historical places in your area were visited by famous people of the past?  
Have you been to those places?

*Ex. 2. Study the pronunciation of these proper names. Who were these historical personalities? What were they famous for? Use references if necessary.*

Caesar

Queen Elizabeth

Henry XVIII

King Charles

The Duchess of York

Cassivelaunus

*Ex. 3. Guess the meaning of these words, choose from the two possible meanings. Then check with the dictionary. What helped you to guess it right?*

chummy      a) sociable

b) sad

vexed      a) surprised

b) angry

rough      a) indelicate

	b)polite
grotto	a) a cave
	b)a mountain
to jerk	a)to move slowly
	b)to move abruptly
titter	a)a short, half-suppressed laugh
	b) a long conversation

***Ex. 4. What parts of speech are the following words? Divide them into 3 groups: nouns, adjectives, adverbs. How do you tell one part of speech from another? What is the root word in each case? Guess the meaning of these words and find their translation in the dictionary.***

boorishness	soulful
gruffly	artful
firmness	continuously
selfishness	exceedingly
vindictiveness	seriousness
exactly	sojourned

***Ex. 5. Study the following words and expressions:***

willow, n - ['wɪləʊ] - ива

to vex, v - [veks] 1) досаждать, раздражать; возмущать,

boorish, adj ['bɔːrɪʃ], ['buəriʃ] - грубый, невежливый, невоспитанный

to trespass, v ['trespəs] - посягать, злоупотреблять (чем-л.), причинять вред, противоправно нарушать владение

gruff, adj [grʌf] - грубый; неприветливый, сердитый

a well-made (man), adj [ˌwel'meɪd] - пропорциональный, соразмерный, хорошо сложенный (о человеке)

to pursue, v [prə'sjuː] - преследовать (кого-л.) ; гнаться, бежать (за кем-л.)

timid, adj ['tɪmɪd] робкий; застенчивый

imposition, n [ˌɪmpə'zɪʃ(ə)n] 1) обложение (налогом) , наложение (запрета, штрафа, наказания) 2) налог, пошлина, сбор;

slouch about, phr v [slaʊf] – слоняться, болтаться без дела

riparian [raɪ'pɛərɪən] 1. прибрежный, находящийся на берегу, относящийся к берегу, riparian proprietor – владелец прибрежной полосы

minor tributary ['trɪbjət(ə)rɪ] stream – малый приток

backwater, n ['bæk,wɔːtə] – заводь

to drive posts – вколачивать столбики

to draw chains – тянуть цепи

bed (of the stream) – русло (реки)

vindictive, adj [vɪn'dɪktɪv] - мстительный

to smirk, v [smɜːk] - притворно или глупо улыбаться; ухмыляться

two bars in front of accompaniment – на два такта раньше аккомпанимента

to snigger, v ['snɪɡə] - хихикать, посмеиваться; давиться от смеха

to roar, v [rɔː] - реветь, орать, рычать, рокотать

to scowl, v [skaʊl] - смотреть сердито, бросать сердитый взгляд

to send smb into fits – доводить до судорог

to jilt, v [dʒɪlt] – обманывать, бросать (супруга, партнера)

a trying situation ['traɪɪŋ] - трудное положение

unostentatious, adj [ʌn,ɒsten'teɪʃəs] - ненавязчивый; неброский, скромный

to scull, v [skʌl] – грести, плыть (на лодке)

sculls - весла

to steer, v [stiə] - править рулём, управлять (автомобилем и т. п.) ; вести (судно)

to pull, v [pul] - тянуть, тащить

foot-bridge (also: footbridge, foot bridge), n ['fʊtbrɪdʒ] - пешеходный мост

weir, n [wiə] - плотина, запруда; водослив, дамба  
to grind away, phr v - усердно работать над (чем-л.) ; учиться (чему-л.)  
entrenchment, n [in'trenʃmənt ], [en-] - окоп, траншея, ров, канава  
to sojourn, v ['sɔʃzɜ:n] – временно пребывать, останавливаться  
to curb, v [kɜ:b] – обуздывать, сдерживать  
stake, n [steɪk] - столб, кол; стойка  
adroit, adj [ə'drɔɪt] ловкий, проворный; искусный; находчивый  
to drag, v [dræg] - тянуть, тащить, волочить

## READING AND COMPREHENSION

*Ex. 1. Read the chapter and put the events in the correct order:*

- a) Harris sings a comic song
- b) A man came to the three friends saying they were trespassing
- c) Pulling the boat
- d) A stop at Kempton park
- e) Herr Slossen Bossen
- f) The riverside owners become more arrogant
- g) Revengeful mood

*Ex. 2. Look through the chapter again and answer the questions:*

- 1. Why did the three men decide to stop at Kempton park?
- 2. How did the three men manage to get rid of the gentleman at Kempton park?
- 3. How does Harris sing comic songs?
- 4. Why did two young men advise to listen to Herr Slossenn Boschen?
- 5. What kind of song did Herr Slossenn Boschen sing?

6. Why was it difficult to pull upstream?
7. Who of the famous people had been at Walton, according to the narrator?
8. What musical instrument did George buy at the end? What was the purpose of buying it?

## VOCABULARY WORK

*Ex. 1. What parts of speech are the words underlined in these pairs of sentences? What helps you understand that?*

1. a) I will just give you an idea of Harris's comic singing.  
b) It doesn't matter what Harris is singing.
2. a) Murmurs of delight and anxiety...  
b) "Oh, how jolly!" they murmur.
3. a) And then you can judge of it for yourself.  
b) It's the Judge's song out of Pinafore.
4. a) General roar of laughter was taken by Harris as a compliment.  
b) When they roared, I roared.
5. a) We wanted a good laugh.  
b) When we began to laugh, the expression of his face was one of intense surprise.
6. a) I bent down over the skulls.  
b) I was sculling.



7. a) You don't mind if a man... comes down with a jerk.  
b) So I managed to jerk his cap into the water.

***Ex. 2. Give English equivalents to these words. Give 2-3 variants, if possible.***

***Can you explain the difference between them?***

- отдавать, платить, оказывать услугу
- ожидать
- сверх, выше, за пределами
- беспокоить, надоедать
- налаживать, чинить, закреплять
- превосходить, превышать

***Ex. 3. Translate the following expressions into Russian:***

- to have nothing to do with smth
- to put an end to smth
- to render a service
- (not) to bother about smth
- to expect smb to do smth
- to be beyond smth
- to have one's eyes fixed on smth
- to surpass oneself

***Ex. 4. Use the expressions from Ex. 3 in the correct sentences in their appropriate form:***

1. Could you \_\_\_\_\_ me \_\_\_\_\_? I need to post this letter.
2. In the last verse Harris \_\_\_\_\_ himself. Nobody ever \_\_\_\_\_ him to sing like that.
3. Don't \_\_\_\_\_ about this problem. I'll take care of it.
4. "We have to \_\_\_\_\_ this foolishness", said the head teacher. He had \_\_\_\_\_ his colleagues.
5. The suspect said he \_\_\_\_\_ to do with the crime. In fact, he had an alibi.
6. This book is \_\_\_\_\_ my understanding – it is so complicated!

## SPEAKING AND ANALYSIS

***Ex.1. Does the author use direct or indirect speech in this extract from Chapter 8?***

*"We said we hadn't given the matter sufficient consideration as yet to enable us to arrive at a definite conclusion on that point, but that, if he assured us on his word as a gentleman that we were trespassing, we would, without further hesitation, believe it."*

***What is the tone of the sentence (formal/ informal/ casual / polite etc.)?***

***Why do you think the author used this particular type of speech? What effect did he want to achieve?***

***Ex. 2. Read this extract from Chapter 8:***

*"Well, you don't look for much of a voice in a comic song. You don't expect correct phrasing or vocalization. You don't mind if a man does find out, when in the middle of a note, that he is too high, and comes down with a jerk. You don't bother about time. You don't mind a man being two bars in front of the accompaniment, and*

*easing up in the middle of a line to argue it out with the pianist, and then starting the verse afresh. But you do expect the words.*

*You don't expect a man to never remember more than the first three lines of the first verse, and to keep on repeating these until it is time to begin the chorus. You don't expect a man to break off in the middle of a line, and snigger, and say, it's very funny, but he's blest if he can think of the rest of it, and then try and make it up for himself, and, afterwards, suddenly recollect it, when he has got to an entirely different part of the song, and break off, without a word of warning, to go back and let you have it then and there. You don't—well, I will just give you an idea of Harris's comic singing, and then you can judge of it for yourself."*

***What word/ phrase is repeated many times in this extract?***

***Is the stylistic device called:***

- a) polysyndeton?*
- b) parallelism?*
- c) parenthesis?*

***Why do you think the author didn't substitute the repeated words with a synonym or didn't use a comma?***

***Find 2 more examples of the same stylistic device Chapter 8.***

***Ex. 3. Look at the part of the Chapter where the author describes Harris's singing. What literary genre is this type of writing typical for (roles of the character, author's remarks, direct speech)? What effect is achieved by using this change in literary genres?***

***Ex. 4. Continue the following sentences using the information from Chapter 8:***

1. The old gentleman came up to the three men because...
2. The reason why Harris was furious was that...

3. Harris can't sing comic songs because...
4. The song of Herr Slossenn Boschen wasn't funny because...
5. Some famous people liked going up the river because...
6. George bought a banjo because...

***Ex. 5. What new information does the author give his readers about these locations? What are they famous for?***

- Sunbury lock
- Walton
- Windsor and Abingdon
- Reading
- Oatlands Park
- "Cornway Stakes"
- Halliford and Shepperton
- Weybridge

## CHAPTER 9

### PRE-READING

*Ex. 1. Read the definition of the verb “to tow” and answer the questions:*

**Tow** – (v) to pull hard (a car, a barge, a trailer etc.) by a rope, chain or other device.

*Why would people tow a boat? What difficulties may take place while towing a boat?*

*Guess the meaning of the word “tow-line”, then check with the dictionary. Were you right?*

*Ex. 2. Have you ever travelled with your family or relatives? Tell the class about any interesting cases that happened to you while travelling.*

*Ex. 3. Guess the meaning of these words from their root-word. Pay attention to the part of speech and the prefix/ suffix / preposition used. Then check with the dictionary.*

**heathen** ['hi:ð(ə)n] - язычник

**heathenish** - ?

**dole** – доля, судьба

**doleful** – ?

**to entangle** – запутывать

**to disentangle** - ?

**to wind** – вить(ся), извиваться

**to unwind** -

**to embark** – грузить(ся) (на корабль)

**to disembark** – ?

**to drift** – относить, гнать (ветром); переходить (из одного состояния в другое)

**to drift off** - ?

**to pin** – прикреплять

**to pin up** - ?

**accountable** – понятный, объяснимый

**unaccountable** - ?

**hook** – крюк, крючок

**boat-hook** - ?

**to lade** – грузить (судно)

**laden boat** - ?

**mat** – коврик

**doormat** - ?

**net** – сеть

**fishing net** - ?

**affable** – приветливый, дружеский, любезный

**affably** - ?

**canny** – осторожный, спокойный, уютный

**uncanny** - ?

**brisk** – живой, оживленный, проворный

**briskly** - ?

**to hitch** – продвигать вперед, подтягивать, цеплять

**hitcher** - ?

*Ex. 4. Study these words and their pronunciation. How many words designating parts of a boat are there?*

callous, adj ['kæləs] - загрубелый, чёрствый, бессердечный,

conscious, adj ['kɒn(t)ʃ(ə)n(t)s] - совесть, сознание

tangle, n, v ['tæŋgl] - клубок / запутывать

knot, n [nɒt] - узел

loop, n [lu:p] - петля  
 crochet work, n ['krəʊʃeɪ] - вязание крючком; вещь, связанная крючком  
 to knit, v [nɪt] - вязать  
 antimacassar, n [ˌæntɪmə'kæsə] - салфетка (на спинке мягкой мебели)  
 to unravel, v [ʌn'ræv(ə)l] - распутывать (нити и т. п.)  
 swaddling clothes ['swɒdlɪŋ] - пеленки  
 infant, n ['ɪnfənt] - младенец, ребёнок  
 to grunt, v [grʌnt] - ворчать; бормотать  
 muddle, n ['mʌdl] - путаница, неразбериха; беспорядок,  
 scaffolding pole ['skæfəʊldɪŋ pəʊl] - стойка лесов  
 to give a yell [jel] – издать крик, вопль  
 to go mad [mæd] – сойти с ума, обезуметь  
 to seize, v [si:z] - схватить, хватать  
 to haul, v [hɔ:l] - тащить, тянуть (сети, снасти)  
 weir, n [wiə] - плотина, запруда; водослив, дамба  
 ungrateful, adj [ʌn'greɪt(ə)l ], [-ful] - неблагодарный  
 truant, n ['tru:ənt] – лентяй, прогульщик  
 to shriek, v [ʃri:k] - пронзительно кричать, визжать, издавать резкий,  
 пронзительный звук  
 frantic, adj ['fræntɪk] безумный, неистовый, яростный  
 distress, n [dɪ'stres] - боль, недомогание, горе, несчастье, бедствие  
 rudder, n ['rʌdə] - руль  
 to confound, [kən'faʊnd] – зд.: проклинять  
 to curse, v [kɜ:s] – ругаться, сквернословить, проклинять  
 to jeer at smb, v [dʒiə] – язвить, насмехаться над к-л  
 oblivious, adj [ə'blɪviəs] – рассеянный, забывчивый  
 mast, n [mɑ:st] - мачта  
 stern, n [stɜ:n] – зд.: корма  
 hulking, adj ['hʌlkɪŋ] гигантский, громадный, массивный  
 chap [tʃæp] - парень

maiden, n ['meɪd(ə)n]- девица, девушка  
 reposeful, adj [rɪ'pəʊz(ə)l ], [-ful] - успокоительный, успокаивающий  
 larboard, n ['lɑ:bəd] - левый борт (корабля)  
 starboard, n ['stɑ:bɔ:d] - правый борт (корабля)  
 steed, n [sti:d] – (поэт.) конь  
 butt-end, n [ˌbʌt'end] - толстый конец (обшивной доски корабля)  
 frock, n [frɒk] - платье  
 shelter, n ['ʃeltə] - приют, кров; пристанище  
 trifle, n ['traɪfl] - мелочь, пустяк  
 to trudge, v [trʌdʒ] - идти с трудом, устало тащиться  
 hobgoblin, n [ˌhɒb'ɡɒblɪn] - домовый  
 banshee, n [bæn'ʃi:] - (ирл., мифол.) банши (фольклорный персонаж: привидение-плакальщица, чьи завывания под окнами дома предвещают обитателю этого дома смерть)  
 will-o'-the-wisp, n [ˌwɪləðə'wɪsp] - блуждающий огонёк (на болоте)

## READING AND COMPREHENSION

*Ex. 1. Read Chapter 9, do the tasks and answer the questions.*

1. The Narrator gives his opinion on tow-lines. What does he think about them?
2. J. gives different examples of incidents at tow-lines. What happened in each case?
3. J. describes towing by girls. Why does he think three girls are needed for that? Why shouldn't girls stop during towing?
4. The Narrator describes the case of towing a boat with his cousin. What was the problem and how was it solved?



***Ex. 2. Look through Chapter 9 again and say if these statements are True (T) or False (F).***

1. George loves working.
2. A lot of interesting things may happen while towing.
3. Towers are sometimes so busy that they don't notice people around them.
4. Girls tow boats just like men.
5. Sometimes only a miracle can save you if you are lost on a river.

## **VOCABULARY WORK**

***Ex. 1. Give Russian equivalents to the following words:***

a knot	briskly
a rope	to give up
suddenly	to jerk

***Ex. 2. Give antonyms to the following:***

to entangle –  
to wind –  
to pull –  
to walk up (the bank) –  
to start -  
grateful –

***Ex. 3. Match the parts of these word combinations from Chapter 9. Give their appropriate Russian translation. Check with the dictionary to make sure.***

to tie into	hope
to unwind	briskly
to disentangle	the rope
to walk	suddenly
to stop	a knot
to reassure	somebody
to give up	the situation

***What is the difference between the verbs to untie, to unwind and disentangle?***

***Ex. 4. Fill in the gaps in the sentences with expressions from Ex. 3 in their appropriate form.***

1. This is quite a difficult situation but you have to \_\_\_\_\_ it if you don't want to make it worse.
2. We almost \_\_\_\_\_ hope to find Harris, but soon we saw him walking up \_\_\_\_\_ towards us.
3. While we were towing the boat we had to stop \_\_\_\_\_ to \_\_\_\_\_ the entangled ropes.
4. Take these two ends of the rope and \_\_\_\_\_ them into \_\_\_\_\_ so it won't get undone.
5. We \_\_\_\_\_ them that we would not be late.

## SPEAKING AND ANALYSIS

*Ex. 1. Look at the underlined expressions from the text. Think of their a) part of speech, b) prefixes/suffixes, c) explain their possible meaning in English. Check your ideas with a dictionary:*

1. There is something very strange and unaccountable about a tow-line. You roll it up with as much patience and care as you would take to fold up a new pair of trousers, and five minutes afterwards, when you pick it up, it is one ghastly, soul-revolting tangle.
2. “Why don’t you think what you are doing? You go about things in such a slapdash style.”
3. We found the truant for them half a mile further down, held by some rushes, and we brought it back to them. I bet they did not give that boat another chance for a week.
4. It takes three girls to tow always; two hold the rope, and the other one runs round and round, and giggles.
5. It was half-past six when we reached Benson’s lock, and dusk was drawing on, and she began to get excited then.
6. This idea did not comfort her in the least, and she began to cry.

*Ex. 2. Read this extract from Chapter 9. Express its main idea in one sentence. How many sentences does the author use? What impression does this sentence structure produce on the reader?*

*I do not wish to be insulting, but I firmly believe that if you took an average tow-line, and stretched it out straight across the middle of a field, and then turned your back on it for thirty seconds, that, when you looked round again, you would find that it had got itself altogether in a heap in the middle of the field, and had twisted*

*itself up, and tied itself into knots, and lost its two ends, and become all loops; and it would take you a good half-hour, sitting down there on the grass and swearing all the while, to disentangle it again.*

**Ex. 3. The author mainly uses third-person narration and indirect speech. But in some episodes he switches to direct speech, like in this extract from Chapter 9:**

*“Hi! stop a minute, will you?” he shouts cheerily. “I’ve dropped my hat over-board.”*

*Then: “Hi! Tom—Dick! can’t you hear?” not quite so affably this time.*

*Then: “Hi! Confound you, you dunder-headed idiots! Hi! stop! Oh you—!”*

**Try to change the extract above into indirect speech. Will it sound more/less emotional, natural, nervous? Why do you think J. K. Jerome changes the way of his narration sometimes?**

**Ex. 4. Find the episode about a young man and a girl towing a boat from Chapter 9, starting with “As an example of how utterly oblivious a pair of towers can be...” up to “George replied he didn’t know”. Retell this episode from George’s point of view. Use the following phrases to help you:**

- a fellow and a girl
- deep in a conversation
- a boat-hook
- a tow-line
- there must have been...
- whatever the accident may have been...

- a bright idea flashed across me...
- four hulking chaps
- the young couple realized...
- “where is auntie?”

***Ex. 5. Choose any other episode described in the chapter and make up a dialogue based on it.***

## CHAPTER 10

### PRE-READING

*Ex. 1. Answer the following questions:*

1. Have you ever been camping? Have you ever tried to put up a tent? What challenges do people usually face during a camping holiday?
2. What kitchen appliances do you usually use during camping? Do you prefer to cook at the campsite or to take prepared food with you?
3. What problems could take place during a river-trip?

*Ex. 2. Place these compound words into two groups – nouns and adjectives.*

*Guess their meaning from their components, then check with a dictionary:*

coal-barge

kindly-hearted

elm-tree

spoonful

under-estimated

god-like

boat-hook

ill-tempered

well-digested

well-fitted

noble-minded

dim-lit

*Ex. 3. Study these words from Chapter 10, tick all the words which are familiar to you:*

nook, n [nuk] – бухта, укромный уголок

canvas, n ['kænvəs] - холст, парусина; брезент

hinge, n [hɪndʒ] – петля, крюк

stern, n [stɜ:n] - корма

to bungle, v ['bʌŋɡl] – неумело работать, портить работу

to suffocate, v ['sʌfəkeɪt] - душить, удушать, задыхаться

to withstand, v [wɪð'stænd] (withstood) - устоять (перед чем-л.) , выдержать (что-л.) ; противостоять, не поддаваться (чему-л.)

to squat down, v [skwɒt] – присесть, опуститься на корточки

cutlery, n ['kʌtl(ə)rɪ] – столовые приборы (ножи, ложки, вилки)

crockery, n ['krɒk(ə)rɪ] - посуда (глиняная, фаянсовая)

molar, n ['məʊlə] - коренной зуб

contentment, n [kən'tentmənt] - удовлетворение

hoop, n [hu:p] - обод, обруч

eloquent, adj ['eləkwənt] - красноречивый

to quiver, v ['kwɪvə] - дрожать мелкой дрожью; трястись; колыхаться;

to grin, v [grɪn] - скалить зубы; осклабиться; ухмыляться

to tumble, v ['tʌmbl] = tumble down / off - падать

to drivel, v ['drɪv(ə)l] - говорить бессвязно; говорить ерунду, нести чепуху

to splutter, v ['splʌtə] - говорить быстро и бессвязно, лопотать

ninny, n ['nɪni] - дурачок, простофиля

vigilant, adj ['vɪdʒɪlənt] - бдительный; бодрствующий, неусыпный, бессонный

pious, adj ['paɪəs] - набожный, благочестивый; праведный, религиозный

to tread (trod, trod), v [tred, trɒd] – ступать, наступать

to shudder, v ['ʃʌdə] - вздрагивать, содрогаться; бросать в дрожь

to chuck smb out, v [tʃʌk] – выкидывать, выбрасывать, выгонять

valiant, adj ['væliənt] - храбрый, отважный, доблестный

cramped, adj [kræmpt] - вынужденно сжатый, ужатый; сдавленный, тесный; стиснутый

to swallow, v ['swɒləʊ] - глотать

gimlet, n ['ɡɪmlɪt] - бурав(чик)

excruciating, adj [ɪks'kru:ʃɪeɪtɪŋ ], [eks-] мучительный

stuffy, adj ['stʌfɪ] - душный

to awe, v [ɔ:] – внушать страх, благоговение

vista, n ['vɪstə] - перспектива, вид, вереница, возможности, виды на будущее

wondrous, adj ['wʌndrəs] - изумительный, поразительный, удивительный, чудесный

moan, n [məʊn] - стон

briar, n ['braɪə] - шиповник, колючий кустарник, куст с шипами

to grieve, v [gri:v] - огорчать, горевать, убиваться

devious, adj ['di:vɪəs] - удалённый, отдалённый; окольный

## READING AND COMPREHENSION

***Ex. 1. Put the events of the chapter in the correct order:***

- a) Getting a kettle to boil.
- b) George remembers a funny thing that happened to his father.
- c) The beauty of the night.
- d) Human being is dominated by his stomach.
- e) Having supper.
- f) Rolling up a canvas. Helping George and Harris.
- g) Difficulties with falling asleep on a boat.
- h) Difficulties with putting up a canvas.
- i) The image of a knight in a wood of Sorrow.

***Ex. 2. Look through the chapter again and answer the questions:***

1. What did the three men plan to do in the evening and what did they really do?



2. What problems did they have while putting up a canvas? How were the problems solved?
3. What is the Narrator's recipe to get the kettle to boil?
4. How, according to the Narrator's point of view, do people behave when they are hungry?
5. What happened in the George's story?
6. Why couldn't J. sleep on the boat at night?
7. What happened to the knight in J's imagination?

## **VOCABULARY WORK**

*Ex. 1. a) Look at these words with suffix –less from Chapter 10. What does suffix –less mean? Can you guess their meaning from the root of the word?*

soulless

brainless

listless

senseless

helpless

*b) Match the words with their synonyms without suffix –less:*

unconscious

cruel

unprotected

silly

indifferent

**c) Make up some more words with this suffix from the following nouns, guess their meaning, then check with the dictionary:**

health, room, money, change, count.

**Ex. 2. Read the extract about a kettle from Chapter 10 and match a verb+ a noun to make collocations:**

To put	lemonade
To lit	the stove out
To squatter down	a kettle to boil
To have	to supper
To get	your meal
To begin	the lantern

**Use these collocations in the sentences of your own, so that they reflect the situations from the chapter.**

**Ex. 3. Give Russian equivalents to these words and expressions from Chapter 10:**

to give a hand

ill-tempered

spoonful

dim-lit

to sit up late

crockery

pious

*Use these words and expressions in the following sentences in their correct form:*

1. The doctor told me to take a \_\_\_\_\_ of syrup every 3 hours.
2. He was so \_\_\_\_\_ that nobody wanted to deal with him.
3. He found a vent for his anger in smashing the \_\_\_\_\_.
4. If you need some help, just tell me and I'll \_\_\_\_\_ you \_\_\_\_\_.
5. Being a \_\_\_\_\_ family man, he was above suspicion for the detective.
6. You really shouldn't \_\_\_\_\_ as you'll have to get up really early tomorrow.
7. The girl was sitting in a dark, \_\_\_\_\_ room, trying to read the address, written on the envelope.

## **SPEAKING AND ANALYSIS**

*Ex. 1. Guess and choose the right the meaning of these words and expressions from Chapter 10 in bold. Then consult a dictionary to check.*

1. *I had been told to stand where I was, and wait till the canvas came to me, and Montmorency and I stood there and waited both **as good as gold**.*

We were                      a) very good, obedient  
   b) very polite, with good manners

2. *It said: "Give us a hand there, can't you, **you cuckoo**... when you see we are both being suffocated, you dummy!"*

The phrase means that              a) the person behaves like a cuckoo bird  
   b) the person is crazy

3. “Oh, I’m sorry, **old chap**; I hope I haven’t hurt you”.

- The phrase means that
- a) it is informal address to a person
  - b) the person is old

4. “Well, I’m going to **chuck him out**,” replied Joe.

- Joe is going to
- a) throw him away
  - b) beat him

5. *I got quite cross with them after a bit, and told them what I thought of them.*

- I
- a) got quite angry with them
  - b) behaved in a very rude way

**Ex. 2. Look at the extract from Chapter 10. How many words with the suffix –less does the author use?**

*After hot muffins, it says, “Be dull and soulless, like a beast of the field—a brainless animal, with listless eye, unlit by any ray of fancy, or of hope, or fear, or love, or life.” And after brandy, taken in sufficient quantity, it says, “Now, come, fool, grin and tumble, that your fellow-men may laugh—drivel in folly, and splutter in senseless sounds, and show what a helpless ninny is poor man whose wit and will are drowned, like kittens, side by side, in half an inch of alcohol.”*

**Substitute all adjectives with suffix –less with their synonyms from Ex. 1 b)**  
**Vocabulary work. Does the extract sound more interesting/ emotional/ gripping?**

*Does it produce more effect on you as the reader? Why did the author decide to choose the words with this suffix?*

*Ex. 3. Read these sentences from Chapter 10. What stylistic device does the author use?*

- a) He, of course, made frantic struggles for freedom—the birthright of every Englishman,—and, in doing so (I learned this afterwards), knocked over George; and then George, swearing at Harris, began to struggle too, and got himself entangled and rolled up.*
- b) After a cup of tea (two spoonsful for each cup, and don't let it stand more than three minutes), it says to the brain, "Now, rise, and show your strength. Be eloquent, and deep, and tender..."*
- c) They had a very jolly evening, and sat up late, and, by the time they came to go to bed, they (this was when George's father was a very young man) were slightly jolly, too.*

*What additional information do we receive from the part in brackets? Does it make us understand the text more thoroughly? Is the device typical for the author's style of writing?*

*Ex. 4. At the end of Chapter 10, the author started speaking about his emotional state after seeing the beauty of the Night. Why do you think the words like Night, Presence, Pain and Sorrow are written with capital letters? What qualities do they possess? Find the example in this part where an inanimate object is described like a human.*

*Ex. 5. Retell the situation with the kettle from Chapter 10 in your own words from the 1<sup>st</sup> person singular.*

**Start with:**

I wanted to put the kettle on to boil...

**Use:**

to pretend to take no notice of...

to wait for it...

to go away...

“I don’t want any tea...”

shouldn’t look around...

to overhear...

to boil over...

a harmless bit of trickery...

# CHAPTER 11

## PRE-READING

*Ex. 1. Answer the following questions:*

- a) What time do you usually get up in the morning? Do you have enough time to get to school/ to work? Have you ever overslept and important event? Why?
- b)
- c) Do you know how to cook? Have you ever cooked breakfast for your family? Did they like it?

*Ex. 2. Name three most dramatic episodes in Russian history. Why were they important?*

*Ex. 3. Do you know these historical personalities/terms/ places/ dates? Use reference books to help you.*

Oliver Cromwell

King John

Richard

Magna Charta

June, 1215

Barons

*Ex. 4. Try to match the military and civil service ranks on the left, which existed in the 13<sup>th</sup> century England, with their Russian equivalents on the right. Then check with the dictionary if you were right. What situation do you think the author will describe, using this vocabulary?*

1. Bowman	a. Алебарщик
2. Soldier	b. Оруженосец
3. Pikeman	c. Копьеносец
4. Lord	d. Вояка
5. Baron	e. Лучник
6. Trooper	f. Барон
7. Spearman	g. Всадник
8. Knight	h. Феодал
9. Billman / Halbertman	i. Солдат
10. Sentinel	j. Рыцарь
11. Squire	k. Копейщик
12. Horseman	l. Часовой

***Ex. 5. Try to guess the meaning of the following words and expressions.***

***Then check with the dictionary:***

- |                   |                  |
|-------------------|------------------|
| - easy chair      | - scrambled eggs |
| - to give vent to | - market place   |
| - fish-kettle     | - townsfolk      |
| - gas-stove       | - bright-decked  |
| - chessboard      | - war-horse      |
| - to compromise   |                  |

***Ex. 6. Can you guess the part of speech of the following words? Check their meaning with the dictionary.***



cussedness	tempestuous
scuttle	stupendous
dilapidated	executioner
scuttleful	honeyed (words)
hitcher	ponderous
harassing (work)	breathless

***Ex. 7. Study the following words and expressions from Chapter 11.***

into the bargain ['bɑ:ɡɪn] – кроме того, в придачу

shutters, n ['ʃʌtəz] – ставни

to seize, v [si:z] - схватить, хватать

to anathematize, v [ə'næθəmətaɪz] - предавать анафеме, проклинять (книжн.)

regulation flip-flop approaching – приближающееся шарканье

come out for a stroll [strəʊl] – выходить на прогулку

penal servitude [,pi:nl'sə:vɪtju:d] – каторжные работы

to revel in smth, v ['rev(ə)l] – получать удовольствие от ч-л, наслаждаться ч-л

precedence, n ['presɪd(ə)n(t)s] – первенство, превосходство

to relish, v ['relɪʃ] – 1) наслаждаться, 2) одобрять

to splutter, v ['splʌtə] – разбрызгивать, говорить быстро и бессвязно

by Jove! (восклицание, выражающее удивление, досаду и т. п.) - ей-богу!  
боже мой!; боже милостивый! вот тебе на! ч ёрт побери!

to have the pluck [plʌk] to do smth – иметь мужество/смелость/отвагу  
сделать ч-л

driveling, adj ['drɪv(ə)lɪŋ] – несущий чепуху, выживший из ума

yacht, n [jɒt] - яхта

to pine away, v [paɪn] – чахнуть

feat, n [fi:t] - подвиг

to scald, v [skɔ:ld] - обваривать, ошпаривать, обжигать

homespun, adj ['həʊmspʌn] – домотканый, из домотканой материи

woe, n [wəʊ] - горе, напасть, несчастье

plaintiff, n ['pleɪntɪf] - истец

to bellow, v ['beləʊ] - орать; вопить, рычать (о человеке)

to roister, v ['rɔɪstə] - бесчинствовать, кутить, бражничать

to shed a shadow ['ʃædəʊ] – ронять тень

uncouth, adj [ʌn'kuːθ] - грубый, неотёсанный

wench, n [wen(t)] - девица, девчонка, девка (о девушке, молодой женщине)

jest, n [dʒest] - острота, шутка

jibe , n jibe I [dʒaɪb] - насмешка, издёвка

swain, n [sweɪn] - деревенский парень; сельский житель, пастух,

to muster, v ['mʌstə] – собирать, созывать, организовывать

mercenary, n ['mɜːs(ə)n(ə)rɪ] - наемник

to hover, v ['hɒvə] – парить, нависать (об угрозе)

clamour, n ['klæmə] - шум, крик, ор

yestereve, adv [ˌjestə'ɪːv] – напередни, накануне вечером

hoof, n [huːf] (hooves , hoofs) - копыто

to cast a glance – бросить быстрый взгляд

flank, n [flæŋk] - фланг

in the midst - посреди

to dismount, v ['dɪs'maʊnt] - спешиваться, слезать (напр., с лошади)

to rue, v [ruː] – раскаиваться, сожалеть

to thwart, v [θwɔːt] – мешать, расстраивать, разрушать (напр., планы)

sword-hilt, n ['sɔːdˌhɪlt] – эфес (шпаги)

to cleave, v [kliːv] - раскалывать

to lay a cornerstone ['kɔːnəstəʊn] – заложить краеугольный камень  
(основание, фундамент)

## READING AND COMPREHENSION

***Ex. 1. Skim Chapter 11 and put these events in the order they take place in the chapter:***

- a) Friends wake up Harris
- b) It's George's shirt, not J's
- c) J. and George both wake up early
- d) Harris makes scrambled eggs for breakfast
- e) Some episodes of British history
- f) J. decides to have a swim
- g) How George once woke up too early

***Ex. 2. Read Chapter 11 again and answer the questions:***

1. What happened to George once he forgot to wind his watch? What rule did he set to himself after that case?
2. How did the friends wake up Harris?
3. How did the three men and their dog perceive the idea of a swim in the morning? How did J. dare to take the plunge? What did his friends say about it?
4. Why did J. find the situation with the shirt funny?
5. What happened when Harris was cooking scrambled eggs? How did Harris explain it?
6. What episodes from English history did the three friends think about? Who were Richard and King John from J's imagination? Why was Magna Charta important for English history?

## VOCABULARY WORK

*Ex. 1. Complete the table with possible word forms:*

N	V	Adj
1.	conduct	
2.		
care		
	judge	
		sound
	swear	
force		
tempest		
	execute	
	harass	
honey		
breath		
	laugh	
1.	serve	
2.		
		tempting

*Which word has a different meaning when it is used as a different part of speech?*

*Ex. 2. Translate the following word combinations from Russian into English using the words from ex. 1. Consult a dictionary, if necessary.*

Давать клятву  
 Каторжные работы  
 Заманчивое предложение  
 Хорошее поведение  
 Убедительный довод  
 Служить в армии  
 Достичь компромисса  
 Заботиться о ком-либо  
 Целый и невредимый  
 Буйный характер  
 Политическое преследование  
 Вызывать смех  
 Судить по внешности  
 Затаить дыхание  
 Сладкие речи

***Ex. 3. Match these expressions with their Russian equivalents.***

to come out for a stroll	разразиться смехом
penal servitude	казаться заманчивым
to seem tempting	выходить из себя
to settle the matter	выйти на прогулку
to burst out laughing	уладить дело, урегулировать вопрос
to lose one's temper	питание и проживание, пансион
to roar with laughter	каторжные работы
to be famous for	покатываться со смеху
board and lodging	быть известным (чем-либо)

*Ex. 4. Translate the sentences from Russian into English, paying attention to the underlined words. Use the phrases to help you.*

1. После того, как мы нашли место питания и проживания, мы оставили чемоданы в комнате и решили выйти на прогулку.

*After we had found...*

2. Он был известен тем, что был отправлен на каторжные работы в наказание за преступление.

*He was ....*

3. Думаю, нам стоит урегулировать это дело путем переговоров.

*I think we should...*

4. Идея отдохнуть еще пару дней казалась заманчивой.

*The idea of having...*

5. Дети покатывались со смеху, учитель потерял терпение и выгнал их из класса.

*When the children were...*

6. Мы оба разразились смехом, когда услышали причину неудачи.

*We both ...*

## SPEAKING AND ANALYSIS

*Ex. 1. Tell the story of George when we woke up too early (before he met a policeman), from George's point of view. Use these expressions to help you:*

- it was still very dark
- it was a quarter past eight
- sprang out of bed
- had a cold bath
- washed
- dressed
- seized the umbrella
- a quarter of a mile
- felt strange
- no shops open

*Ex. 2. What stylistic device are all the four underlined parts – metaphor, comparison or epithet? Note down all different ways the author used to express his idea.*

*It was horribly lonesome and dismal, and all the policemen he met regarded him with undisguised suspicion, and turned their lanterns on him and followed him about, and this had such an effect upon him at last that he began to feel as if he really had done something, and he got to slinking down the by-streets and hiding in dark doorways when he heard the regulation flip-flop approaching.*

*Of course, this conduct made the force only more distrustful of him than ever, and they would come and rout him out and ask him what he was doing there; and*

when he answered, “Nothing,” he had merely come out for a stroll (it was then four o’clock in the morning), they looked as though they did not believe him, and two plain-clothes constables came home with him to see if he really did live where he had said he did

*It was bitterly cold. The wind cut like a knife.*

*And out from the fields around, glitter the faint lights of more distant camps, as here some great lord’s followers lie mustered, and there false John’s French mercenaries hover like crouching wolves without the town.*

***Can you recognize any other stylistic devices there?***

***Ex. 3. Read this definition of Irony from Merriam-Webster Dictionary.***

- a) *the use of words that mean the opposite of what you really think especially in order to be funny*
- b) *a situation that is strange or funny because things happen in a way that seems to be the opposite of what you expected*

***Then read the following extract about scrambled eggs from Chapter 11. Do you feel the narrator’s irony? How does he achieve ironic effect? Underline all words and phrases where, in your opinion, the narrator is showing irony.***

*We did not know what scrambled eggs were, and we fancied that it must be some Red Indian or Sandwich Islands sort of dish that required dances and incantations for its proper cooking. Montmorency went and put his nose over it once, and the fat spluttered up and scalded him, and then he began dancing and cursing. Altogether it*



*was one of the most interesting and exciting operations I have ever witnessed. George and I were both quite sorry when it was over.*

*The result was not altogether the success that Harris had anticipated. There seemed so little to show for the business. Six eggs had gone into the frying-pan, and all that came out was a teaspoonful of burnt and unappetizing looking mess.*

***Ex. 4. What is the general tone of the part about King John in Chapter 11? Is it cheerful or sad, optimistic or pessimistic, sarcastic or sympathetic, aggressive or lyrical? What mood does it bring you in? What words/ phrases make you feel so?***

## CHAPTER 12

### PRE-READING

*Ex. 1. Answer the following questions:*

1. Have you ever shared a room/ a flat with your friends? Did you feel comfortable? Do you have any problems when you share your room with somebody else?
2. Have you ever stayed in a hotel during the peak season? Were there many people? What difficulties did it cause for travelers?

*Ex. 2. Study the pronunciation of these proper names. Do you know what they were famous for? Study reference books to help you.*

King John

Henry VIII

Anne Boleyn

Edward the Confessor

Earl Godwin

*Ex. 3. Study the following words and word combinations from Chapter 12 and try to guess their meaning. Check with the dictionary. Can you predict what the chapter will be about?*

to spoon

to court

inn

honeysuckle

a landlord  
a heavenly messenger  
a spoonful of mustard  
a tin of pineapple  
glorious Nature

***Ex. 3. Guess the meaning of the following words, then check with the dictionary:***

to moon round	a beer-can
up-river	a pocket-knife
to encompass	unearthly
a vacant bed	snobby
a billiard-room	fishing-punt
a bargeman	to knock somebody off
a beer-shop	

***Ex. 4. Study these words from chapter 12.***

to conjure up, v ['kʌndʒə ʌp] - вызывать  
priory, n ['praɪə ri] - маленький монастырь  
to recall, v [rɪ'kɔ:l] – вспоминать, воскрешать в памяти  
to decline, v [dɪ'klaɪn] – отклонять, вежливо отказываться  
to hold in thrall [θrɔ:l]– удерживать в рабстве  
to march off, v [mɑ:ʃ əf] - выступать, выходить; выводить войска  
to recollect, v [ˌrek(ə)'lekt] – вспоминать, припоминать  
conservatory, n [kən'sɜ:vətɹi] - оранжерея, теплица, зимний сад  
wretched, adj ['retʃɪd] - бедный, несчастный  
to edge, v [edʒ] - продвигаться незаметно

to slip out, v [slɪp əʊt] - выскользывать

to stroll, v [strɔːl] - прогуливаться, бродить, гулять

to mutter, v ['mʌtə] - бормотать

to bill and coo, v [bɪl] [ku:] – ворковать, ласкаться

to blush, v [blʌʃ] - краснеть, заливаться румянцем от смущения, стыда

to snatch up, v [snæʃ ʌp]- схватить

to rough it [rʌf] - мириться с лишениями, обходиться без (обычных) удобств

to stagger, v ['stæɡə] – шататься, покачиваться, сомневаться, колебаться

to pant, v [pænt] - задыхаться, часто и тяжело дышать

to disguise, v [dɪs'gaɪz] – изменять внешность, маскироваться

limekiln, n ['laɪmkɪln] - печь для обжига извести

trundle bed, n ['trʌkl bed] - выдвижная кровать

to tug, v [tʌɡ] - тащить, дёргать с усилием, тянуть

reckless, adj ['rekləs] - необдуманный, безрассудный; опрометчивый, беспечный

shanty, n ['ʃæntɪ] - хижина, лачуга, хибарка

imposition, n [ˌɪmpə'zɪʃ(ə)n] – обман, мошенничество

to cast a gloom [kɑːst] [gluːm]– опечалить кого-л., омрачить что-л.

weird, adj [wɪəd] - странный, чудной

hideousness, n ['hɪdɪəsənəs] – уродство, нечто страшное, ужасное

dent, n [dent] - вмятина, вогнутое или вдавленное место

backwater, n ['bæk,wɔːtə] - заводь, запруда

to steer, v [stɪə] - править рулём, управлять (автомобилем и т. п.) ; вести (судно)

to throb, v [θrɒb] – сильно биться, пульсировать

to moor, v [muə ], [mɔː] – причаливаться, пришвартоваться, вставить на якорь

vexed, adj [vekst] - раздосадованный

discontented, adj [ˌdɪskən'tentɪd] - недовольный, неудовлетворённый

substantial, adj [səb'stæn(t)ʃ(ə)l] - крепкий, прочный, солидный  
grateful, adj ['greɪtʃ(ə)l ], [-ful] - благодарный; признательный  
commonplace, adj ['kɒmənpleɪs] - банальный, избитый, неоригинальный,  
ничем не примечательный, заурядный (о людях)

## READING AND COMPREHENSION

*Ex. 1. Read Chapter 12 and say, what events took place in the chapter at these places:*

Magna Charta Island	Datchet
Buckinghamshire	Manor House
Kent	Maidenhead
St. Albans	Marlow
Old Windsor	

*Ex. 2. Read Chapter 12 again and answer these questions:*

1. Why did Magna Charta Island get its name? What famous historical figure spent his time there?
2. How does the author describe the situation with the couple courting?
3. Why didn't the narrator and Harris like the first two hotels in Datchet? Could they find an alternative? Why/why not? How did they manage to solve the problem?
4. What product did the three men most want when they lunched near Monkey Island?
5. What tinned food did the 3 men have a trouble opening?
6. What incident happened when the 3 men were sailing at sunset?

## VOCABULARY WORK

*Ex. 1. Guess the meaning of the underlined idioms from the context. Choose from a, b or c.*

1. You are afraid to poke your nose into any room in the house now.
  - a) You are afraid to hurt your nose.
  - b) You are afraid to look into the room.
  - c) You are afraid to touch something with your nose.
  
2. And they would go to Kent, and the first thing they would see in Kent, when they got there, would be Henry and Anne fooling round Hever Castle.
  - a) to play around
  - b) to do stupid things
  - c) to look like a fool.
  
3. We went a goodish way without coming across any more hotels and then we met a man...
  - a) a long way
  - b) we went along with good people
  - c) our way was not very good
  
4. Harris said he would have given worlds for mustard too.
  - a) he would have paid a lot of money
  - b) he would have given nothing
  - c) he would have given all he had

5. While they were dressing their wounds...

- a) while they were recovering from their wounds.
- b) while they were putting on their clothes
- c) while they were putting a bandage on their wounds.

6. Then, after tea, the wind veers round, and you have to pull hard in its teeth all the way home.

- a) the wind changes
- b) the wind becomes stronger
- c) the wind goes down.

***Ex. 2. What suffixes were used to make these adjectives from Chapter 12?***

***What nouns/ verbs were they derived from?***

**E.g.** reckless – (-less) – to reck

glorious

fearful

prosaic

muddy

thoughtless

thoughtful

civilized

mystic

stiffish

scandalous

uppish

funny

***Ex. 3. Put the adjectives from Ex. 2 into the groups according to their suffix.***

***What meaning does each suffix have? Add two more words with each suffix.***

- |         |       |
|---------|-------|
| - ic    | - ish |
| - (o)us | - ful |
| - y     | - ed  |
| - less  |       |

**Ex. 4. Make word combinations from an adjective + a noun .**

glorious	theory
prosaic	house
popular	present
thoughtless	community
civilized	past
summer	young folk

**Match Russian equivalents to these word combinations.**

славное прошлое

безрассудная молодежь

летний домик, дача

цивилизованное сообщество

прозаическое настоящее

популярная теория

**Ex. 5. Use the following words and expressions in the sentences in their correct form (first, decide which part of speech is necessary in each case):**

to recollect

to mutter

to disguise

to stroll



grateful  
thoughtful  
reckless

wretched  
substantial  
vexed

1. I \_\_\_\_\_ that the weather was warm, we were \_\_\_\_\_ through the park.
2. He felt so \_\_\_\_\_ because he thought he might never see her again.
3. His \_\_\_\_\_ driving caused \_\_\_\_\_ damage to the neighborhood.
4. It was a really \_\_\_\_\_ plan. The prisoners escaped because they had \_\_\_\_\_ themselves in guard's clothing.
5. He was \_\_\_\_\_ something to himself, but nobody could understand it.
6. They were deeply \_\_\_\_\_ to learn of the failure.
7. I am \_\_\_\_\_ to you for your help.

## **SPEAKING AND ANALYSIS**

***Ex. 1. Look at these extracts from Chapter 12. Answer the questions in brackets. What stylistic device is used in all these examples?***

*a) I don't know how many worlds there may be in the universe, but anyone who had brought me a spoonful of mustard at that precise moment could have had them all.*

(Would the narrator really give the worlds for the spoonful of mustard or is it just the figure of speech?)

*b) The people at the Manor House did not wait to hear us talk. The landlady met us on the doorstep with the greeting that we were the fourteenth party she had turned away within the last hour and a half. As for our meek suggestions of*

*stables, billiard-room, or coal-cellars, she laughed them all to scorn: all these nooks had been snatched up long ago.*

(Could the Manor House owner have been asked for a place to stay 14 times in an hour and a half, or is it just an exaggeration?)

- c) *The people at the beer-shop were rude. They merely laughed at us. There were only three beds in the whole house, and they had seven single gentlemen and two married couples sleeping there already.*

(Could three beds be occupied by seven gentlemen and two married couples, or is the narrator exaggerating?)

***Is this device typical for the narrator's manner of writing?***

***Ex. 2. Look at these extracts from Chapter 12. Underline all repeated structures in the sentences. What stylistic device is used here?***

- a) Her lady friend's rooms were let. From there we were recommended to No. 27. No. 27 was full, and sent us to No. 32, and 32 was full.
- b) We are very fond of pine-apple, all three of us. We looked at the picture on the tin; we thought of the juice. We smiled at one another, and Harris got a spoon ready.
- c) We beat it out flat; we beat it back square; we battered it into every form known to geometry—but we could not make a hole in it. Then George went at it, and knocked it into a shape, so strange, so weird, so unearthly in its wild hideousness, that he got frightened and threw away the mast. Then we all three sat round it on the grass and looked at it.

***What effect is achieved by the author by using this device?***

***Ex. 3. Read this extract from Chapter 12. Pay attention to the words in bold.***

*At that moment **an angel came by in the disguise of a small boy** (and I cannot think of any more effective disguise an angel could have assumed), with a can of beer in one hand, and in the other something at the end of a string, which he let down on to every flat stone he came across, and then pulled up again, this producing a peculiarly unattractive sound, suggestive of suffering.*

***Did the boy look like an angel or was he an angel himself for the narrator?***

***In the following two paragraphs (from “We asked this...” to “to bring on the luggage”) find all the expressions, which are associated with the heaven, angels etc. Does the narrator use this topic seriously or ironically?***

***Ex. 4. Describe the situation with opening the tin of pineapple from the point of view of one of the 3 men. Use the following words and expressions:***

- to be fond of pineapple
- get a spoon ready
- a tin-opener
- to look for
- use a pocket-knife
- cut himself
- use a hitcher
- to get mad
- to use a mast to open a tin
- not to succeed

## CHAPTER 13

### PRE-READING

*Ex. 1. Answer the following questions:*

1. What is the most picturesque place you have ever visited? Is it famous? Describe it.
2. Do you have a pet at home? Do you like cats or dogs more? Why?
3. Do you buy lots of things when you go shopping? Do you sometimes buy things you don't need?

*Ex. 2. Look at the plan of Chapter 13, made by Jerome K. Jerome. What do you think the chapter will be about?*

*Ex. 3. Guess the meaning of the following words and expressions from Chapter 13. Then check with the dictionary.*

king-maker

bed-chamber

tombs and monuments

earthly

to rise at midnight to mass

to encamp

a newsagent

to nestle

a lock-keeper

hall-porter

an ordinary respectable man

*Ex. 4. Jerome K. Jerome mentions 3 different types of boats in Chapter 13:*

steamboat  
houseboat  
double-scutting skiff

***Which of them do you think is bigger / faster / can take more passengers?***

***Ex. 5. The author will mention several breeds of dogs in the chapter. Can you guess their Russian equivalents? Check with the dictionary if you were right.***

a mastiff	a poodle
a collie	a bull-dog
a retriever	a Yorkshire tyke
a boarhound	a fox-terrier

***Which of these words is not really the name of a breed?***

***What breed is the biggest? the friendliest? the most vicious?***

***Which breed do you prefer most?***

***Ex. 6. Study these words and expressions from Chapter 13:***

to bustle, v ['bʌsl] - торопиться, спешить; суетиться  
nook, n [nʊk] - укромный уголок, закоулок; бухточка  
quaint, adj [kweɪnt] - странный, чудной, необычный, своеобразный  
ere, prep [ɛə] - до, перед, прежде чем  
meadow, n ['medəʊ] - луг; низина  
path, n [pɑːθ] - тропинка; дорожка  
to wind, v [waɪnd] (wound) - виться, извиваться, изгибаться  
glade, n [gleɪd] - поляна, опушка  
vista, n ['vɪstə] – аллея, просека  
fray, n [freɪ] - драка, стычка; ссора, перепалка

tapestry, n ['tæpɪstri] - гобелен  
 motto, n ['mɒtəu] - девиз, лозунг  
 bogus, adj ['bəʊgəs] поддельный, подложный, фальшивый  
 irreverent, adj [ɪ'rev(ə)r(ə)nt] непочтительный, неуважительный Syn:  
 disrespectful  
 jester, n ['dʒestə] – шутник, шут  
 reveller, n [ˈrev(ə)lə] - бражник, гуляка, кутила  
 cowl, n [kaʊl] - монашеская сутана с капюшоном; широкий капюшон  
 flesh, n [fleʃ] – мясо, плоть  
 bare, adj [beə] – голый, пустой  
 pandemonium, n [ˌpændə'məʊniəm] – ад, преисподняя; столпотворение, скандал  
 din, n [dɪn] - шум, грохот, гул  
 in the midst [mɪdst] – в середине  
 riot, n ['raɪət] - бунт; восстание, мятеж  
 to gaze, v [geɪz] - пристально глядеть; вглядываться; уставиться  
 savage, adj ['sævɪdʒ] - дикий; жестокий, злой, свирепый  
 prey, n [preɪ] – добыча, жертва  
 victim, n ['vɪktɪm] - жертва  
 to trot, v [trɒt] – идти рысью, спешить, торопиться  
 assassin, n [ə'sæsn] - убийца, террорист  
 pluck, n [plʌk] – смелость, отвага, бесстрашие  
 in the rear [rɪə] – с тыла  
 landing stage, n ['lændɪŋ, steɪdʒ] - плавучая пристань, дебаркадер  
 bosom companion ['buzəm] [kəm'pænjən] – близкий товарищ  
 clay, n [kleɪ] – зд. - трубка  
 blatant, adj ['bleɪt(ə)nt] – вульгарный, крикливый, вопиющий, очевидный  
 knack, n [næk] - умение, сноровка, мастерство  
 to yearn, v [jɜ:n] 1) (yearn for / after) - томиться, тосковать по  
 hatchet, n ['hæʃɪt] - топор, топорик, большой нож, резак

bow, n [bau] – лук (оружие)

arrow, n ['ærəu] - стрела

homicide, n ['hɒmɪsaɪd] - убийство, человекоубийство

monstrosity, n [mɒn'strɒsəti] - чудовищность; безобразность, уродство

foolhardy, adj ['fu:l, hɑ:di] - необдуманно смелый, безрассудно храбрый; авантюрный

backwater, n ['bæk, wɔ:tə] - заводь, запруда; болото

torture, n ['tɔ:ʃə] - пытка

riparian, adj [raɪ'reɪɪən] - прибрежный, находящийся на берегу, относящийся к берегу

boor, n [bɔ: ], [buə] - грубый, невоспитанный человек, хам, грубиян, невежа

to discard, v [dɪs'kɑ:d] – отказываться от (взглядов)

gully, n ['gʌli] - овражек; канава, ров

to conjecture, v [kən'dʒektʃə] – строить догадки, полагать

calumny, n ['kæləmni] клевета, клеветническое обвинение

## READING AND COMPREHENSION

*Ex. 1. Put these events in the correct order to make the plan of the chapter.*

- a) Cistercian monks. Life in silence in a picturesque place.
- b) Shopping at Marlow.
- c) Montmorency meets a cat.
- d) Marlow. Bisham Abbey.
- e) The steam launch.
- f) The strange disappearance of the pie.
- g) A story of a fox-terrier among other dogs.
- h) Where to get water.

***Ex. 2. Read the chapter again and answer the questions:***

1. What does Marlow look like? What kind of town is it?
2. What was Medmenham Abbey famous for?
3. How does Montmorency behave when he sees a cat? What happened between Montmorency and a cat that morning?
4. What story about a fox-terrier's behaviour does the author tell his readers?
5. How many things did the three men buy in the shops of Marlow? How many people were carrying their purchases?
6. Why does the narrator hate steam-launches?
7. What happened when the George asked the man at Hambledon Lock for some water?
8. What happened once when the three men tried to drink some water from the river?
9. Why did George and the narrator receive a shock at the end of the chapter?

## **VOCABULARY WORK**

***Ex. 1. Put the suffixes into the table according to the part of speech they make (noun, adjective, verb, adverb).***

**- ty / -(a)tion / -able / -y / -ly / -ness/ -ance**

	Noun	Adjective	Verb	Adverb
Suffix(es)				
Examples				

***Put the following words into the table, according to their parts of speech:***



Congregation, haughty, ostentatious, fraternity, bumptiousness, indiscriminately, appreciable, justifiable, annoyance, aggravation.

*Match the words above with their Russian equivalents:*

Ухудшение, заслуживающий оправдания, показной, братство, высокомерный, самонадеянность, собрание, заметный, неразборчиво, досада.

*Ex. 2. Match the following shops mentioned in Chapter 13 with their functions:*

baker's	sells sweets
cheesemonger's	sells fruit and vegetables
butcher's	sells fruit
confectioner's	sells cheese
greengrocer's	sells meat
fruiterer	sells bread

*Which shops did the three men buy these things in?*

- |                    |                          |
|--------------------|--------------------------|
| - a bushel of peas | - a few cabbages         |
| - a beefsteak pie  | - a bottle of lime-juice |
| - bacon            | - fruit                  |
| - eggs             | - cakes                  |
| - jam              | - ten pounds of potatoes |
| - a leg of mutton  |                          |

**Ex. 3. Match the adjectives and nouns to make word combinations from Chapter 13. Translate the word combinations into Russian.**

grim	sin
rushing	cat
original	style
canine	life
vigorous	animal
disreputable- looking	nature
stray	wind
evil	dog
sinewy-looking	instinct

**Ex. 4. Translate the following words and combinations into Russian and use them in the sentences in their correct form.**

to bustle

savage (adj)

to lack pluck

grim

bare

disreputable

indiscriminately

stray

1. I can't say I \_\_\_\_\_, but the incident last night was really scary for me.
2. She looked round her tiny \_\_\_\_\_ room – there was so much to be bought.
3. A \_\_\_\_\_ dog attached itself to James in the street, so he had to feed it.
4. A \_\_\_\_\_ storm, which took place last Thursday, brought a lot of damage.
5. The flower market usually \_\_\_\_\_ with shoppers.

6. When he lost his job, his future looked \_\_\_\_\_.
7. I wouldn't recommend to deal with him – he's a man with \_\_\_\_\_ character.
8. People shouldn't use chemicals in agriculture \_\_\_\_\_ - it may lead to unfavourable consequences.

## **SPEAKING AND ANALYSIS**

***Ex. 1. Guess the meaning of the following words and expressions from the context, choose the variant which you think is the most appropriate. Explain your choice and try to give good Russian translation to the underlined expressions.***

1. We got up tolerably early on the Monday morning at Marlow, and went for a bathe before breakfast; and, coming back, Montmorency made an awful ass of himself. The only subject on which Montmorency and I have any serious difference of opinion is cats.

- a) Montmorency behaved stupidly
- b) Montmorency behaved like a donkey
- c) Montmorency behaved well

2. Montmorency gave a cry of joy—the cry of a stern warrior who sees his enemy given over to his hands—the sort of cry Cromwell might have uttered when the Scots came down the hill—and flew after his prey.

- a) Montmorency was crying
- b) Montmorency was happy
- c) Montmorency was sad

3. *Montmorency went for that poor cat at the rate of twenty miles an hour; but the cat did not hurry up—did not seem to have grasped the idea that its life was in danger.*

- a) the cat did not understand the idea
- b) it seemed the cat did not understand the idea
- c) it seemed that the cat understood the idea

4. *George was our spokesman. He put on a winning smile, and said...*

- a) George put on some clothes
- b) George started smiling
- c) George stopped smiling

5. *George said he didn't want any tea, and emptied his cup into the water. Harris did not feel thirsty, either, and followed suit.*

- a) Harris followed me
- b) Harris did the same as George
- c) Harris drank his cup of tea.

6. *With a sigh, we turned our eyes once more towards the spot where Harris and the pie had last been seen on earth; and there, as our blood froze in our veins and our hair stood up on end, we saw Harris's head...*

- a) we were very afraid
- b) we were very brave
- c) our hairstyle changed

**Ex. 2. Look at this extract from Chapter 13. What epithets tell you that it was “a disreputable-looking cat”?**

*His victim was a large black Tom. I never saw a larger cat, nor a more disreputable-looking cat. It had lost half its tail, one of its ears, and a fairly appreciable proportion of its nose. It was a long, sinewy-looking animal. It had a calm, contented air about it.*

**Ex. 3. Read the following extract from Chapter 13. How many sentences does the author use? Why? What effect does it help to produce?**

*And in the midst of the riot that sweet young lady returned, and snatched up that sweet little dog of hers (he had laid the tyke up for a month, and had on the expression, now, of a new-born lamb) into her arms, and kissed him, and asked him if he was killed, and what those great nasty brutes of dogs had been doing to him; and he nestled up against her, and gazed up into her face with a look that seemed to say: “Oh, I’m so glad you’ve come to take me away from this disgraceful scene!”*

**Ex. 4. Why did the author use direct speech in the extract below? Change direct speech into indirect. Does it produce the same effect? Which variant do you like more?**

THE CAT: “Can I do anything for you?”

MONTMORENCY: “No—no, thanks.”

THE CAT: “Don’t you mind speaking, if you really want anything, you know.”

MONTMORENCY (backing down the High Street): “Oh, no—not at all—certainly—don’t you trouble. I—I am afraid I’ve made a mistake. I thought I knew you. Sorry I disturbed you.”

THE CAT: “Not at all—quite a pleasure. Sure you don’t want anything, now?”

MONTMORENCY (still backing): “Not at all, thanks—not at all—very kind of you. Good morning.”

THE CAT: “Good-morning.”

***Ex. 5. Read the following extract from Chapter 13. How many items did the 3 men buy? How many conjunctions (“and”) did the author use?***

*He said they were easy enough to cook, and that he would see to that; so we got ten pounds of potatoes, a bushel of peas, **and** a few cabbages. We got a beefsteak pie, a couple of gooseberry tarts, **and** a leg of mutton from the hotel; **and** fruit, **and** cakes, **and** bread **and** butter, **and** jam, **and** bacon **and** eggs, **and** other things we foraged round about the town for.*

***What do we call this stylistic device? What effect does it produce?***

***Ex. 6. Describe the situation when the three men asked for water from the lock-keeper’s point of view. Make up the replies and questions and use the following:***

put on/winning smile

take as much as/want

where/keep it

the same place/ behind

there’s enough

can’t drink a river

what I/drink for the last 15 years

***Ex. 7. Retell the case at the Haymarket Stores (when the narrator watches a fox-terrier among other dogs). Start with the following:***

*Once I was in the lobby of...*

***Make sure you use:***

- breeds of dogs
- adjectives (patient, thoughtful, silent, haughty etc.)
- verb + adverb combinations (sleep dreamlessly, attack vigorously, begin to fight immediately, to fight indiscriminately)
- other necessary vocabulary.

## CHAPTER 14

### PRE-READING

*Ex. 1. Answer these questions:*

1. Are you good at cooking? What is your favourite dish to cook?
2. Have you ever tried to invent a new dish that you have never done before?  
Were you successful?
3. Do you play any musical instrument? Have you ever seen the banjo or bagpipes? Describe how they work. Which countries use them as their national instruments?

*Ex. 2. Study the following proper names from Chapter 14. Which historical or biblical events are these names linked to? Give the Russian equivalents for them.*

Seven Sleepers

Saint George

*Ex. 3. Look at the following proper names mentioned in the text. In which way did these people contribute to the cultural heritage of Great Britain?*

Alfred Tennyson

Charles Robert Leslie

John Evan Hodgson

*Ex. 4. Guess the meaning of these words and expressions. Then check your answers with a dictionary or reference book:*



Odds and ends

Beef

Peeling

Nutritious

Blood-curdling

To twang

Vision

Canvas

Babes in the Wood

Boiled bacon

***Ex. 5. Guess the meaning of the verbs from the right column. Then try to match the verbs given on the left and expressing a tone and manner of speaking with their definitions given on the right:***

1. to growl	a. To cry or wail loudly, as in pain, sorrow, or anger.
2. to roar	b. To utter a loud, deep, prolonged sound, especially in distress, rage, or excitement.
3. to grunt	c. To cry frantically and shrilly.
4. to howl	d. To utter a deep guttural sound, as a hog does.
5. to shriek	e. To emit a low guttural sound or utterance; to speak in an angry or surly manner.

***Ex. 6. Study the following words and expressions from Chapter 14:***

drowsy ['drauzi] засыпающий, дремлющий; сонный

to nestle ['nesl] вить гнездо, устроиться в гнезде, уютно, удобно  
устроиться, свернуться

retina ['retinə] сетчатка, сетчатая оболочка (глаза)

to bequeath [bi'kwɪ:ð] завещать (движимость, деньги)

placid ['plæsid] безмятежный, мирный, спокойный, тихий

rustic ['rʌstɪk] деревенский, сельский

dismal ['dɪzməl] мрачный; унылый; гнетущий, тягостный

mortar ['mɔ:tə] известковый раствор; строительный раствор

to smother ['smʌðə] душить, вызвать приступ удушья; задохнуться

dainty ['deɪntɪ] изящный, грациозный; изысканный, утончённый

quaint [kweɪnt] привлекательный своей оригинальностью или  
старомодностью, причудливый, затейливый

skittishly ['skɪtʃlɪ] быстро, живо, легко, игриво

to overhaul [ˌəʊvə'hɔ:l] тщательно исследовать, изучать; проверять

remnants ['remnənt] остаток; остатки

to evince [ɪ'vɪn(t)s] ясно показывать; делать очевидным; выказывать,  
проявлять; демонстрировать

to hamper ['hæmpə] препятствовать, мешать (чему-л.) ; затруднять,  
стеснять движения

hackneyed ['hæknɪd] банальный, избитый; затасканный, неоригинальный

to splutter ['splætə] брызгать, разбрызгивать; расплёскивать

a prey [preɪ] добыча, предмет охоты, ловли

a spout [spaut] горлышко; носик (сосуда)

to cheek [tʃi:k] нахальничать, говорить дерзости

to soothe [su:ð] успокаивать, утешать; умиротворять; унимать

indignantly [ɪn'dɪgnəntli] с негодованием, негодуя, возмущённо

to retort [rɪ'tɔ:t] резко возражать, парировать, отвечать на оскорбление или обиду

feeble ['fi:bl] немощный, слабосильный, хилый

shriek [ʃri:k] пронзительный, резкий, дикий крик

to mouch ['maʊtʃ] попрошайничать, слоняться

to assault [ə'sɔ:lt] атаковать, штурмовать, накидываться, набрасываться, оскорблять;

to overdo [ˌəʊvə'du:] перестараться, переусердствовать; переборщить

## READING AND COMPREHENSION

*Ex.1. Read the chapter and say if these statements are True or False (T/F):*

- 1) The travelers got out at Shiplake.
- 2) It was Harris's idea to prepare a good and slap-up supper.
- 3) The travelers put all the food products and remnants had with them into the Irish stew.
- 4) Potato-scrapping made them feel exhausted.
- 5) George was really good at playing the banjo.
- 6) Harris couldn't hear George and J. shouting and didn't fetch them at once because he had had a fearful fight with thirty-two swans.

*Ex. 2. Put the following sentences in the chronological order according to the content of the text:*

1. Shiplake is a pretty village, but it cannot be seen from the river, being upon the hill.

2. We had a discussion as to whether the rat should go in or not. Harris said that he thought it would be all right, mixed up with the other things, and that every little helped; but George stood up for precedent.
3. I found him in trouble, the next time I awoke, because he could not find his socks.
4. We could not pass the whole night fighting policemen.
5. In the church is a memorial to Mrs. Sarah Hill, who bequeathed 1 pound annually, to be divided at Easter, between two boys and two girls who “have never been undutiful to their parents; who have never been known to swear or to tell untruths, to steal, or to break windows.”
6. Montmorency had a fight with the kettle during tea-time, and came off a poor second.
7. Mrs. P. used to come up and say she was very sorry—for herself, she liked to hear him—but the lady upstairs was in a very delicate state, and the doctor was afraid it might injure the child.
8. It seemed we had moored close to a swan’s nest, and, soon after George and I had gone, the female swan came back, and kicked up a row about it.
9. WE caught a breeze, after lunch, which took us gently up past Wargrave and Shiplake.
10. It seemed difficult to believe that the potato-scrapings in which Harris and I stood, half smothered, could have come off four potatoes.

***Ex. 3. Answer the questions after reading the chapter:***

- 1) Which ingredients did the travelers put into the Irish stew?
- 2) How did Montmorency, who had demonstrated great interest in cooking, decide to contribute to the process?
- 3) Which activity did George take up after the supper?
- 4) What did George and J. decide to do after the supper? What happened to Harris when they were away?

- 5) What was the cause of the travellers' bad sleep after they had finally found the fourth island and Harris pulled the boat to them?

## VOCABULARY WORK

**Ex.1. Find English equivalents to these words from Chapter 14:**

Решётчатый	Подходящий случай
Гнездиться	Караульный
Делать густым	Шипение (свист)
Выудить	Жить на широкую ногу
Острый	Тугонатянутый
Плюнуть	Дать сдачи
Нервировать	Посадить в тюрьму

**Ex.2. Match these adjectives and nouns to make word combinations. Use the text to help you.**

winding	opportunity
awkward	chance
splendid	river
nutritious	passage
fair	yelp
gloomy	music
blood-curdling	stairs
divine	gravy

**Ex.3. Match the words from Chapter 14 with their definitions:**

1. to moor	a. A slight swelling or lump.
2. a prey	b. One, especially a grievance, that is past.
3. a bump	c. To secure a vessel or an aircraft with lines or anchors.
4. potted	d. To wander about aimlessly.
5. remnants	e. Marked by ill temper.
6. disagreeable	f. An animal hunted or caught for food; a victim
7. to mouch	g. To lose courage or become demoralized.
8. to loose heart	h. Something left over; a remainder.
9. bygone	i. Preserved in a pot, can, or jar.

***Ex.4. Put the following words / phrases into the gaps in the correct form:***

cracked   twanged   waterrats   undutiful   inn   Irish stew
--

1. In the church is a memorial to Mrs. Sarah Hill, who bequeathed 1 pound annually, to be divided at Easter, between two boys and two girls who “have never been \_\_\_\_\_ to their parents.”
2. It is a veritable picture of an old country \_\_\_\_\_ , with green, square courtyard in front.
3. He said he would show us what could be done up the river in the way of cooking, and suggested that, with the vegetables and the remains of the cold beef and general odds and ends, we should make an \_\_\_\_\_ .
4. I fished out a couple of eggs that had got \_\_\_\_\_ , and put those in.

5. He said he had never heard of \_\_\_\_\_ in Irish stew, and he would rather be on the safe side, and not try experiments.
6. George thought the music might do him good—said music often soothed the nerves and took away a headache; and he \_\_\_\_\_ two or three notes, just to show Harris what it was like.

***Ex.5. Translate the following sentences from Russian into English using the words from the text given in brackets after the sentences. Then check up your translation with the original sentences from the text.***

1. Это самый волшебный уголок на реке. ( a nook)
2. Ничто так не пачкает человека, как чистка картофеля. ( a fellow, mess)
3. Джордж сказал, что в этом главное достоинство ирландского рагу: сразу избавляешься от всего лишнего.(to get rid of)
4. И он бросился на бедный маленький чайник и схватил его за носик.( a spout)
5. Его отец был с самого начала ярким противником этого дела и говорил о нем безо всякой чуткости.(unfeelingly)
6. С Гаррисом творилось что-то странное. Это было нечто большее, чем обычная усталость.(unaccountable strangeness)

## **SPEAKING AND ANALYSIS**

***Ex. 1. Do you remember which episodes the following words and phrases are taken from:***

Old country inn, bumps and warts and hollows, cold boiled bacon, hard-working, respectable dog, to play the bagpipes, to assault a policeman, swan's nest

***Ex.2. Read the passage describing Shiplake and Sonning. Find the epithets that the author uses to show the atmosphere of these places.***

Shiplake is a pretty village, but it cannot be seen from the river, being upon the hill. Tennyson was married in Shiplake Church. The river up to Sonning winds in and out through many islands, and is very placid, hushed, and lonely. Few folk, except at twilight, a pair or two of rustic lovers, walk along its banks. 'Arry and Lord Fitznoodle have been left behind at Henley, and dismal, dirty Reading is not yet reached. It is a part of the river in which to dream of bygone days, and vanished forms and faces, and things that might have been, but are not, confound them. We got out at Sonning, and went for a walk round the village. It is the most fairy-like little nook on the whole river. It is more like a stage village than one built of bricks and mortar. Every house is smothered in roses, and now, in early June, they were bursting forth in clouds of dainty splendour. If you stop at Sonning, put up at the "Bull," behind the church. It is a veritable picture of an old country inn, with green, square courtyard in front, where, on seats beneath the trees, the old men group of an evening to drink their ale and gossip over village politics; with low, quaint rooms and latticed windows, and awkward stairs and winding passages.

***How would you characterize the atmosphere described in the extract? Is it lyrical/ poetical/ gloomy/ vivid?***

***Ex.3. The author used direct speech in some of the episodes. Convert the given passages into indirect speech. Which variant (direct or indirect speech) sounds more expressive/ interesting/ lively? How does direct speech change our perception of the text?***

**Passage A.**



*“What’s he want to howl like that for when I’m playing?” George would exclaim indignantly, while taking aim at him with a boot. “What do you want to play like that for when he is howling?” Harris would retort, catching the boot. “You let him alone. He can’t help howling. He’s got a musical ear, and your playing makes him howl.”*

**Passage B.**

*“Don’t go to sleep, old man,” we said as we started. “Not much fear of that while this stew’s on,” he grunted, as he pulled back to the island.*

**Passage C.**

*We passed Skiplake as the clock was striking the quarter to twelve; and then George said, thoughtfully: “You don’t happen to remember which of the islands it was, do you?” “No,” I replied, beginning to grow thoughtful too, “I don’t. How many are there?” “Only four,” answered George. “It will be all right, if he’s awake.” “And if not?” I queried; but we dismissed that train of thought.*

**Passage D.**

*“How many swans did you say there were?” asked George. “Thirty-two,” replied Harris, sleepily. “You said eighteen just now,” said George. “No, I didn’t,” grunted Harris; “I said twelve. Think I can’t count?”*

***Ex.4. Read Harris’s description of his battle with swans. What happened during this episode? How many birds did he say there were? Did Harris exaggerate the real amount or did he tell the truth?***

***Ex .5. Retell the episode about George playing the banjo from the point of view of George. Use the following words and expressions:***

- never learned to play
- never a success
- howl
- can't help howling
- have a musical ear
- to postpone
- to be in a very delicate state
- complain to the police
- to lose heart in playing the banjo

***Ex.5. Describe the episode with making an Irish stew from Montmorency's point of view. Use the following:***

- to peel potatoes
- to make a fire
- the more they peeled, the more was left
- the size of a pea-nut
- remnants
- a water-rat
- nourishing
- nutritious

## CHAPTER 15

### PRE-READING

*Ex. 1. Answer these questions before reading:*

1. Are you fond of sports? What is your favourite sport?
2. What is your attitude to water sports? Have you ever tried to take up sailing, rowing, rafting or panting?
3. Which physical and moral qualities are needed to do the above-mentioned sports? Can you say that your character is strong enough to take them up?

*Ex. 2. Study the following water activities from Chapter 15. Try to explain the difference between them.*

Punting

Rowing

Sailing

Rafting

*Ex. 3. Look at the following words from the text and guess their meaning. Which criteria help you to understand the meaning? Then check with a dictionary.*

Simple-minded

A novice

Mono-syllabic

Nobility

Uppishness

Lagging

Boom

A reef

*Ex. 4. Study the following words and expressions from the text and study them:*

to partake, v [pɑ:'teɪk] - отведать, съесть, выпить

dainty, n ['deɪntɪ] - деликатес, лакомство

to crave, v [kreɪv] - страстно желать, жаждать; тосковать (о чём-л.)

skulk, n [skʌlk] - бездельник

to compel, v [kəm'pel] - заставлять, вынуждать, принуждать

to superintend, v [ˌs(j)ʊp(ə)ɪn'tend] – наблюдать, контролировать, управлять

to retire, v [rɪ'taɪə] - уходить, удалиться (спать)

contented, adj [kən'tentɪd] - довольный, удовлетворённый

whiff, n[(h)wɪf] - клубы дыма, затяжка (от сигареты)

reprovingly, adv [rɪpruːvɪŋli] - с упрёком, укоризненно

to digest, v [daɪ'dʒest] - переваривать, усваивать

proprietor, n [prə'praɪətə] - собственник, владелец; обладатель, хозяин

to yearn, v [jɜ:n] (yearn for / after) - томиться, тосковать по (кому-л. / чему-л.) ; очень сильно хотеть (чего-л.)

superfluous, adj [s(j)u:'prɜ:fluəs] - излишний, ненужный, избыточный, чрезмерный

reluctant, adj [rɪ'lʌkt(ə)nt] - делающий что-л. с большой неохотой, по принуждению; сопротивляющийся

stout, adj [staut] - полный, тучный, плотный (о телосложении)

spry, adj [sprai] - активный, живой, деятельный; подвижный; проворный, расторопный

to swamp, v [swɒmp] - затопить, залить

to chuck, v [tʃʌk] - бросать; кидать; швырять

quaint, adj [kweɪnt] - привлекательный своей оригинальностью или

старомодностью, причудливый, затейливый

gentry, n ['dʒentri] - джентри, нетитулованное мелкопоместное дворянство

nobility, n [nə'biləti] - знатность 2) дворянство; родовая знать

nobility and gentry, n – титулованное и нетитулованное дворянство

fretful, adj ['fretf(ə)l] - капризный, нетерпеливый; раздражительный

vehement, adj ['vi:əmənt] - сильный; неистовый; страстный

striving, n ['straɪvɪŋ] - стремление; усилие

sublime, adj [sə'blaɪm] - величайший; совершенный, безупречный; безукоризненный

equanimity, n [ˌekwə'nɪməti], [ˌi:kwə-] - невозмутимость, хладнокровие; спокойствие; самообладание

ordeal, n [ɔ:'di:l] - суровое испытание

to disentangle, v [ˌdɪsɪn'tæŋɡl] - освобождать; развязывать, распутывать

to endeavour, v [ɪn'devə], [en-] - пытаться, прилагать усилия, стараться

indignant, adj [ɪn'dɪɡnənt] - негодующий, возмущённый

recovery, n [rɪ'kʌv(ə)rɪ] - возвращение весла в исходное положение, взмах

painter, n ['peɪntə] - (носовой) фалинь (косой треугольный парус, который ставится впереди фок-мачты)

jib, n [dʒɪb] - кливер (брус вдоль верхней кромки борта)

to upset, v [ʌp'set] - опрокидывать, переворачивать (лодку, автомобиль и т. п.)

obstinacy, n ['ɒbstɪnəsi] - упрямство, неуступчивость; настойчивость, стойкость, упорство

cursory, adj ['kɜ:s(ə)rɪ] - беглый, поверхностный,

to lash, v [læʃ] - привязывать, крепить верёвками

to contrive, v [kən'traɪv] - придумывать, изобретать; разрабатывать

to pitch, v [pɪtʃ] - бросать, кидать

bladder, n ['blædə] - мешок, камера

surfeit, n ['sɜ:fit] - излишество, неумеренность, пресыщение

gnominious, adj [ˌɪɡnə'mɪniəs] - позорный, постыдный; недостойный

## READING AND COMPREHENSION

***Ex. 1. Put the following sentences in the chronological order according to the content of the text:***

1. I remember taking a small boat out at Eastbourne last summer: I used to do a good deal of sea rowing years ago, and I thought I should be all right; but I found I had forgotten the art entirely.
2. No man keeps his work in a better state of preservation than I do. But, though I crave for work, I still like to be fair. I do not ask for more than my proper share.
3. The assassin was standing close by him, laughing heartily, but the moment he caught sight of Harris's face, as it emerged from the water, he started back and seemed quite concerned.
4. We woke late the next morning, and, at Harris's earnest desire, partook of a plain breakfast, with "non dainties."
5. When I was a young man, I used to listen to these tales from my elders, and take them in, and swallow them, and digest every word of them, and then come up for more; but the new generation do not seem to have the simple faith of the old times.
6. It was an old fisherman who, with immense difficulty, at last rescued us, and we were towed back in an ignominious fashion to the boat-yard.

***Ex. 2. Read chapter 15 and say if the following statements are True or False (T/F):***

1. The travelers had a full breakfast when they got up.
2. George considered J. and Harris to be very hardworking.
3. Harris retorted on George and said he was a skulk.
4. Novice rowers were very naïve and believed all the anecdotes that old river hands used to tell them.

5. The youngster who the travelers took up with them once had the same faith of the old times.
6. George first came to the water when he was fifteen.
7. When George and his eight mates took an outrigger George was appointed a cox.
8. Harris preferred river travelling to sea travelling.
9. During J.' first punting he was mocked by his three fellows because he was a novice in punting.
10. When Harris was swimming once at Boulogne he was seized by the neck and plunged into the water by the man who took Harris for a friend of his.
11. When J. and Hector went sailing for the first time they had already been experienced sailors and, therefore, they safely reached the land.

***Ex. 3. Read the chapter and answer the questions:***

1. Which topic did the travelers start to debate over after they had had a plain breakfast?
2. Who turned to be the most hardworking man out of the three travelers in your opinion?
3. Which youngsters were more naïve in J.'s opinion – the ones who lived in the old times or the new generation? Find the lines in the text which prove his view.
4. What was J.'s earliest experience in rowing? Was he alone or with his friends?
5. What was George's first rowing experience? Was it successful?
6. How many punting experiences of his own did J. describe?
7. What confusing situation did J.'s friends find themselves in when they accompanied J. during his first punting?
8. Was J. qualified enough for sailing when he and his friend Hector hired a sailing boat for the first time? What happened to them during the trip?

## VOCABULARY WORK

*Ex.1. Find English equivalents to these words and combinations from Chapter 15:*

Ответственный

Сильный ветер

Непреклонный

Парковая сторожка

Чёрт возьми

Пристань

Отпечаток пальца

Лохматый

Смахнуть пыль

Брызгать

Цепляться

Оскорбить

Растягивать слова

Швырять

*Ex. 2. Try to match water craft equipment and facilities given on the left with their definitions on the right:*

1. a scull	a. The upper edge of the side of a vessel.
2. a steer	b. The rear part of a ship or boat.
3. a rudder	c. The front section of a ship or boat.
4. a sail	d. A pole with a metal point and hook at one end used especially to maneuver logs, rafts, and boats.
5. a bow	e. A flat structure, typically made of planks, logs, or barrels, that floats on water and is used for transport or as a platform for swimmers.
6. a stern	f. A line used in towing a vessel



	or vehicle.
7.a raft	g. A guiding device such as a rudder, paddle, or wheel.
8. a towline	h. A piece of fabric sewn intended to convert the force of the wind into forward motion of the vessel.
9. a boat hook	i. A long oar used at the stern of a boat and moved from side to side to propel the boat forward.
10. gunwale	k. A vertically hinged plate of metal, fiberglass, or wood mounted at the stern of a ship or boat for directing its course.

**Ex.3. Write down appropriate compound adjectives (e.g. *left-sided*) for the following definitions.**

1. Tall, having long legs. (l--- - l----- ).
2. Respected or adhered to because of age (t--- - h-----).
3. Having eight oars (e---- - o----).
4. Having a thick and bushy head of hair (s---- - h-----).
5. Having difficulty in breathing (s---- - w-----).

**Ex.4. Match the following adjectives and nouns to make word combinations. Use the text to help you.**

considerable	blow
pocket	fashion

cursory	job
complicated	money
violent	breeze
extraordinary	outrigger
stiff	number
racing	view

**Ex.5. Find five synonyms to the word “to tease” in the following passage.**

*From this they immediately jumped to the conclusion that it was I, their beloved companion, who was making an exhibition of himself, and their delight knew no bounds. They commenced to chaff him unmercifully. I did not grasp their mistake at first, and I thought, “How rude of them to go on like that, with a perfect stranger, too!” But before I could call out and reprove them, the explanation of the matter occurred to me, and I withdrew behind a tree. Oh, how they enjoyed themselves, ridiculing that young man! For five good minutes they stood there, shouting ribaldry at him, deriding him, mocking him, jeering at him. They peppered him with stale jokes, they even made a few new ones and threw at him.*

**Ex.6. Match the water activity related professions with their translations:**

1. a boating-man	a. Пловец на плоскодонке
2. an oarsman	b. Носовой
3. a bow	c. Рулевой
4. a cox	d. Гребец
5. a stroke	e. Кормовой
6. a punter	f. Лодочник

**Ex.7. Put the following verbs into the gaps in the correct form:**

potter    contribute    row    comfort    bring    reach
--

1. We could not all start together, so I said I would go down first and get out the punt, and then I could \_\_\_\_\_ about and practice a bit until they came.
2. But I expect he only says this to \_\_\_\_\_ me.
3. And that was their gratitude to me for \_\_\_\_\_ them and their wretched old boat all the way up from Kingston.
4. My own earliest boating recollection is of five of us \_\_\_\_\_ three pence each and taking out a curiously constructed craft on the Regent's Park lake.
5. The tide was running out pretty rapidly when they \_\_\_\_\_ the landing-stage.
6. Bow finds it impossible to keep pace with stroke, because stroke \_\_\_\_\_ in such an extraordinary fashion.

**Ex.5. Translate the following sentences from Russian into English using the words from the text given in brackets after the sentences. Then check up your translation with the original sentences from the text.**

1. И Джек с Томом, обессилив от этого напряженного разговора, засыпают снова. ( drop off to sleep)
2. Свидание, однако, заканчивается быстро, причем разговор ведет главным образом владелец досок.( interview)
3. Когда одно весло погружалось глубоко в воду, другое нелепо било по воздуху.(to flourish)
4. Вскоре мое внимание привлек один молодой человек на плоскодонке, у которого, как я с удивлением заметил, была такая же куртка и кепи, как у меня.(to attract attention)
5. Уцепившись обеими руками за планшир, мы ухитрились не вылетать из лодки, но это была тяжелая работа.( to cling like grim death)

## SPEAKING AND ANALYSIS

**Ex. 1. Look at the extract from Chapter 15. What information is given in bald? Is it necessary for understanding or does the author give some additional details? What do we call this stylistic device?**

*When I was a young man, I used to listen to these tales from my elders, and take them in, and swallow them, and digest every word of them, and then come up for more; but the new generation do not seem to have the simple faith of the old times. We—**George, Harris, and myself**—took a “raw ’un” up with us once last season, and we plied him with the customary stretchers about the wonderful things we had done all the way up.*

*We gave him all the regular ones—the **time-honoured lies that have done duty up the river with every boating-man for years past**—and added seven entirely original ones that we had invented for ourselves, including a really quite likely story, founded, to a certain extent, on an all but true episode, which had actually happened in a modified degree some years ago to friends of ours—a **story that a mere child could have believed without injuring itself, much.***

**Ex. 2. Read this extract from Chapter 15. Find all the adjectives the author uses. Are they emotionally – coloured? Can we call them epithets?**

*If he be of a stout and short-winded build, you can easily avoid his advances; but, when he is of the youthful and long-legged type, a meeting is inevitable. The interview is, however, extremely brief, most of the conversation being on his part, your remarks being mostly of an exclamatory and mono-syllabic order, and as soon as you can tear yourself away you do so.*

***Ex. 3. Read the passage describing J.'s and his friend Hector's first sail trip. Which experience is the author (J.) is speaking about? What stylistic means were used by the author?***

*We had had enough sailing. We did not want to overdo the thing and get a surfeit of it. We had had a sail—a good all-round exciting, interesting sail—and now we thought we would have a row, just for a change like. We took the sculls and tried to push the boat off the mud, and, in doing so, we broke one of the sculls. After that we proceeded with great caution, but they were a wretched old pair, and the second one cracked almost easier than the first, and left us helpless. The mud stretched out for about a hundred yards in front of us, and behind us was the water. The only thing to be done was to sit and wait until someone came by. It was not the sort of day to attract people out on the river, and it was three hours before a soul came in sight. It was an old fisherman who, with immense difficulty, at last rescued us, and we were towed back in an ignominious fashion to the boat-yard. What between tipping the man who had brought us home, and paying for the broken sculls, and for having been out four hours and a half, it cost us a pretty considerable number of weeks' pocket-money, that sail. But we learned experience, and they say that is always cheap at any price.*

***Ex.4. Remember which episodes the following words and phrases are taken from. Retell these episodes using these phrases.***

Two simple-minded youngsters, proprietor of the materials, an outrigger, bow's limited capacity, a real monkey on a stick, a would-be murderer

***Ex.5. Retell the episode about George's first water-travelling experience. Use the following words and word combinations to help you:***

to hire and pull a boat

boating is jolly fun  
to run out rapidly  
a stiff breeze  
took fancy  
eight-oared racing outrigger  
stepped in bow's place  
received a violent blow  
disappear from under him  
the only one rowing  
disappeared under the boat  
threw rudder lines

***Ex. 6. What new information have you learned about J., Harris and George from this chapter?***

## CHAPTER 16

### PRE-READING

*Ex. 1. Answer these questions:*

1. Is your city a place where some historically famous people lived or arrived at?
2. How many historical places are there in your city? Which historical moments are they referred to?
3. How old is your city? Does it have a long history?
4. Name some other cities in your country which have played a significant role in the history of the world.

*Ex. 2. Guess the meaning of these words and expressions. Then check your answers with a dictionary:*

1. an abbey
2. a boiler
3. a grotto
4. vulgar
5. monotony
6. glorious
7. spectre
8. plague

*Ex. 3. Study the following place names for correct pronunciation and geographical location.*

**Reading** ['rɛdɪŋ] is a large town in the county of Berkshire, England.

**Wessex** ['wesiks] is the kingdom of the West Saxons, established in Hampshire in the early 6th century and gradually extended by conquest to include much of southern England.

**Westminster** [ˌwes(t)'mɪn(t)stə] is an inner London borough which contains the Houses of Parliament and many government offices.

**Streatley** ['striːtli] is a village and civil parish on the River Thames in Berkshire, England. The village faces Goring-on-Thames.

**Tilehurst** /'taɪlhɜːrst/ is a suburb of the town of Reading in the English county of Berkshire. It lies to the west of the centre of Reading, and extends from the River Thames in the north to the A4 road in the south.

**Mapledurham** ['meɪpl'dərəm] is a small village, civil parish and country estate beside the River Thames in southern Oxfordshire.

**Pangbourne** ['pæŋ 'bɔːn] is a large village and civil parish on the River Thames in the English county of Berkshire.

**Goring-on-Thames** (or Goring) is a relatively large village and civil parish on the Thames in South Oxfordshire 8 miles (13 km) north-west of Reading. It has a railway station on the main line between Oxford and London in the nucleus of the village.

*Ex. 4. Look at the following proper names of historical importance mentioned in the text. Try to match each name given on the left with the brief description of personality and bibliographical details on the right. Then check with the reference book.*

1. King Ethelred	a. He was the King of England and King of Ireland from 6 February 1685. He was the last Catholic
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	<p>monarch to reign over the Kingdoms of England, Scotland, and Ireland. Members of Britain's political and religious elite increasingly opposed him for being pro-French and pro-Catholic, and for his designs on becoming an absolute monarch. James fled England (and thus was held to have abdicated) in the Glorious Revolution of 1688. James is best known for his belief in the Divine Right of Kings and his attempts to create religious liberty for English Roman Catholics against the wishes of the English Parliament.</p>
2. <i>King James</i>	<p><b>b.</b> (25 March 1345 – 12 September 1368) She was a member of the English royal <u>House of Plantagenet</u>, daughter of the kingdom's wealthiest and most powerful peer, <u>Henry of Grosmont, 1st Duke of Lancaster</u>. She was the first wife of <u>1st Duke of Lancaster</u>, and the mother of <u>King Henry IV</u>.</p>
3. <i>Lady Blanche</i>	<p><b>c.</b> He was called “the Unready”. The word unready in his name means “badly <u>advised</u>”. Of all the kings in English history, he (one of England's first monarchs since it became a unified state) has perhaps the worst reputation. He was <u>King of England</u> twice. The first time was from 978 to 1013, and the second time was</p>

	1014 to 1016. For most of his reign he had to fight off Viking invaders. By the end of his reign, he'd managed to lose almost all of England to Viking Invaders.
<i>4. The Earl of Essex</i>	<b>d.</b> He was the 1st Duke of Lancaster (6 March 1340 – 3 February 1399), he was a member of the <u>House of Plantagenet</u> , the third surviving son of King <u>Edward III</u> of England and <u>Philippa of Hainault</u> . His name derives from <u>Ghen – a place where he was born</u> . When he became unpopular later in life, scurrilous rumours circulated that he was actually the son of a Ghent butcher, perhaps because Edward III was not present at the birth. This story always drove him to fury.
<i>5. John Gaunt</i>	<b>e.</b> He was the king of Great Britain and Ireland from 1688 to 1702. He was a Dutch prince, married to Mary, the daughter of James II. They were invited by British Protestants to be the king and queen of Britain in order to prevent the Roman Catholic James II from being king. William became king in the Bloodless Revolution and defeated the forces of James II in Ireland at the Battle of the Boyne. He is remembered by a group of Protestants in Northern Ireland who are opposed to Ireland becoming one republic,

	and call themselves Orangemen.
<i>6. The Prince of Orange</i>	<p><b>f.</b> He was also known as Beauclerc, was <u>King of England</u> from 1100 to 1135. He was the fourth son of <u>William the Conqueror</u> and was educated in Latin and the <u>liberal arts</u>. Considered by contemporaries to be a harsh but effective ruler, he skillfully manipulated the barons in England and Normandy.</p>
<i>7. Henry I</i>	<p><b>g.</b> He was an English <u>Parliamentarian</u> and <u>soldier</u> during the first half of the seventeenth century. With the start of the <u>English Civil War</u> in 1642 he became the first Captain-General and Chief Commander of the <u>Parliamentarian army</u>, also known as the <u>Roundheads</u>. However, he was unable and unwilling to score a decisive blow against the <u>Royalist</u> army of <u>King Charles I</u>. He was eventually overshadowed by the ascendancy of <u>Oliver Cromwell</u> and <u>Thomas Fairfax</u> and resigned his commission in 1646.</p>
<i>8. Charles I</i>	<p><b>h.</b> He (19 November 1600 – 30 January 1649) was <u>monarch</u> of the three kingdoms of <u>England</u>, <u>Scotland</u>, and <u>Ireland</u> from 27 March 1625 until his execution in 1649. He was the second son of <u>King James VI of Scotland</u>, but after his father inherited the English throne in 1603, he moved to</p>

	England, where he spent much of the rest of his life. He became <u>heir apparent</u> to the English, Irish and Scottish thrones on the death of his elder brother, <u>Henry Frederick, Prince of Wales</u> , in 1612.
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***Ex. 5. Study the following words and expressions:***

linger, v ['lɪŋgə] засиживаться, задерживаться

ravage, v ['rævɪdʒ] губить, портить, разрушать, уничтожать

besiege, v [bɪ'si:dʒ] осаждать; блокировать, окружать

rout, v [raʊt] разбивать наголову, обращать в беспорядочное бегство, разгонять;

confoundedly, adv [kən'faʊndɪdli] весьма, очень, страшно, ужасно, чертовски, чрезвычайно

impertinent, adj [ɪm'pɜːtɪnənt] дерзкий, наглый, нахальный, грубый

whistle, v ['(h)wɪsl] свистеть, гудеть

lock, n [lɒk] шлюз на реке

habitué, n [hə'biʃueɪ] завсегдатай, постоянный посетитель

lean, v [liːn] наклонять, нагибать

quaint, adj [kweɪnt] привлекательный своей оригинальностью или старомодностью, причудливый, затейливый

blanched, adj [blɑːntʃt] побледневший, бледный

prematurely, adv [ˌpremə'tjuəli] безвременно; преждевременно

pinch, n [pɪntʃ] крайняя нужда; стеснённое положение; трудности, неприятности, невзгоды

deceive, v [dɪ'siːv] обманывать; сознательно вводить в заблуждение

to hamper ['hæmpə] препятствовать, мешать (чему-л.) ; затруднять, стеснять движения

sin, v [sɪn] грешить; совершать грех

drudgery, n ['drʌdʒ(ə)rɪ] тяжёлая, монотонная работа  
 respectability, n [rɪˌspektə'bɪlətɪ] респектабельность, благопристойность  
 erring, adj ['z:ɪŋ] грешный, заблудший  
 outcast, n ['autkɑ:st] изгнанник, изгой, отверженный  
 unheeded, adj [ʌn'hi:dɪd] незамеченный, не принятый во внимание  
 stab, v [stæb] колоть, ранить кинжалом, ножом  
 gall, n [gɔ:l] злоба, недовольство, неудовлетворение, обида, горечь  
 mingle, v ['mɪŋɡl] смешивать  
 brink, n [brɪŋk] край (обрыва, пропасти), берег, грань  
 dusky, addj ['dʌskɪ] тёмный, темноватый, тусклый, сумеречный, тенистый  
 woo, v [wu:] ухаживать, заигрывать, охмурять  
 lure, v [l(j)uə] завлекать, соблазнять, манить  
 contradict, v [ˌkɒntrə'dɪkt] противоречить, возражать  
 affirm, v [ə'fɜ:m] подтверждать; утверждать, одобрять  
 fair, adj [feə] привлекательный, красивый, прекрасный

## READING AND COMPREHENSION

***Ex. 1. Put the following summary sentences of the text in the chronological order according to the content of the text:***

- 1) The travelers saw the dead body of a woman in the water.
- 2) George and Harris didn't want to scull.
- 3) At Reading the friends were towed up by a steam launch of J.'s friends.
- 4) Henry I was buried at Reading.
- 5) The poor woman appealed to her friends for help and support.
- 6) The travelers left their boat near the bridge and went to Streatly for lunch.

***Ex. 2. Read the chapter and say if the following statements are True or False (T/F):***

- 1) At Reading lock the four friends hired a steam launch and towed up their friends.
- 2) There were a lot of small old boats getting in the way of the launch, which annoyed the travelers.
- 3) George and Harris thought that ten miles above Reading J. had to stop the craft and have a rest because he was tired.
- 4) The dead body that they came across belonged to a woman who aged too early because of a hard life full of pinch and misery.
- 5) The same day the travelers pushed on to Wallington.

***Ex. 3. Read Chapter 16 and answer the following questions:***

- 1) What kind of place is Reading?
- 2) Which historical events is Reading famous for?
- 3) Which water transport were the travelers towed by?
- 4) Which annoying hindrance did the travelers come across during their trip?
- 5) What horrifying object floating on the water did the travelers notice?
- 6) What was the woman's death caused by?
- 7) What did the four friends decide to do after they had finished the trip?

## **VOCABULARY WORK**

***Ex. 1. Divide the following words from Chapter 16 into two groups – land/water:***

To anchor, a ship, to bury, the ruins, a steam launch, to tow, to row, a grotto, floating, a meadow, a bank, sail, railway

<i>land</i>	<i>water</i>
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**Ex. 2. Explain the difference between the following words:**

to tow- to row

sailing – punting

river's brink - river's bank

respectability – uppishness

remainder – remnants

pain – pinch

habitués - inhabitants

**Ex.4. Complete the following table with cognate parts of speech – nouns, verb, and adjectives where possible:**

Verb	Noun	Adjective
	monotony	
appeal		
		reasonable
	sin	
respect		

**Ex.5. Match the following words in two columns to make word combinations. Use the text to help you.**

grey	impertinent
wretched	peace
confoundedly	twilight
to cast	bill
restful	arms
erring	outcast
gentle	loose
hotel	boats

***Ex.6. Put the following words / phrases into the gaps:***

plague    satisfaction    poverty    boiler    millstone    inhabitants
---

- 1) Parliament generally rushed off to Reading whenever there was a \_\_\_\_\_ on at Westminster.
- 2) You can whistle till you nearly burst your \_\_\_\_\_ before they will trouble themselves to hurry.
- 3) The neighbourhood of Pangbourne, where the quaint little Swan Inn stands, must be as familiar to the habitués of the Art Exhibitions as it is to its own \_\_\_\_\_.
- 4) It lay very lightly on the water, and the face was sweet and calm. It was not a beautiful face; it was too prematurely aged-looking, too thin and drawn, to be that; but it was a gentle, lovable face, in spite of its stamp of pinch and \_\_\_\_\_.
- 5) Left to fight the world alone, with the \_\_\_\_\_ of her shame around her neck, she had sunk ever lower and lower.
- 6) So we left our boat at the bridge, and went up into Streatley, and lunched at the “Bull,” much to Montmorency’s \_\_\_\_\_.



*Ex.7. Translate the following sentences from Russian into English using the words from the text given in brackets after the sentences. Then check up your translation with the original sentences from the text.*

1. На мой взгляд, лондонцам стоило претерпеть какую-нибудь пустяковую чуму, чтобы разом избавиться и от юристов и от парламента. ( to get rid of)
2. Поездка была бы еще приятнее, если бы не множество маленьких лодчонок, которые все время сновали вокруг нашего баркаса. ( if it hadn't been for)
3. Мы отцепились от баркаса моих знакомых, немного не доезжая грота, и Гаррис принялся доказывать, что теперь моя очередь грести.(to cast loose)
4. Джордж наклонился и схватил этот предмет, но тотчас же с криком отшатнулся, бледный как полотно. (a blanched face)
5. Шесть шиллингов в неделю связывают тело с душой не слишком крепко. (unitedly)
6. В Стритли куда приятнее останавливаться, чем в Горинге, если у вас есть возможность выбирать. (a pretty spot)

## **SPEAKING AND ANALYSIS**

*Ex.1. Read the passage describing Reading. Say, why the author pays so much attention to the historical role of Reading. What effect does he want to reach mentioning the abundance of historical personalities? Look at the proper names given in bold and say what role they played in the history of England.*

*We came in sight of Reading about eleven. The river is dirty and dismal here. One does not linger in the neighbourhood of Reading. The town itself is a famous old place, dating from the dim days of **King Ethelred**, when the Danes anchored their*

warships in the Kennet, and started from Reading to ravage all the land of Wessex; and here and his brother **Alfred** fought and defeated them, Ethelred doing the praying and Alfred the fighting. In later years, Reading seems to have been regarded as a handy place to run down to, when matters were becoming unpleasant in London. Parliament generally rushed off to Reading whenever there was a plague on at Westminster; and, in 1625, the Law followed suit, and all the courts were held at Reading. It must have been worth while having a mere ordinary plague now and then in London to get rid of both the lawyers and the Parliament. During the Parliamentary struggle, Reading was besieged by the **Earl of Essex**, and, a quarter of a century later, the **Prince of Orange** routed **King James's** troops there. **Henry I.** lies buried at Reading, in the Benedictine abbey founded by him there, the ruins of which may still be seen; and, in this same abbey, **great John of Gaunt** was married to the **Lady Blanche**.

**Ex.3. Read the following passage and say which literary devices the author uses when he describes the river. Explain the meaning of this stylistic device.**

She had wandered about the woods by the river's brink all day, and then, when evening fell and the grey twilight spread its dusky robe upon the waters, she stretched her arms out to the silent river that had known her sorrow and her joy. And the old river **had taken her into its gentle arms**, and had **laid her weary head upon its bosom**, and **had hushed away the pain**.

**Ex.2. Remember which episodes the following words and phrases are taken from. Retell the episodes:**

Benedictine Abbey, teach them a lesson, restful peace, a penny box of chocolate, Montmorency's satisfaction

***Ex.4. Divide the text into logical parts and give them titles. Find the keywords in each part and use them to retell the text.***

## CHAPTER 17

### PRE-READING

*Ex. 1. Answer these questions before reading the text:*

1. Have you ever gone fishing? Did you catch any fish?
2. Who likes fishing more – men or women? Why?
3. What is special about fishing that makes a lot of people spend the whole days sitting on the bank and angling fish?
4. Are anglers prone to exaggerating the quantity of the fish caught?

*Ex. 2. Guess the meaning of these words and expressions. Then check your answers with a dictionary or reference book:*

1. murmur
2. superintendence
3. excavating
4. a hook
5. a landlord
6. a query
7. pipeclaying
8. plaster of Paris

*Ex. 3. Study the following words and expressions:*

shoal, n [ʃəʊl] стая, косяк (рыбы)

throw, v [θrəʊ] закидывать удочку

blush, v [blʌʃ] краснеть, заливаться румянцем от смущения, стыда

tyro, n ['taɪərəʊ] новичок; начинающий

embellish, v [ɪm'beɪlɪʃ ] украшать, приукрашивать (рассказ, повествование и т. п. вымышленными деталями)

veracity, n [və'reɪsəti] правдивость, достоверность, точность

pluck [plʌk] смелость, отвага; бесстрашие, мужество, храбрость

scorn, v [skɔ:n] презирать; относиться с презрением, пренебрежением

accomplished, adj [ə'kɒmplɪʃt] совершенный, превосходный

puff, v [pʌf] пускать клубы дыма, дымить

brag, v [bræg] хвастаться, похваляться, кичиться

lull, n [lʌl] временное затишье; временное успокоение;

haul, n [hɔ:l] улов, трофей

tinge, n [tɪndʒ] оттенок, тон

score, n [skɔ:] два десятка

snap, v [snæp] ломаться, рваться

moderation, n [ˌmɒd(ə)'reɪʃ(ə)n] умеренность; сдержанность

taproom, n ['tæpru:m] бар, пивная

toddy, n ['tɒdi] 1) пунш, тодди (напиток из пальмового сока)

sip, v [sɪp] пить маленькими глотками, потягивать, прихлёбывать

ensue, v [ɪn'sju:] ] получаться в результате; происходить (из-за чего-л.), следовать, последовательно происходить

stolid, adj ['stɒlɪd]/ бесстрастный, невозмутимый, флегматичный, вялый

lad, n [læd]/ 1) а) мальчик; юноша; парень

whacking, n ['(h)wækɪŋ] порка

marvel, v ['mɑ:v(ə)l] изумляться, удивляться; восторгаться, восхищаться

clutch, v [klʌtʃ] хвататься (за что-л.) , искать опоры

stuffed (animal), n [stʌft] чучело

## READING AND COMPREHENSION

**Ex.1. Read the chapter and say if these statements are True or False (T/F):**

- 1) The travelers spent three days in Streatly.
- 2) The travelers' clothes were dirtier than the water in the river.
- 3) The local fisherman guide contained the information that it was possible to catch a lot of fish in the Thames river.
- 4) All the fishermen always exaggerate their abilities in catching fish.
- 5) The narrator told a story of a young man who had never exaggerated his hauls because he thought it was a sin.
- 6) Harris didn't go to Wallington with his friends because he was engaged in cleaning his shoes.
- 7) The travelers listened to three different versions of how this monstrous fish was caught.
- 8) The gigantic trout turned to be made of porcelain.

***Ex. 2. After reading Chapter 17, find out:***

1. if the three men managed to wash their clothes in the river by themselves under George's watchful control.
2. which kinds of fish the Thames river abounded in.
3. which manner an accomplished fisherman should follow to conduct a conversation about his haul.
4. if any of the stories about the huge trout was true .

***Ex. 3. Answer these questions:***

- 1) Why did the washwoman at Streatly charged the travelers three times more money for washing their clothes?
- 2) Did J. think of himself as of a good fisherman?
- 3) Why did old fishermen say J. would never make a good fisherman?

- 4) Which qualities does and accomplished angler needs to have in the narrator's opinion?
- 5) Why the travelers decide to walk to Wallington?
- 6) What really fascinated them when they came in to the parlour of the river-side inn?

## VOCABULARY WORK

*Ex.1. Find English equivalents to these words from Chapter 17:*

Стать ещё хуже	С силой
Преувеличивать	Значительного размера
Острый	Учитель в школе
Быть обязанным	Чужеземец
Необъяснимый	Искренне (сердечно)
Средних лет	Братство (братия)

*Ex.2. Match these adjectives and nouns to make word combinations. Use the text to help you.*

To charge	trout
wearable	claying
bald	clothes
glass	stranger
stuffed	laziness
perfect	case
pipe	a price
constitutional	fabrication

**Ex.3. Match the fish names in the left column with their translations in the right column:**

1. gudgeon	a. щука
2. eel	b. окунь
3. dace	c. треска
4. pike	d. елец
5. roach	e. гольян (мелкая рыба)
6. trout	f. молодая щука
7. cod	g. осётр (белуга)
8. sturgeon	h. плотва
9. minnow	i. форель
10. jack	j. угорь
11. perch	k. пескарь

**Ex. 4. Match the fishing related terms on the left and the definitions to them on the right.**

1. fishing	a. A large group or number of fish
2. to land	b. A long, thin animal that has a soft body with no legs or bones and that often lives in the ground
3. a shoal	c. The sport or business of catching fish
4. a worm	d. A long, flexible stick used to <u>catch fish</u> .
5. a rod	e. Catch a fish to the ground



**Ex. 5. Find the synonyms for the following words from the text. The first letters are given:**

Fishing rod – fishing l---

Fisherman – a-----

Catch – h---

Gigantic – m-----

King-hearted – g-----

**Ex. 6. Put the following words / phrases into the gaps in the correct form:**

weigh view dissatisfy describe neighbourhood feel direction crowd
---

1. The \_\_\_\_\_ of Streatley and Goring is a great fishing centre.
2. And, if you go for a bathe, they \_\_\_\_\_ round, and get in your way, and irritate you.
3. Last Monday I landed a gudgeon, \_\_\_\_\_ eighteen pounds, and measuring three feet from the tip to the tail.
4. I was just about giving it up as a bad job when I suddenly \_\_\_\_\_ a rather smart pull at the line.
5. He stuck to this arrangement for a couple of months, and then he grew \_\_\_\_\_ with it.
6. “Ah!” said the old gentleman, following the \_\_\_\_\_ of my gaze.
7. Five minutes afterwards, a third man came in, and \_\_\_\_\_ how he had caught it early one morning, with bleak.
8. It excited George so much that he climbed up on the back of a chair to get a better \_\_\_\_\_ of it.

***Ex. 7. Translate the following sentences from Russian into English using the words from the text given in brackets after the sentences. Then check up your translation with the original sentences from the text.***

1. Мы собрали во время стирки всю грязь, которая скопилась в реке между Рэдингом и Хэнли, и, так сказать, вмыли ее в наше платье. ( to work into)
2. Судя по тому, что мне пришлось видеть, я вполне готов поддержать это утверждение. ( to bear out)
3. Они подплывают и высовываются из воды, раскрывая рот в надежде получить печенье. (to stand out)
4. Они говорили, что в роли поэта, автора уголовных романов, репортера или чего-нибудь в этом роде я, может быть, и добьюсь успеха. (a shilling shocker)
5. Наступает пауза; никто не чувствует в себе достаточной уверенности, чтобы оспаривать мнение старого джентльмена. (to contradict)
6. Эта форель прямо-таки обворожила меня - это была совершенно чудовищная рыба. (to fascinate; monstrous)

## **SPEAKING AND ANALYSIS**

***Ex.2. Remember which episodes the following words and phrases are taken from:***

- 1.blushing
- 2.bald fabrication
- 3.to sip a toddy
- 4.a stolid man
- 5.a glass case
- 6.excavating

**Ex. 2. Read the following passage and pay attention to the use of direct speech. Why did the narrator turn to direct speech? What artistic effect does it bring? Convert the direct speech into indirect speech and say which example sounds more literary appropriate and interesting.**

*Good-sized trout, that,” said George, turning round to him. “Ah! you may well say that, sir,” replied the man; and then, after a pull at his beer, he added, “Maybe you wasn’t here, sir, when that fish was caught?” “No,” we told him. We were strangers in the neighbourhood. “Ah!” said the carrier, “then, of course, how should you? It was nearly five years ago that I caught that trout.” “Oh! was it you who caught it, then?” said I. “Yes, sir,” replied the genial old fellow. “I caught him just below the lock — leastways, what was the lock then — one Friday afternoon; and the remarkable thing about it is that I caught him with a fly. I’d gone out pike fishing, bless you, never thinking of a trout, and when I saw that whopper on the end of my line, blest if it didn’t quite take me aback. Well, you see, he weighed twenty-six pound. Good-night, gentlemen, goodnight.”*

**Ex. 3. Read the extract from the same episode and find**

- a) the markers of colloquial speech (colloquialisms),**
- b) the use of parallelisms by the author:**

*“No,” he continues thoughtfully; “I shouldn’t believe it myself if anybody told it to me, but it’s a fact, for all that. I had been sitting there all the afternoon and had caught literally nothing—except a few dozen dace and a score of jack; and I was just about giving it up as a bad job when I suddenly felt a rather smart pull at the line. I thought it was another little one, and I went to jerk it up. Hang me, if I could move the rod! It took me half-an-hour—half-an-hour, sir!—to land that fish; and every moment I thought the line was going to snap! I reached him at last, and what do you*

*think it was? A sturgeon! a forty pound sturgeon! taken on a line, sir! Yes, you may well look surprised—I'll have another three of Scotch, landlord, please."*

*And then he goes on to tell of the astonishment of everybody who saw it; and what his wife said, when he got home, and of what Joe Buggles thought about it.*

***How do these stylistic devices change our perception of the episode?***

***What other literary devices can you find in the extract?***

***Ex.4. Read the extract from Chapter 17 and find all elements which help the author express his ironic attitude (exaggeration, hyperbole, parallelisms, epithets etc.)***

*Some people do. They never catch them. I never knew anybody catch anything, up the Thames, except minnows and dead cats, but that has nothing to do, of course, with fishing! The local fisherman's guide doesn't say a word about catching anything. All it says is the place is "a good station for fishing;" and, from what I have seen of the district, I am quite prepared to bear out this statement.*

*There is no spot in the world where you can get more fishing, or where you can fish for a longer period. Some fishermen come here and fish for a day, and others stop and fish for a month. You can hang on and fish for a year, if you want to: it will be all the same.*

*The Angler's Guide to the Thames says that "jack and perch are also to be had about here," but there the Angler's Guide is wrong. Jack and perch may **be** about there. Indeed, I know for a fact that they are. You can **see** them there in shoals, when you are out for a walk along the banks: they come and stand half out of the water with their mouths open for biscuits. And, if you go for a bathe, they crowd round, and get in your way, and irritate you. But they are not to be "had" by a bit of worm on the end of a hook, nor anything like it—not they!*

*Ex. 5. Decide on the ten keywords you chose form the story and retell the whole text using the third person narration.*

## CHAPTER 18

### PRE-READING

*Ex. 1. Answer these questions:*

1. Do you prefer quiet pulling to pulling in wild waters or vice versa?
2. Do you seek for adrenaline experience or peaceful rest?
3. Have you ever had your photo taken while sailing or doing some other water activity?
4. Do you try to assume a special face expression or take up an advantageous position in order to have your photo taken eye-catchingly? Does it seem risky to you when you are in the water?

*Ex. 2. Study the following place names from Chapter 18 for correct pronunciation and translation.*

**Oxford** ['ɒksfəd] is a city in central England, on the River Thames. - Оксфорд

**Wallingford** ['wɒlɪŋfərd] is a market town and civil parish in the upper Thames Valley in England. - Уоллингфорд

**Clifton** ['klɪft(ə)n] is a hamlet by the River Cherwell in Deddington civil parish about 6 miles (10 km ) south of Banbury, Oxfordshire, England. - Клифтон

**Abingdon** ['æbɪŋdən], also known as Abingdon on Thames or Abingdon-on-Thames, is a market town and civil parish in England. Historically it was the county town of Berkshire, but has been in the administrative county of Oxfordshire since 1974. - Абингдон

**Dorchester** or **Dorchester-on-Thames** ['dɔːtʃɪstə] is a village and civil parish on the River Thames in Oxfordshire, about 3 miles (5 km) northwest of Wallingford and 8 miles (13 km) southeast of Oxford. - Дорчестер

**Culham** ['kʌləm] is a village and civil parish on the north bank of the River Thames, 1 mile (1.6 km) south of Abingdon in Oxfordshire. - Кулхэм

**Nuneham** Village on Nuneham ['nunhəm] Courtenay lies along the left bank of the River Thames about five miles south of Oxford and covers 2,108 acres. – Нунхэм

**Iffley** ['ɪflɪ] is a village in Oxfordshire, England, within the boundaries of the city of Oxford, between Cowley and the estates of Rose Hill and Donnington, and in proximity to the River Thames (Isis). - Иффли

*Ex. 3. Study the following words from the text and guess their meaning. Use the dictionary if necessary.*

1. A stretch
2. A corpse
3. Foreground
4. Fortifications
5. Picturesque
6. Once-upon-a-timeyified
7. To demoralize
8. Temper
9. Brutally

*Ex. 4. Read through and study the following words and expressions:*

backwater, n ['bæk, wɔ:tə]/ 1. 1) а) заводь, запруда; запруженная вода  
 canvas, n ['kænvəs]/ 1) холст, парусина; брезент  
 creakv, [kri:k] скрипеть  
 speculative, adj ['spekjələtɪv] расчётливый, авантюрный  
 rakish, adj ['reɪkɪʃ] щегольской; лихой, ухарский; небрежный  
 assume, v [ə's(j)u:m] притворяться, прикидываться, напустить вид  
 mingle, v ['mɪŋɡl] смешиваться  
 affability, n [ ,æfə'bɪlətɪ] приветливость; учтивость, любезность  
 sternj, a [stɜ:n] строгий, суровый,  
 prow, n [prau] нос (судна)  
 hitcher, n ['hɪtʃə] багор  
 agility, n [ə'dʒɪlətɪ] быстрота, живость, резвость, ловкость, проворство  
 wistfulness, n ['wɪstf(ə)lnəs ] тоска, ностальгия  
 eventful, adj [ɪ'ventf(ə)l ] богатый событиями, знаменательный  
 squint, v [skwɪnt] смотреть украдкой  
 stentorian, adj [sten'tɔ:riən] громоподобный, зычный, громкий (о голосе)  
 sprawl, v [sprɔ:l] вытянуться, растянуться, упасть  
 ordain, v [ɔ:'deɪn] предопределять; предписывать; уготовливать  
 paltry, adj ['prɔ:ltrɪ] пустяковый, мелкий, незначительный  
 bespeak, v [bi'spi:k] заказывать заранее; заручаться чем-л.  
 rescind, v [ri'sɪnd] аннулировать, расторгать, отменять  
 mason, n ['meɪs(ə)n] каменотёс, каменщик  
 siege, n [si:dʒ] осада  
 raze, v [reɪz] разрушать до основания  
 drowsiness, n ['draʊzɪnəs] дремота  
 stirring, adj ['stɜ:ɪŋ] деятельный, активный, энергичный; неутомимый  
 gable, n ['geɪbl] фронто́н  
 thatched, adj [θætʃt] соломенный, крытый соломой  
 loin, n [lɔɪn] (loins) лоно, чресла  
 benefactor, n ['benɪfæktə] благодетель, покровитель



lasher, n ['læʃə] водослив, дамба, запруда,

frantic, adj ['fræntɪk] безумный, неистовый, яростный

rage, n [reɪdʒ] ярость, гнев, бешенство

fairish, adj ['feəriʃ] достаточно большой, немалый, изрядный, приличный

mishap, n ['mɪʃəp] несчастье, неудача; несчастный случай

indulgently, adv [ɪn'dʌldʒəntli] снисходительно, милостиво

disposition, n [ˌdɪspə'zɪʃ(ə)n] нрав, характер, манера

drat, interj [dræt] провались ты!, пропади ты пропадом!

amiable, adj ['eɪmiəbl] дружелюбный, дружеский, дружественный;  
любезный

## READING AND COMPREHENSION

*Ex.1. Put the place names specified in the pre-reading part in the order that makes up the route of the three friends travel from the starting location to the destination.*

<b>Starting location</b>	
<b>Transitional location 1</b>	
<b>Transitional location 2</b>	
<b>Transitional location 3</b>	
<b>Transitional location 4</b>	
<b>Transitional location 5</b>	
<b>Transitional location 6</b>	
<b>Destination</b>	

*Ex.2. Read chapter 18 and say if the following statements are True or False (T/F):*

1. In Culham the travelers slept under the canvas, in the backwater.
2. George hurriedly smooth out his trousers, ruffle up his hair because he caught a sight of a pretty girl that he knew.
3. J. and George were asked to push their noses out in order not to spoil the photo taken.
4. They refused to take photos because they wanted to be photographed full length.
5. The most difficult part of the river was between Oxford and Iffly because of the very strong undercurrents there.
6. In the narrator's opinion boating on the river makes people calm and quiet.

***Ex. 3. Read the chapter and answer the questions:***

1. Does the narrator like locks?
2. How does the narrator describe pulling with the presence of blocks? Which feelings does such travelling arouse?
3. What accident related to locks happened to J. and George one day when they were pulling? Did they stay alive?
4. Who was Mr. W. Lee buried in St. Helen's Church? What was he famous for?
5. What effect in the narrator's opinion does the river air have on people's temper? Which story did he tell to prove his view?

**VOCABULARY WORK**

***Ex.1. Find English equivalents to these words and word combinations from Chapter 18:***

Нанимать на работу

Одеревенеть

Ячменный стог

Художники, пишущие речные  
пейзажи

С небрежным изяществом

Решётчатые окна

Бросить косой взгляд

Перина

«Гвоздь» фотографии

Жили долго и счастливо и  
умерли в один день

Фотография во весь рост

Старинная гостиница

Приютиться

Освоить (постигнуть)

**Ex.2. Match the parts of the compound words from the text to make the whole words and find a correct translation for each word.**

chuckle	pitched	кровожадный
blood	baked	болван
flower	eyed	сторож шлюза
diving	seeker	глиняный
cheerful	thirsty	низкий
bright	curdling	любитель удовольствий
lock	decked	ясноглазый
low	looking	душераздираю щий
blood	keeper	жизнерадостны й
pleasure	head	украшенный цветами
clay	board	сказочный
blood	looking	трамплин для прыжков в воду

**Ex.3. Match the following adjectives and nouns to make word combinations.**

**Use the text to help you.**

common	walls
cool	blow
rising	article
Japanese	roof
eventful	neighbourhood
vigorous	practice
leading	fan
picturesque	water
thatched	depths
sanctified	moment

**Ex. 4. Try to match the place name given on the left with its description from the text on the right:**

1. Dorchester	a. It is a very ancient town, and has been an active centre for the making of English history. It was a rude, mud-built town in the time of the Britons, who squatted there, until the Roman legions evicted them; and replaced their clay-baked walls by mighty fortifications, the trace of which Time has not yet succeeded in sweeping away, so well those old-world masons knew how to build.
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2. Clifton	<p>b. It is a typical country town of the smaller order—quiet, eminently respectable, clean, and desperately dull. It prides itself on being old, but whether it can compare in this respect with Wallingford and Dorchester seems doubtful. A famous abbey stood here once, and within what is left of its sanctified walls they brew bitter ale nowadays. In St. Nicholas Church, at Abingdon, there is a monument to John Blackwall and his wife Jane, who both, after leading a happy married life, died on the very same day, August 21, 1625.</p>
3. Wallingford	<p>d. It is a delightfully peaceful old place, nestling in stillness and silence and drowsiness. Like Wallingford, it was a city in ancient British times; it was then called Caer Doren, “the city on the water.” In more recent times the Romans formed a great camp here, the fortifications surrounding which now seem like low, even hills. In Saxon days it was the capital of Wessex. It is very old, and it was very strong and great once. Now it sits aside from the stirring world, and nods and dreams.</p>
4. Abingdon	<p>e. It is a wonderfully pretty village, old-fashioned, peaceful, and</p>

	dainty with flowers, the river scenery is rich and beautiful. If you stay the night on land there, you cannot do better than put up at the “Barley Mow.”
--	--

***Ex.5. Put the following verbs into the gaps in the correct form:***

to bespeak   to catch   to shake   to face   to drown   to rise   to stay   to regret   to look
--

1. But however satisfactory this absence of locks may be to rowing-men, it is to be \_\_\_\_\_ by the mere pleasure-seeker.
2. My first idea was that he had suddenly \_\_\_\_\_ sight of some girl he knew, and I \_\_\_\_\_ about to see who it was.
3. So I \_\_\_\_\_ round quickly, and took up a position in the prow.
4. We looked then, and saw that the nose of our boat had got fixed under the woodwork of the lock, while the in-coming water was \_\_\_\_\_ all around it, and tilting it up.
5. The owner of one steam launch, who \_\_\_\_\_ had six copies, rescinded the order on seeing the negative.
6. It would not be a good place for the heroine of a modern novel to \_\_\_\_\_ at.
7. An obelisk marks the spot where two men have already been \_\_\_\_\_, while bathing there.
8. “Oh, bother the silly old thing!” she would say indignantly, when the sail would not go up properly. And she would catch hold of it, and \_\_\_\_\_ it quite brutally.

***Ex.6. Translate the following sentences from Russian into English using the words from the text given in brackets after the sentences. Then check up your translation with the original sentences from the text.***

1. Лично я очень люблю шлюзы. Они так приятно нарушают однообразие гребли. ( monotony)
2. Они стояли и сидели в самых странных и нелепых позах, какие мне приходилось видеть только на японских веерах.( quaint and curious attitudes)
3. Рука фотографа лежала на колпачке объектива, и он каждую секунду мог сделать снимок. (a cap)
4. Наши ноги несомненно были "гвоздем" этой фотографии.  
( undoubtedly)
5. От Уоллингфорда к Дорчестеру окрестности реки становятся более гористыми, разнообразными и живописными. (neighbourhood of the river)
6. Человек, который сумеет грести по прямой от Иффли до Оксфорда, наверное в состоянии ужиться под одной крышей со своей женой, тещей, старшей сестрой и служанкой, которая работала у них, когда он был еще маленьким. (ought to be able to)

**Ex. 7. Put the following summarized sentences in the chronological order according to the content of the text:**

1. J. was surprised because everybody in the lock suddenly struck wooden. I
2. The old inn “Barley Mow” was so low that tall people would easily bump into the ceiling if they tried to stand up full height.
3. When the travelers arrived in Clifton, they slept in the backwaters.
4. Even the mildest tempered people become violent and blood-thirsty when they are in a boat in the water.

5. J. and George refused to take the photos because nothing else was seen in them apart from their feet.

## **SPEAKING AND ANALYSIS**

***Ex. 1. Remember which episodes the following words and phrases are taken from. Retell these episodes using these phrases.***

A stentorian voice, Roman legions, Caer Doren, Barley Mow, an obelisk, bad language

***Ex. 2. Read the following passage and summarize what the narrator thinks of pulling with the presence and absence of locks.***

*We left Streatley early the next morning, and pulled up to Culham, and slept under the canvas, in the backwater there. The river is not extraordinarily interesting between Streatley and Wallingford. From Cleve you get a stretch of six and a half miles without a lock. I believe this is the longest uninterrupted stretch anywhere above Teddington, and the Oxford Club make use of it for their trial eights. But however satisfactory this absence of locks may be to rowing-men, it is to be regretted by the mere pleasure-seeker. For myself, I am fond of locks. They pleasantly break the monotony of the pull. I like sitting in the boat and slowly rising out of the cool depths up into new reaches and fresh views; or sinking down, as it were, out of the world, and then waiting, while the gloomy gates creak, and the narrow strip of daylight between them widens till the fair smiling river lies full before you, and you push your little boat out from its brief prison on to the welcoming waters once again.*



***Ex.3. Read this extract from Chapter 18 and find all emotionally-coloured words and expressions (idioms) in it. What would happen if we substituted these words with their neutral equivalents? Would it sound the same?***

*I don't know why it should be, but everybody is always so exceptionally irritable on the river. Little mishaps, that you would hardly notice on dry land, drive you nearly frantic with rage, when they occur on the water. When Harris or George makes an ass of himself on dry land, I smile indulgently; when they behave in a chuckle-head way on the river, I use the most blood-curdling language to them. When another boat gets in my way, I feel I want to take an oar and kill all the people in it.*

***Ex. 4. Describe one of the on-Thames towns and villages which the travelers were passing by. Use:***

- emotionally – coloured words
- comparison and simile
- parenthesis and so on.

***Ex.4. Role-play the scene when J. and George were getting ready to have their photo taken and tell how the whole episode ended up. Act as a stentorian voice, photographer and J.***

## CHAPTER 19

### PRE-READING

*Ex. 1. Answer these questions before reading the text:*

1. Do you like rainy weather?
2. How does it make you feel when you are walking in the rain?
3. Do you prefer to stay at home or drop into some of your friends when it is raining?
4. Do you consider it romantic sculling or sailing in the rain?

*Ex. 2. Guess the meaning of these words and expressions. Then check your answers with a dictionary or reference book:*

- |                  |                |
|------------------|----------------|
| 1. heaven        | 9. drift-wood  |
| 2. water-tight   | 10.to babble   |
| 3. antediluvian  | 11.a precedent |
| 4. a relic       | 12.a paybox    |
| 5. an occupant   | 13.nutritious  |
| 6. to pooh-pooh  | 14.a wayfarer  |
| 7. pre-Adamite   | 15.a wavelet   |
| 8. a washing-tub | 16.a townlet   |

*Ex. 3. Divide the following words into two groups – food and drinks and complete the table below.*

Soles, mustard, French sauce, whitebait, Beaune, veal pie, toddy, boiled beef, white-sauce, loaves, Burgundy

FOOD	DRINKS
------	--------

**Ex. 4. Study the following words and expressions:**

relish, v ['relɪʃ] получать удовольствие, наслаждаться

contemplate, v ['kɒntəmpleɪt] обозревать, созерцать; пристально  
разглядывать

recommendation, n [ˌrekəmen'deɪʃ(ə)] сильная сторона, плюс, достоинство

retiring, adj [rɪ'taɪərɪŋ] застенчивый, скромный

fetch, v [fetʃ] принести, достать;

coffin, n ['kɒfɪn] гроб

surmise, n [sə'maɪz] догадка, подозрение, предположение

grieve, v [gri:v] огорчать, глубоко печаливать

conscientiously, adv [ˌkɒn(t)ʃɪ'en(t)ʃəsli] добросовестно, честно

fossil, n ['fɒs(ə)l] ископаемое, окаменелость (остатки животных или  
растительных организмов, сохранившиеся в земной коре с прежних  
геологических эпох)

mean, adj [mi:n] посредственный, средненький, недалёкий

vex, v [veks] досаждать, раздражать; возмущать, сердить

tar, v [tɑ:] мазать дёгтем; смолить

beech, n [bi:tʃ] бук (Fagus)

glint, v [glɪnt] вспыхивать, сверкать; ярко блестеть

fling, v [flɪŋ] бросать, метать, кидать, швырять, запускать

wanton, v ['wɒntən] резвиться, забавляться

weir, n [wiə] плотина, запруда; водослив, дамба

tangled, adj ['tæŋɡld] запутанный, спутанный

gleam, v [gli:m] светиться; мерцать; испускать, излучать

sluggish, adj ['slʌɡɪʃ] пассивный, вялый; медленный, неторопливый

shroud, v [ʃraʊd] покрывать саваном, завёртывать в саван, прикрывать,  
укрывать, защищать

reproachful, adj [rɪ'prəʊtʃf(ə)l ], [-ful] укоризненный

soberly, adv ['səubəli] трезво

hoist, v [hɔɪst] поднимать (что-л.)

clammy, adj ['klæmi] клейкий, липкий, вязкий

nap, n [næp] от napoleon наполеон (карточная игра)

breed, v [bri:d] порождать, вызывать

cripple, n ['kripl] инвалид; калека

mournful, adj ['mɔ:nf(ə)l ], [-ful]/ унылый, угрюмый, печальный, скорбный; мрачный

yearnful, adj [jɜ: nf(ə)l] - грустный; печальный; сострадательный; тоскливый

unutterable, adj [ʌn'ʌt(ə)rəbl] невыразимый, неопиcуемый, непередаваемый

abandon, n [ə'bændən] непринуждённость

fitful, adj ['fitf(ə)l ], [-ful] судорожный; порывистый

bally, adj ['bæli] ужасный, страшный, проклятый, чертовский

malevolence, n [mə'lev(ə)lən(t)s] злорадство; злоба, недоброжелательность

stealthily, adv ['stelθɪli] втихомолку, тайно, украдкой

felt, n [felt] войлок; фетр

contortionist, n [kən'tɔ:ʃ(ə)nɪst] "человек-змея", акробат

countenance, n ['kaunt(ə)nən(t)s] лицо, выражение лица

cynosure, n ['saɪnəsjuə] средоточие внимания, центр внимания

wend, v [wend] идти, направляться, держать путь

quaff, v [kwɒf ], [kwɑ:f] пить большими глотками, осушить, опорожнить

glisten, v ['glɪs(ə)n] искриться; сиять; блестеть, сверкать

crouch, v [kraʊf] припадать к земле; согнуться, сжаться

hind, adj [haɪnd] / задний; расположенный сзади

concurrence, n [kən'kʌr(ə)n(t)s] согласие; согласованность, гармония

## READING AND COMPREHENSION

*Ex. 1. Put the following sentences into the correct order according to the content of the text:*

- 1) The three friends were dreaming about hot meal instead of having cold supper in the wet boat.
- 2) During J.'s previous trip one summer the boat that he and his party hired more reminded some ancient relic than a real boat.
- 3) Montmorency refused to eat the veal pie and, to show his protest, went to the other end of the boat and sat there by himself.
- 4) One of Harris' fellows remained crippled forever after having spent a night in a wet boat under pouring rain.
- 5) The travelers were happy to go back home after a fortnight trip.

***Ex.2. Read the chapter and say if these statements are True or False (T/F):***

- 1) J. and his friends liked the up-river boat they hired during his previous trip because it was really nice and durable.
- 2) The three travelers were fond of sculling under the drizzling rain.
- 3) The travelers had rather plain supper because the cold meal they had onboard was cloying.
- 4) When the travelers played cards after the supper, George lost the game.
- 5) The travelers' depression caused by the bad weather ceased when George got out the banjo and played a comic song.
- 6) The travelers slept very badly and got up early in the morning.
- 7) The travelers decided to go back home by sculling despite the pouring rain.

***Ex. 3. Read the chapter and answer the questions:***

- 1) What was the cause of Montmorency's absolute happiness when the travelers spent two days in Oxford?
- 2) Why do people hiring up-river boats become modest and retiring and start hiding beneath the trees?
- 3) How did the boat which J. and his party hired one summer look like?

- 4) Where did the travelers start their present trip from? What was the weather like that day?
- 5) Which epithets and metaphors or other stylistic devices does the narrator use to describe weather changes?
- 6) Which theme for chatting did the bad weather naturally lead the travelers to after the scanty meal?
- 7) Which decision did the travelers take after they had tossed about at the bottom of the wet boat for four hours?
- 8) What caused a great deal of attention that the travelers attracted in Alhambra?
- 9) How did the travelers feel when they were sitting in the restaurant? What did Harris raise a toast to?

## **VOCABULARY WORK**

*Ex.1. Find English equivalents to these words from Chapter 19:*

Канава

Ничего не поделаешь

Сточный жёлоб

Будь что будет

Капать

Рыдать

Лужа

Залежь грусти

Закопчённый

Сказочный

Грешные мысли

Белить

**Ex.2. Match these adjectives and nouns to make word combinations. Use the text to help you.**

necessary	wavelets
Roman	umbrellas
humorous	wayfarers
dancing	attempts
moss-grown	arrangements
fitful	answer
dripping	relic
feeble	walls
bronzed	slumber
soaked	countenance

**Ex.3. Match the disease names in the left column with their translations in the right column:**

1. chills	a. заболевание лёгких
2. bronchitis	b. лихорадка
3. rheumatic fever	c. озноб (простуда)
4. sciatica	d. бронхит
5. fever	e. ишиас (радикулит)
6. lung disease	f. ревматизм

**Find a correct disease name for each of the following symptoms:**

- 1) Inflammation of the bronchioles, restricting air flow to and from the lungs.

- 2) Pain along the sciatic nerve radiating to the buttocks and to the back of the thigh.
- 3) A sensation of coldness, often accompanied by shivering and pallor of the skin.
- 4) Abnormally high body temperature.
- 5) An acute inflammatory disease occurring during recovery from infection with a strain of streptococcus bacteria, having an onset marked by fever and joint pain and frequently resulting in scarring of the heart valves.
- 6) Any condition causing or indicating impaired lung function.

**Ex.4. Complete the following table with cognate parts of speech – nouns, verbs, adjectives and adverbs where possible:**

Verb	Noun	Adjective	Adverb
	constitution		
grieve			necessarily
			conscientiously
offend			
		enthusiastic	
	persistence		
		merry	

**Ex.5. Find the synonyms in the text to the following words:**

*sad*

1. m-----

2. y-----

*cheerful*



3. m----
- to shine*
4. g-----
5. g----
6. g----
- ancient*
7. p-- -A-----
8. a-----
- a guess*
9. s-----
- worn*
- 10.s----
- to slide*
- 11.g----
- a dam*
- 12.w---
- to cry*
- 13.s--
- a dream*
- 14.s-----
- a face*
- 15.c-----
- to bend*
- 16.c-----
- disabled*
- 17.c-----

**Ex.5. Put the following words / phrases into the gaps in the correct form:**

a leg   to tremble   countenance   mustard   sad   to flash   to foresee to stick   to peer   to talk   to pick   to pour   clothes
--

1. The boat you hire up the river above Marlow is not the sort of boat in which you can \_\_\_\_\_ about and give yourself airs.
2. He said he had \_\_\_\_\_ us out the best boat in all his stock, and he thought we might have been more grateful.
3. George took the fun more soberly, and \_\_\_\_\_ to the umbrella..
4. George requested that we would not \_\_\_\_\_ about these things, at all events until he had finished his cold boiled beef without \_\_\_\_\_.
5. He said it was one of the \_\_\_\_\_ things he had ever known.
6. We refilled our glasses and joined in; Harris, in a voice \_\_\_\_\_ with emotion, leading, and George and I following a few words behind.
7. After that we could walk about the village in the \_\_\_\_\_ rain until bed-time.
8. If, we said—if anything \_\_\_\_\_ should happen, preventing our return, we would write to him..
9. Our fine bronzed \_\_\_\_\_ and picturesque \_\_\_\_\_ were followed round the place with admiring gaze.
10. And Montmorency, standing on his hind \_\_\_\_\_, before the window, \_\_\_\_\_ out into the night, gave a short bark of decided concurrence with the toast.

**Ex.5. Translate the following sentences from Russian into English using the words from the text given in brackets after the sentences. Then check up your translation with the original sentences from the text.**

1. Наемная лодка живо заставляет своих пассажиров прекратить подобные глупости. (occupants)
2. Мальчик ушел и через пять минут вернулся, с трудом толкая вперед какой-то допотопный деревянный обрубок.  
(antediluvian, a chunk)
3. Джордж предложил нам реванш, но мы с Гаррисом решили не сражаться больше с судьбой. (fate)
4. Чем дальше мы с Гаррисом слушали эту песню, тем больше нам хотелось броситься друг другу на шею и зарыдать. (mournful strains)
5. Мы переглянулись, и каждый, казалось, прочел на лицах других свои собственные низкие и грешные мысли. (mean, guilty)
6. Должен сознаться, этот ужин доставил мне удовольствие.  
(to confess)

## **SPEAKING AND ANALYSIS**

***Ex.1. Remember which episodes the following words and phrases are taken from. Describe the episodes briefly:***

- 1.to flash about
- 2.a double sculling skiff
- 3.fossil
- 4.a veal pie
- 5.rheumatic fever
- 6.a yearnful melody

***Ex.2. Read the following passage and say, why the author used indirect speech here. Convert the indirect speech into direct speech. Would the passage sound more expressive?***

*We played for about an hour and a half, by the end of which time George had won four pence—George always is lucky at cards—and Harris and I had lost exactly two pence each. We thought we would give up gambling then. As Harris said, it breeds an unhealthy excitement when carried too far. George offered to go on and give us our revenge; but Harris and I decided not to battle any further against Fate. After that, we mixed ourselves some toddy, and sat round and talked. George told us about a man he had known, who had come up the river two years ago and who had slept out in a damp boat on just such another night as that was, and it had given him rheumatic fever, and nothing was able to save him, and he had died in great agony ten days afterwards. George said he was quite a young man, and was engaged to be married. He said it was one of the saddest things he had ever known. And that put Harris in mind of a friend of his, who had been in the Volunteers, and who had slept out under canvas one wet night down at Aldershot, “on just such another night as this,” said Harris; and he had woke up in the morning a cripple for life. Harris said he would introduce us both to the man when we got back to town; it would make our hearts bleed to see him.*

***Ex.3. Read this episode about the double sculling skiff, which J. and his party wanted to hire. How does the author let us know that the boat was in a bad condition? Find all literary devices that help him do that.***

*The boy went, and re-appeared five minutes afterwards, struggling with an antediluvian chunk of wood, that looked as though it had been recently dug out of somewhere, and dug out carelessly, so as to have been unnecessarily damaged in the process.*

*My own idea, on first catching sight of the object, was that it was a Roman relic of some sort,—relic of what I do not know, possibly of a coffin.*

*The neighbourhood of the upper Thames is rich in Roman relics, and my surmise seemed to me a very probable one; but our serious young man, who is a bit of a geologist, pooh-poohed my Roman relic theory, and said it was clear to the meanest intellect (in which category he seemed to be grieved that he could not conscientiously include mine) that the thing the boy had found was the fossil of a whale; and he pointed out to us various evidences proving that it must have belonged to the preglacial period.*

*To settle the dispute, we appealed to the boy. We told him not to be afraid, but to speak the plain truth: Was it the fossil of a pre-Adamite whale, or was it an early Roman coffin?*

***Ex. 4. Retell the episode with the supper in the boat and listening to George playing his banjo from J.'s and George's viewpoints.***

***Ex. 5. Decide on the keywords you chose from the chapter and retell the chapter using the third person narration.***

## ***GLOSSARY OF LITERARY TERMS***

***Atmosphere*** – emotions and feelings an author conveys to his readers through descriptions of objects and settings.

***Comparison*** - literary device in which a writer compares or contrasts two people, places, things, or ideas.

***Colloquialism*** - the use of informal words, phrases or even slang in a piece of writing.

***Emotionally-coloured words*** – words that evoke emotions, opposed to neutral words

***Epithet*** - a literary device that describes a place, a thing or a person in such a way that it helps in making the characteristics of a person, thing or place more prominent than they actually are.

***Exaggeration*** – overstatement, showing that something is beyond the limits of truth

***Gradation*** - a minute change from one shade, tone, intonation, description to another

***Hyperbole*** - a figure of speech, which involves an exaggeration of ideas for the sake of emphasis. an unreal exaggeration to emphasize the real situation.

***Idiom*** - a set expression or a phrase comprising two or more words, which is not interpreted literally.

***Irony*** - is a figure of speech in which words are used in such a way that their intended meaning is different from the actual meaning of the words.

***Lyrical digression*** - several sudden interruptions in the main action of the story, which provides him background information, establish his interest, describe character's motivation and build suspense, etc. Used to to create a temporary departure from the main subject of the narrative to focus on apparently unrelated topics, explaining

background details. However, after this temporary shift, authors return to the main topic at the end of the narrative.

**Metaphor -** a word or phrase that is used to make a hidden comparison between two things. Does not use words like “as”, “like” etc.

**Narration -** a recital of events, especially in chronological order

**Parallelism -** the use of components in a sentence that are grammatically the same; or similar in their construction, sound, meaning or meter.

**Paradox -** a statement that appears to be self-contradictory or silly but may include a latent truth. It is also used to illustrate an opinion or statement contrary to accepted traditional ideas.

**Parenthesis -** a qualifying or explanatory sentence, clause or word that writers insert into a paragraph or passage. However, if they leave it out, even then grammatical it does not affect the text that is correct without it. Writers mark them off by round and square brackets or by commas, dashes, little lines and brackets. As far as its purpose is concerned, this verbal unit provides extra information, interrupts syntactic flow of words, and allows the readers to pay attention on explanation.

**Polysyndeton -** a stylistic device in which several coordinating conjunctions are used in succession in order to achieve an artistic effect.

**Simile -** a literary device that makes a comparison between two things using the words “like” or “as.” The objects of different categories are compared.

**Tone -** an attitude of a writer toward a subject or an audience. Tone is generally conveyed through the choice of words or the viewpoint of a writer on a particular subject.

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**READING ENGLISH CLASSICS  
(J. K. JEROME “Three men in a boat”)**

Дизайн обложки  
***М.А. Ахметов***

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