

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»
(САМАРСКИЙ УНИВЕРСИТЕТ)

И.В. САВИНА, И.Б. КРИВЧЕНКО

ИЗУЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА
НА ПРИМЕРЕ КНИГИ
“THE THIEF AND OTHER STORIES”
BY RUTH RENDELL

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С.П. Королева» в качестве практикума для обучающихся по основной образовательной программе высшего образования по направлению подготовки 45.03.02 Лингвистика

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канд. пед. наук, доц. А. П. К у з ь м и н а

Савина, Ирина Владимировна

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Содержит биографию автора, 9 разделов с заданиями и приложение. Представленные в разделах задания включают работу с лексикой, подлежащей активному усвоению, упражнения на транскрибирование, обеспечивающие фонетическую расшифровку лексических единиц, упражнения, направленные на развитие коммуникативных умений и речевых навыков, а также навыков перевода. В конце каждого раздела предлагаются вопросы дискуссионного характера, которые помогут обучающимся подготовиться к обсуждению текста, а также сосредоточить внимание на концептуально важных в содержательном плане моментах.

В разделах присутствуют задания, направленные на развитие творческих способностей обучающихся, на активизацию их фоновых знаний об известных людях, о страноведении Великобритании и т.д.

Предназначен для обучающихся по направлению подготовки «Лингвистика», и ориентирован на организацию самостоятельной работы обучающихся по дисциплине «Практический курс первого иностранного (английского) языка» с целью расширения активного и пассивного словарного запаса, а также комплексного развития навыков как устной, так и письменной речи.

Практикум подготовлен на кафедре английской филологии.

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RUTH RENDELL. BIOGRAPHY

Ruth Rendell was one of the world's most skilful and popular writers of mysteries and suspense thrillers. Ruth Grasemann was born in 1930, in England. She worked as a newspaper reporter and a copy editor for West Essex newspapers from 1948 to 1952. In 1950 she married Donald Rendell. Ruth Rendell died in 2015, in London.

Rendell was described as the "new Agatha Christie," the "new First Lady of Mystery," and the "British Simenon." While she was hailed primarily for her creation of character, she was also praised for her inventive plots, her keen social observation and incisive social criticism, her evocative settings, and her startling and often grim endings. But what especially raised her writing above the level of much detective fiction was her masterly control of the elements of style (figurative language, dialogue, and irony) more often associated with "serious" fiction.

A prolific writer with consistently high standards, Rendell completed 27 novels and three short story collections. She also produced several novels under the pseudonym Barbara Vine. These works fall into two separate sub-genres of crime fiction. The first is the British police procedural, which features Reginald Wexford, the clever chief inspector of a town in south-eastern England. The second is the individual psychological suspense thriller, with no detective and with no recurring characters. Rendell excels equally in both forms: her remarkable talent has been able to accommodate the rigid rule of the reassuring mystery story (where a superficial logic conceals a basic fantasy) as well as the wider range of the disturbing psychological thriller. Here she specialized in examining the inner guilt and darkness of her characters, whether they were drably commonplace or alarmingly aberrant. In fact, Rendell achieved suspense precisely by combining the more traditional elements of crime fiction with her rare

gift for psychologically astute character study. Sexual obsession, immaturity, exaggerated fantasy lives, and the gap between parent and child are recurring elements in these novels. The reader experiences the desperate alienation of these characters and is absorbed into the excitement of spotting and tracking the victims all the way to the murderous conclusions.

Rendell's mastery of crime fiction was widely recognized and honoured. She received many awards, including the Mystery Writers of America's Edgar Allen Poe Award for short story and the Crime Writers Association's Gold Dagger Award. Her works have been translated into 14 languages.

SECTION ONE

THE THIEF. Chapters 1-2 (pp. 3-11)

1. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.

1. a blow-up pool (3)
2. to get carried away with (3)
3. to splash water over (3)
4. to smack (3)
5. to stay behind (4)
6. to smash (5)
7. to look smb straight in the eye (5)
8. to let smb down (6)
9. to spread one's things out (7)
10. to get embarrassed (8)
11. a high-pitched voice (8)
12. to get bored out of one's head (8)
13. to upgrade to a higher class (8)
14. to fasten the seat belt (8)
15. to match smb's rudeness (10)

2. Transcribe and pronounce the following words. Make sure you know what they mean.

righteous, queue, conveyor, label, towards, liar, doubt, wrap, liven, jerk, dessert, sponge

3. Find in the text the following verbs and phrases describing relations. Retell the situations in which they are used.

to despise (4), to hate(4), to dislike (4), to split up with (5), to walk out on (6), to fall in love (6)

4. Find in the text and translate the following words and phrases connected with travelling by plane. Retell the situations in which they are used. Use them to describe your flying experience.

to check in, the check-in desk, a conveyer, the arrival zone, a boarding pass, a gate, the seating area, the airfield, aircraft, to call the flight, boarding, a business class ticket, an economy class ticket, to upgrade to a higher class, a passenger, a seat, a member of the crew, to take off, a trolley, a stewardess, a tray, the chief steward, landing.

5. Comment upon the following proverb, give its Russian equivalent.

First come, first served.

6. Complete the gaps with prepositions.

1. She walked slowly ____ the rooms of the house.
2. The head teacher asked everyone ____ the missing watch.
3. It was a habit ____ Polly to steal things.
4. The traffic was heavy ____ that time of the morning.
5. The next day Tom walked out ____ Polly.
6. He firmly believed ____ the good of truth-telling.
7. Another good thing happened ____ her.
8. She was flying to New York and he was seeing her ____.
9. They were sorry the food hadn't been ____ his liking.
10. He poured it over me ____ purpose.

7. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.

8. Write out the proper names of the characters. Make brief notes on what you have learnt about them.

9. Questions and points for discussion. Use the words and phrases from ex. 1-4.

Ch. 1

1. When and why did Polly start stealing things?
2. Did her aunt use a suitable method to deal with a misbehaving child? Give reasons.
3. Who did Polly steal things from?
4. Did her habit make it difficult for other people to communicate with her?
5. How was Alex Swain different from her previous boyfriends?
6. How did Polly's behavior change under his influence?
7. Define lying.
8. Can lying be a good thing?
9. Why do children lie?
10. Why do adults lie?

Ch. 2

1. Speak about the man who attracted their attention at the airport.
2. Was Lant's behaviour in the seating area appropriate?
3. Did Polly interfere?
4. What would you do if you witnessed such behaviour?
5. Was Mr. Lant a pleasant fellow-traveller to sit next to on the plane? Why?
6. Have you ever sat close to someone unpleasant while travelling? What happened?
7. Why did Polly and Mr. Lant quarrel?
8. What did the quarrel lead to?
9. What would you do if you were Polly?

SECTION TWO

THE THIEF. Chapters 3-4 (pp. 12-24)

1. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.

1. to sigh with relief (13)
2. footfalls (13)
3. feeble (14)
4. meek (14)
5. the flight crew (14)
6. to dim the lights (14)
7. an outward trip (16)
8. lost baggage counter (16)
9. to long (17)
10. a first offence (19)
11. a criminal record (19)
12. to get a fine (19)

2. Transcribe and pronounce the following words. Make sure you know what they mean.

though, instead, alcoholic, dare, ramp, cubicle, worthy, vase, triumph, scissors, Moslem, drawer, yolk

3. Give the English equivalents to the following phrases. Give sentences or situations from the text in which they are used. Use them in the sentences of your own.

1. это пятно не получится вывести (12)
2. мне это мерещится (13)
3. она покраснела (13)
4. она пристегнула ремень (14)
5. я за тобой внимательно слежу (15)

6. она отплатила ему (16)

7. вдвое больше (20)

4. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.

5. Google additional information on the following place names. Make a report on the chosen topic.

West London, Notting Hill, Maida Vale, Bayswater, Willesden, Bristol Road, NW2

6. Questions and points for discussion. Use the words and phrases from ex. 1-3.

Ch. 3

1. Did Polly tell Alex about the incident on the plane? Why?
2. What was Polly thinking about during the wedding ceremony?
3. Who did Polly see at the airport?
4. Did she feel sorry for what she had said to him?
5. Do you think she should have said sorry? Would it have changed the situation a lot?
6. How did Mr. Lant take revenge on Polly?
7. Why did Polly take Mr. Lant's suitcase?
8. Did she regret her actions? What do you think she should have done?
9. Was Polly happy to see Alex? Why?
10. Why didn't Polly open the suitcase at once?
11. What was she going to do with Lant's things?
12. What did she find among Lant's things?

Ch.4

1. Did Polly think that stealing money was worse than stealing things?
2. What did she decide to do with Lant's things?
3. Why did a phone call frighten her so much? Who was it from?
4. Why did she have a drink? Do you think Mr. Lant was right to have called her an alcoholic?
5. Where did Polly go in the evening?
6. What clothes did she wear? Why?
7. Did she find the house she was looking for? What was it like?

SECTION THREE

THE THIEF. Chapters 5-9 (pp. 24-43)

1. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.

1. to propose to smb (24)
2. to make a vow (25)
3. to hoot (26)
4. to be due at (27)
5. to stiffen (30)
6. to shiver with the cold (31)
7. to draw a deep breath (31)
8. headlights (32)
9. to the brim (33)
10. light-hearted (35)
11. a drizzle (38)
12. a downpour (38)
13. to shake all over (39)
14. an ex (39)

15. to stumble (40)
16. to grasp smb by the arm (41)
17. at any rate (42)
18. to slash at (43)

2. Transcribe and pronounce the following words. Make sure you know what they mean.

shawl, guilty, squeak, frown, gulp, champagne, dumb, hoarse, tough, unconscious

3. Complete the gaps with prepositions.

1. Why had she ever spoken ____ him?
2. He wouldn't want to be married ____ a woman like me.
3. Suppose the money got lost ____ the post?
4. Driving ____ high speed, she reached home at twenty-five to eight.
5. I don't much care ____ jokes like that.
6. A man doesn't mistake someone else ____ his own daughter.
7. Lant came here ____ purpose to make Alex think he and Polly were having an affair.
8. She couldn't keep him with her ____ force.
9. She picked up the CD player and threw it ____ the wall.
10. She took out the CDs and broke them ____ two.
11. The drink got ____ her at last.

4. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.

5. Questions and points for discussion. Use the words and phrases from ex. 1-3.

Ch. 5

1. Did Alex suspect anything?
2. What did Polly start thinking about?
3. Did she want to tell Alex the truth? Why? Do you think it would have helped to improve the situation?
4. Speak about Polly's second visit to Bristol Road.
5. Did she notice that she was being followed on her way back?
6. Why do you think Lant hadn't gone to the police?
7. Prove that a silent phone call made Polly panic.

Ch. 6

1. Had Polly ever taken revenge on Louise? Why?
2. Why did Polly drive to Lant's house again?
3. Why did the trip take her longer than she had expected?
4. Were there any more silent phone calls?
5. Speak about the dinner at her parents' house.
6. Did Alex make a remark about her drinking too much?
7. What did Alex want to talk to Polly about?

Ch. 7

1. Why did Polly feel so light-hearted the next morning?
2. Speak about the incident with the orange T-shirt.
3. What was Polly thinking about? Was she trying to justify her own actions?
4. Prove that they were going to have a romantic dinner.

Ch. 8

1. Who did they meet at the front door of their house?
2. Why did Lant act that way?
3. Did Polly try to explain the situation?
4. Did Alex listen to her explanations?

5. Do you think he should have given her a chance to explain?

Ch. 9

1. Who was Polly angry with? Why?

2. Why did she look for the ring?

3. Why did she start destroying the furniture and things in the house?

4. How does the story end?

6. Discussion

1. Speak on the main characters of the story.

2. Who do you sympathize with?

3. The story has an open ending. What do you think happened to the characters after that?

SECTION FOUR

A CASE OF COINCIDENCE (pp. 44-52)

1. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.

1. capital punishment (44)

2. to strangle (44)

3. illiterate (45)

4. to look at smb with compassion (45)

5. to be appalled by (45)

6. flawless (46)

7. dashing (47)

8. a smuggler (47)

9. to have a mental breakdown (48)

10. to save smb's sanity (48)

11. with total dedication (48)
12. dangling (49)
13. to take a statement from (51)
14. to condemn smb to death (52)

2. Transcribe and pronounce the following words. Make sure you know what they mean.

obituary, abolition, cardiac, succinctly, neurotic, euthanasia, bungalow, diplomatic, mourn, austere, tranquil, metamorphosis

3. Complete the gaps with prepositions.

1. No one would associate murder ____ the late Sir Michael.
2. He was arrested and charged ____ murder.
3. The counsel started to describe Norah Lestrangle's reasons ____ being in the neighborhood that night.
4. Did he passively agree ____ this infidelity of hers?
5. They lived ____ tinned food and fish and chips.
6. Now you're feeling guilty ____ something you haven't done.
7. He was charged only ____ Norah's murder.

4. Google additional information on the following place names. Make a report on the chosen topic.

Essex, Chelmsford, Colchester

5. Google additional information on the following quotation: "*If I love thee not, chaos is come again*". What were the circumstances which led Othello to say so?

6. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.

7. Write out the proper names of the characters. Make brief notes on what you have learnt about them.

8. Questions and points for discussion. Use the words and phrases from ex. 1-3.

1. Speak about Wrexslade murders.
2. What kind of relations did the LeStrange couple have?
3. Why didn't they divorce?
4. What plans did Michael LeStrange have for that weekend?
5. What plans did Norah LeStrange have for that weekend?
6. What happened that weekend?
7. Who did the police suspect? Why?
8. What confession did Michael LeStrange make?
9. Why didn't the police believe him?
10. Do you know any other cases when people tell the truth and they are not believed?
11. What is your opinion about capital punishment, abortion, euthanasia?

9. Discussion

1. Speak on the main characters of the story.
2. Who do you sympathize with?

SECTION FIVE

THORNAPPLE (pp. 53-67)

1. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.

1. to tug smth out (53)
2. to strain off (53)

3. to appeal to smb's common sense (54)
4. a second cousin twice removed (54)
5. single-minded (55)
6. to deign (55)
7. to throw oneself at the mercy of smb (57)
8. to take advantage of (58)
9. to dispose of (61)
10. in the nick of time (61)
11. to get to the end of one's tether (62)
12. to outstay smb's welcome (62)
13. to mean more than a row of pins to smb (65)

2. Transcribe and pronounce the following words. Make sure you know what they mean.

triumph, gastritis, chagrin, overture, senile, lethal, arthritis, grotesque, hearthrug, usurp, cerebral haemorrhage, contributory

3. Find in the text and translate the following names of plants and berries.

thornapple, chestnut, datura stramonium, hemlock, henbane, raspberry, mulberry, greengage, nightshade, muscarine, poinsettia, daffodil

4. Give the English equivalents to the following phrases. Give sentences or situations from the text in which they are used. Use them in the sentences of your own.

1. охотиться за наследством (54)
2. неожиданный доход (55)
3. орать во все горло (57)
4. не мог не любить (59)

5. намекнуть (62)
6. бросить свою добычу (67)

5. Find in the text, write out and translate the words and phrases connected with cooking.

6. Google additional information on the following famous people. Make a report on the chosen topic.

Pythagoras, Fahrenheit, Celsius, Nobel

7. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.

8. Write out the proper names of the characters. Make brief notes on what you have learnt about them.

9. Questions and points for discussion. Use the words and phrases from ex. 1-4.

1. What plant caused James's admiration? Why?
2. What was James's hobby? Why didn't his parents suspect what his hobby was?
3. What was James doing in the garden when Rosamund came up to him?
4. Where were the children supposed to go?
5. How were the attitudes of James and Rosamund to their aunt different?
6. What was Rosamund's ambition?
7. What was Sindon Lodge like?
8. Why wasn't Mirabel going to inherit Aunt Julie's house?

9. Was James's mother right when she tried to explain to her son the reasons for the aunt's behavior? Is it better to keep such things secret from children?

10. Why did Mirabel come to stay with the Fyfields?

11. Were the family members happy to let her stay?

12. Did James like Mirabel? Why?

13. Did Aunt Julie know why her relatives visited her? Who did she confide to?

14. Why did Mirabel and James start talking about poisons?

15. Why did Aunt Julie let Mirabel stay with her in the end?

16. What did Aunt Julie tell James about her will? Why didn't she leave any money to him?

17. How did Aunt Julie die?

SECTION SIX

THORNAPPLE (pp. 68-80)

1. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.

1. to confide to (68)

2. to shoot up (68)

3. to cast a cynical eye over (69)

4. winsome (70)

5. to put one's foot down (71)

6. dressed up to the nines (72)

7. to grab hold of smb (73)

8. to saddle smb with (73)

9. to be rooted to the spot (75)

10. to evade smth (78)

11. to sit tight (79)
12. to underrate (80)

2. Transcribe and pronounce the following words. Make sure you know what they mean.

bequeath, mourn, juvenile, pint, quiver, waxen, toxicity, hysterical, vague, equilibrium

3. Complete the gaps with prepositions.

1. People were being nice to her ____ the sake of the money.
2. She sighed ____ despair and broke into a long apology.
3. It was pouring ____ rain.
4. A child can't concentrate ____ one thing for more than nineteen minutes ____ a time.
5. We can't phone! The phone is ____ ____ order!
6. The poison was resistant ____ drying.
7. He didn't seem to be ____ pain.
8. We'll keep him in for tonight, just to be ____ the safe side.

4. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.

5. Write out the proper names of the characters. Make brief notes on what you have learnt about them.

6. Questions and points for discussion. Use the words and phrases from ex. 1-2.

1. What were the provisions of Aunt Julie's will? How did her relatives react to it?
2. What changes took place in Mirabel's life?

3. Why did Mirabel need a babysitter?
4. Were James and Rosamund old enough to look after a child?

Why?

5. What was James doing that Tuesday when Mirabel came?
6. Did James and Rosamund agree to keep an eye on Oliver?
7. What did Oliver do?
8. Did James blame himself for what had happened? How did he visualize his future?
9. Did James tell the doctors the truth? Was it easy for James to do so? How do his actions characterize him?
10. How did James expect Mirabel to behave? Did she behave differently?
11. How did she betray herself?
12. Did anybody understand it?

7. Discussion

1. Speak on the main characters of the story.
2. Who do you sympathize with?

SECTION SEVEN

MAY AND JUNE (pp. 81-89)

1. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.

1. to look at smb twice (81)
2. a string of admirers (81)
3. a civil servant (81)
4. to cast a spell on (82)
5. to trespass (83)
6. to let bygones be bygones (84)

7. to be reconciled (84)
8. bereaved (84)
9. a stately home (85)
10. reticent (87)
11. if the worst comes to the worst (89)
12. at close range (89)

2. Transcribe and pronounce the following words. Make sure you know what they mean.

genteel, jilt, colonel, infatuation, bargain, virus, anguish, wreath, carat, piteously

3. Complete the gaps with prepositions.

1. She had no particular talent ____ anything.
2. Walter went straight ____ the army.
3. June looked up to Walter ____ comfort.
4. Don't be cruel to me! Don't hold that ____ me now!
5. I want to make ____ ____ you for what I did.
6. He was unable to express his feelings ____ paper or by word ____ mouth.
7. I think you've been punished ____ what you did.

4. Google additional information on the following quotation: "*forgive those who trespass against us*". Where is it taken from? Comment on the quotation.

5. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.

6. Write out the proper names of the characters. Make brief notes on what you have learnt about them.

7. Questions and points for discussion. Use the words and phrases from ex. 1-2.

1. Compare the two daughters, their characters, appearances, abilities.

2. Should the parents have brought up their two daughters differently?

3. Who did May fall in love with? Why was Mrs Thrace frightened?

4. Why couldn't May forgive June? Was she right to behave the way she did?

5. What advice did her mother give May? Should she have helped her daughter in some other way?

6. Why didn't May have a family of her own? Was it her fault?

7. Why did May secretly read June's letters to the mother?

8. What did May think about when she met Walter at her father's funeral?

9. When were the sisters reconciled?

10. Did June understand May's emotions for her? Should she have suspected her?

11. Why didn't June want to talk to May about Walter?

12. What made May believe that Walter hadn't loved June?

13. What happened one night? Do you think May would regret her actions?

14. Do you think it could be considered divine retribution? Who was to blame for the tragedy?

8. Discussion

1. Speak on the main characters of the story.

2. Who do you sympathize with?

SECTION EIGHT

PEOPLE DON'T DO SUCH THINGS (pp. 90-100)

1. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.

1. irresponsible attitude (90)
2. to keep solvent (90)
3. a fellow-feeling (91)
4. conventional (91)
5. to lie low (93)
6. man of the world (93)
7. dotage(93)
8. to make a clear total (94)
10. to get the advance on (the book) (94)
11. to have an overdraft (95)
12. to be privy to smb's secrets (97)

2. Transcribe and pronounce the following words. Make sure you know what they mean.

virtuosity, amorous, cliché, sensual, memento, scalpel, apathy, celibacy, trial, alibi

3. Google additional information on the following famous people. Make a report on the chosen topic.

Henrik Ibsen, Bernard Shaw, Cesare Borgia, Casanova

4. Google additional information on the following place names. Make a report on the chosen topic.

Kensington, Bayswater, Paddington, the Park, the Ring

5. Google additional information on the following quotations: “People don’t do such things”, “Don’t do to others as you would have others do to you”. Comment on them.

6. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.

7. Write out the proper names of the characters. Make brief notes on what you have learnt about them.

8. Questions and points for discussion. Use the words and phrases from ex. 1-2.

1. How did the narrator get acquainted with Reeve Baker?
2. What kind of person was Reeve?
3. Did the narrator like him? Why were they friends?
4. Why did Reeve’s attitude to women shock the narrator?
5. What was the narrator’s idea of a good husband and a good wife?
6. How did Gwendolen’s attitude to Reeve change?
7. Did her attitude to the narrator change?
8. Why didn’t he understand what was happening?
9. Why did Gwendolen become depressed?
10. Where did Reeve plan to go one day?
11. How did the narrator find out that Reeve hadn’t gone anywhere? Was he surprised?
12. Why did he decide to tell his wife about it? What did he guess about from her reaction?
13. What souvenirs did he find in his wife’s dressing table? How did he suppose she got them?

14. Where did Gwendolen go? Did the narrator follow her? What confession did she make?
15. What happened after that?
16. Prove that the crime was very well thought through.
17. Why didn't anyone suspect that Reeve had been framed?

9. Discussion

1. Speak on the main characters of the story.
2. Who do you sympathize with?

SECTION NINE

THE FALLEN CURTAIN (pp. 101-110)

1. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.

1. to refer to (101)
2. to lure (101)
3. to set foot in (102)
4. to dally (102)
5. broad daylight (103)
6. a shattering sound (104)
7. a wild beast (104)
8. to have one's way (105)
9. to feel inferior to smb (105)
10. a common (108)
11. a dashboard (107)
12. gleeful giggle (109)
13. an embrace (110)

2. Transcribe and pronounce the following words. Make sure you know what they mean.

threat, petunia, lupin, arthritis, éclair, cocoa, biscuit, nostalgia, gully, savage, fierce

3. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.

4. Write out the proper names of the characters. Make brief notes on what you have learnt about them.

5. Questions and points for discussion. Use the words and phrases from ex. 1-2.

1. What incident did Richard's mother refer to as "that dreadful evening"?

2. What were the relations among Richard's family members like?

3. Why wasn't he allowed to go home from school with his friend?

4. Where was he allowed to go on Wednesdays? How did he get to the grandmother's house? Did he look forward to these visits? Why?

5. What did he remember about that day in March? Who found him?

6. What do you think had happened? Why did he lose his memory?

7. How did this incident influence Richard's life as a child? Did it influence his adult life? How?

8. Why did his mother keep reminding him of that incident?

9. Where did he get the money to buy a car?

10. Why did he drive to Upfield the day after he had passed his driving test?

11. Why did a feeling of nostalgia come over him?

12. Had the place changed much? Did he see it differently being a grown-up?

13. Did he mean to start speaking to the boy? Did he control the words that came to his mouth?

14. Did he start to remember something?

15. What did he learn about the boy?

16. Where did he take the boy? What did they talk about?

17. Did Barry remember afterwards what had happened to him?

18. Where did Richard go to buy fish and chips? How did he know where the shop was?

19. What game did Richard suggest playing? Why?

20. What emotions did he experience while looking for the boy?

21. Was Barry frightened?

22. What did Richard tell Barry when he brought him home?

6. Discussion

1. Speak on the main characters of the story.

2. Who do you sympathize with?

SUPPLEMENT

I. VOCABULARY REVISION

Revise the active vocabulary from the book. Translate the following sentences.

Sections 1-3:

1) Урок был неинтересный, и Том чуть не свихнул челюсти от скуки. Он разложил карандаши и ручки на парте и воображал себя главнокомандующим, ведущим армию к победе. Он так увлекся игрой, что не заметил и выкрикнул пару предложений вслух. Сердитый звонкий голос учительницы вернул его к действительности, и он смутился. «Останешься после уроков и объяснишь свое поведение!» – сказала она.

2) «Я никогда тебя не подведу», – сказала она, глядя мне прямо в глаза. Если бы не моя воспитанность, я бы ударила ее. Но я смогла достойно ответить на ее неискренность, скрыв за любезными словами то, как сильно я ее презираю.

3) После прохождения регистрации и досмотра человек отправляется в зал ожидания. Здесь пассажир ждёт, пока не объявят его рейс. До объявления посадки пассажиры могут пройтись по магазинам и кафе. Ожидая вылет, нужно слушать объявления и не пропустить свой рейс. Услышав о начале посадки, необходимо подойти к своему выходу, указанному на посадочном талоне.

4) После приземления пассажир окажется в аэропорту города (страны) прибытия. К выходу из самолёта подадут трап. По нему пассажиры спускаются на землю и заходят в автобус, который везёт их в помещение аэропорта. Затем необходимо пройти паспортный контроль (для международных авиарейсов) и получить свой багаж.

5) «Судимость существенно помешает ему в карьере», – подумала Миранда, и все же она вздохнула от облегчения, услышав, что судья постановил только взыскать штраф с ее сына. Она опасалась, что, не смотря на то, что он впервые совершил преступление, суд отправит его в тюрьму.

6) Свет был приглушен, и она не сразу разглядела своего попутчика. «Мне это мерещится», – подумала она и покраснела. Это был тот же самый человек, который сидел рядом с ней, когда она летела за границу. «Он за мной следит!» – она пристегнула ремень, желая, чтобы перелет скорее закончился.

7) «Мы должны быть на совещании через полчаса. Гони!» – сказал шеф. Тем временем мелкий дождь превратился в настоящий ливень, и даже зажженные фары не улучшали видимость. На обочине стоял человек. Я посигналил ему, но вместо того, чтобы отойти на шаг, он оступись и полетел нам под колеса. Как я успел затормозить, не знаю. Во всяком случае, я выскочил из машины, схватил его за руку, потащил на тротуар. Меня трясло.

8) «Зря ты ведешь себя так беззаботно», – сказала она, глубоко вздыхая и наполняя вином бокал до краев. – «Ее бывший поклялся резать любого, кто осмелится сделать ей предложение».

Sections 4-6:

1) В прошлом его бы осудили на смерть за то, что он задушил девушку, но сейчас смертная казнь отменена во многих странах. Поэтому его ждет пожизненное тюремное заключение.

2) Миссис Говард посмотрела на девочку с состраданием: «Ее почерк безупречный, но я в ужасе от ее ошибок. Как можно быть такой безграмотной!»

3) Когда у нее был нервный срыв, ее сестра самоотверженно за ней ухаживала. Именно забота ее сестры помогла ей сохранить рассудок.

4) «Я взываю к вашему здравому смыслу. Если мое уважение хоть что-то для вас значит, вы так не поступите». – Но он не удостоил меня ответом.

5) – Кто такая Джейн? Твоя двоюродная сестра?

– Честно говоря, я и сама не уверена, какая-то дальняя родственница, про таких говорят, седьмая вода на киселе.

– Мне кажется, она у вас загостилась. Неужели вы не хотите избавиться от нее?

– Еще как! Мое терпение уже на пределе.

6) Ты появился как раз вовремя. Я уже был готов сдаться врагу.

7) Я восхищаюсь его целеустремленностью, он готов воспользоваться любой возможностью, чтобы достичь своей цели.

8) Очень опасно недооценивать своего противника. Она доверила ему свой секрет, а он воспользовался этим ради собственной выгоды и теперь хочет избежать ответственности.

9) Она окинула меня скептическим взглядом и сказала, что сидеть выжидать глупо. Надо хвататься за любую возможность доказать свою правоту и твердо настаивать на своем.

10) Необязательно наряжаться в пух и прах. Ты будешь выглядеть очень мило в простом черном платье.

11) Она взвалила на меня эту неприятную миссию. Меня как громом поразило, когда я об этом узнала.

Sections 7-9:

1) Говорили, что он будто бы околдовал свою жену, и после его смерти она так и продолжала скорбеть, несмотря на прошедшие 5 лет и толпу поклонников.

2) В юности он был очень амбициозен, но карьерного взлета не получилось, и ему пришлось смириться со скромной должностью чиновника.

3) Она сказала, что он из тех, кто вообще не цепляет взгляд, и согласиться выйти за него замуж она смогла бы только в самом худшем случае.

4) Вблизи дом оказался величественным особняком. Нарушители границ частной территории затаились.

5) – Кто прошлое помянет, тому глаз вон!

– Ну уж нет! Ты проиграл деньги, перерасходовал кредит в банке, а теперь я должен обеспечивать твою платежеспособность? Сын, я устал от твоего безответственного отношения.

6) Позвольте мне четко подвести итог. Я знаю жизнь и людей и потому не хочу вникать в ваши секреты.

7) Я чувствую симпатию к тем, кто похож на меня. Вот, например, Кэрри. Её взгляды абсолютно традиционны, как и мои.

8) «Думаешь, у меня маразм?» – спросил он, весело хихикая. – «Я просто люблю все делать по-своему».

9) Пытаясь заманить меня в поход в горы, она описывала это место как такое, куда не ступала нога человека, где среди бела дня можно увидеть диких зверей.

10) Со стороны пустыря раздался оглушительный треск, и она в страхе сильнее обняла ребенка.

II. HOW TO RETELL THE TEXT

A. What is retelling for?

Retelling

- is a great way to share information about a text with other people;
- is a good way to remember what you've read;
- helps to make sure that you really understand the text.

Retelling is an important foundational skill for language learners. It promotes story comprehension and helps students develop expressive

vocabulary. When students can retell a story, they are activating their thinking skills, and their imagination. They are also developing sequencing skills as they work to explain and retell the events of a story in the order they read them. Students who can read a text and retell the story have an understanding of the story plot.

B. Here you can find useful phrases how to retell the text.

1) The beginning of the retelling

I am going to tell you about the text that I've just read.

I'll try to say a few words about the text that I've read.

I've read the passage from the book ... by ...

I'd like to comment on the book that I've read.

2) The title of the text

The story is entitled ...

The text is headlined ...

The headline of the article I've read is ...

The headline reads as follows ...

3) The author of the book; when and where it was published

The author of the book is ...

The text is written by ...

It was published in ...

4) The action, the place, the characters

The action takes place ...

The main characters are ...

The scene is set in ...

5) The main idea of the text

This text deals with

The story is about ...

The article is devoted to ...

The main idea of the story is ...

The text touches upon (the problem of) ...

The story is a dramatic (interesting, funny, amusing, exciting) narration about ...

The article gives much information on ...

The purpose of the text is to give the reader some information on ...

The aim of the text is to provide the reader with some material (data) on ...

6) The contents of the text

The author starts by telling the readers about ...

The text begins with the description ...

The text describes ...

The author writes (states, stresses, thinks, points out) ...

According to the text ...

The story runs as follows ...

The text goes on to say ...

In conclusion ...

The author comes to the conclusion that ...

7) Your opinion of the text

I found the text interesting (amusing, funny, important, dull, of no value, informative, too hard to understand).

I enjoyed the story because it is interesting, full of events and adventures, moving, catching, exciting ...

I didn't enjoy the story. To tell you the truth, I found it rather boring because ...

In my opinion ...

As far as I am concerned ...

I admire... for he (she) is thoughtful of others, industrious, brave ...

I sympathize with ... / I feel sorry for ... / I dislike ...

To my mind / As for me / I think / It seems to me / I believe

I consider / I guess

III. USING REPORTED SPEECH IN RETELLING THE TEXT

1. Direct speech and reported speech

We can report people's words by using *direct speech* or *reported speech*. Direct speech is the exact words someone used. We use quotation marks (' ') in direct speech, e.g. *'I'm tired,' Helen said.* Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. We can either use the word that after the introductory verb (*say, tell, etc.*) or we can omit it.

◆ Personal pronouns, possessive adjectives/possessive pronouns change according to the meaning of the sentence.

e.g. *Helen said (that) she was tired.*

◆ We can report someone's words either a long time after they were said (out-of-date-reporting) or a short time after they were said (up-to-date reporting).

We can use the verbs *say* and *tell* both in direct and reported speech.

◆ Say is used with or without a personal object. When used with a personal object, it is always followed by the preposition to (said to me).

e.g. *He said, 'I'm cold.'* *He said (that) he was cold.*

He said to me, 'I'm cold.' *He said to me (that) he was cold.*

◆ Tell is always followed by a personal object (told me), e.g. *He told me, 'I'm cold.'* *He told me (that) he was cold.*

2. Expressions with *say* and *tell*:

<u>say</u>	<u>tell</u>
say good morning	tell the truth
say something/nothing	tell a lie / tell lies
say a prayer /one's prayers	tell a secret
say so	tell a story

say a few words

tell a joke

tell the time

tell the difference

tell smb one's name

tell smb the way

tell one from another

tell one's fortune

tell smb so

Exercise 1. Fill in the gaps with *say* or *tell* in the correct tense.

1. The policeman _____ that the man was lying.
2. Philip _____ it would probably rain tomorrow.
3. Susan _____, 'Let's go out for dinner tonight.'
4. Jim _____ me about the party last night.
5. Our teacher _____ he was pleased with our work.
6. Yesterday my friend _____ he _____ (not) anyone my secret.
7. Stop _____ lies.
8. Could you please _____ me your name?
9. The little girl _____ her prayers and went to bed.
10. I really can't _____ Jane from Kate. They are twins.
11. 'I haven't got enough money, ' he _____ to John.
12. He _____ he would meet us later.
13. Kathy _____ her friends the truth about what had happened that night.
14. 'I'll call you later, ' he _____ to her.
15. Ken _____ us that he was having a barbecue at the weekend.
16. My grandmother used to _____ us exciting stories every night.

17. 'Sorry, I can't _____ you the way as I'm lost too,' he said.

18. Jane ran downstairs, _____ good morning and left.

19. 'Could you _____ me the time, please?' he asked me.

20. They are as like as two peas. I can't _____ one from another.

3. Verb tenses and time expressions change in reported speech:

◆ when the introductory verb is in a past tense.

e.g. *'I'm moving to a new flat next week,' she said. She said (that) she was moving to a new flat the following week.*

◆ in out-of-date reporting.

e.g. *(Monday 2 May) Mike said, 'I borrowed some money from my parents.'* *(Thursday 5 May) Mike said (that) he had borrowed some money from his parents.*

◆ when we consider what the speaker says to be untrue.

e.g. *'Paula and I are best friends,' Jack said to me. Jack said to me that he and Paula were best friends, but Paula had never actually met him.*

◆ **The tenses change as follows:**

Direct Speech	Reported Speech
present simple	past simple
present continuous	past continuous
present perfect	past perfect
past simple	past simple or past perfect
past continuous	past continuous or past perfect continuous
future (will)	conditional (would)
past perfect	remain the same
past perfect continuous	

◆ Some words and time expressions change according to the meaning of the sentence:

Direct Speech	Reported Speech
now	then, at that time, immediately
here	there
today	that day
tonight	that night
tomorrow	the next day, the following day
the day after tomorrow	two days later
yesterday	the day before, the previous day
the day before yesterday	two days before
next year	the year after, the following year
last week	the week before, the previous week
last year	the year before
ago	before
come	go

◆ When this/these are used in time expressions, they change to that/those.

e.g. *this week – that week, these days – those days*

◆ When this/these/that/those are not used in time expressions, they change as follows:

a) they change to the when used as adjectives, that is, when they are followed by a noun.

e.g. *'This film is boring,' Claire told me.*

Claire told me (that) the film was boring.

b) they change to it or they/them when used as pronouns, that is, when they are not followed by a noun.

e.g. *'This is an unusual situation,' Dad said. Dad said (that) it was an unusual situation.*

◆ Certain modal verbs change as follows:

Direct Speech	Reported Speech	Example
will	would	<i>He said, 'One day I'll be able to afford a car.'</i> <i>He said (that) one day he would be able to afford a car.</i>
can	could	<i>He said, 'I can speak French.'</i> <i>He said (that) he could speak French.</i>
can	could/would be able to (future reference)	<i>He said, 'We can meet tomorrow.'</i> <i>He said (that) we could/would be able to meet the next day.</i>
may	might	<i>He said, 'I may call you.'</i> <i>He said (that) he might call us.</i>
shall	should (asking for advice) offer (expressing offers)	<i>He said, 'When shall I come?' He asked when he should come. He said, Shall I help you?' He offered to help me.</i>
must	must/had to (obligation)	<i>He said, 'You must finish this.' He said (that) I must/had to finish it.</i>
needn't	needn't/didn't need to/didn't have to	<i>He said, 'You needn't pay in cash.' He said (that) I needn't/didn't need to/didn't have to pay in cash.</i>
would, could, might, should, ought, had better, used to, mustn't	do not change	<i>'I might talk to her,' Danny said.</i> <i>Danny said (that) he might talk to her.</i>

<i>must</i>	does not change when it expresses a logical assumption	<i>'You must be tired,' Paul told Susan. Paul told Susan (that) she must be tired.</i>
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◆ In Type 1 conditionals tenses change in reported speech as follows: the *present simple* becomes *past simple* in the if-clause and *will* becomes *would* in the main clause.

e.g. *'If you ask Liz, she'll help you,' he said.*

He said (that) if I asked Liz, she would help me.

◆ In Type 2 and Type 3 conditionals tenses do not change.

e.g. a) *'If I had more time, I would take up a hobby,' Eric said to me. Eric told me (that) if he had more time, he would take up a hobby.*

b) *If I hadn't parked my car on a double yellow line, I wouldn't have got a ticket,' Sam said. Sam said (that) if he hadn't parked his car on a double yellow line, he wouldn't have got a ticket.*

◆ The verb tenses remain the same in reported speech when the introductory verb is in the present, future or present perfect.

e.g. *Mum says, 'Dinner is ready.' Mum says (that) dinner is ready.*

The introductory verb is in the present tense:

a) when we pass on messages, e.g. *Debbie says she needs the car tonight,*

b) when we report the content of a letter, article, etc. while reading it.

e.g. *The article says that people use too much water.*

c) when we refer to something someone says very often, e.g. *Mum often says that I shouldn't talk to strangers.*

◆ The verb tenses can either change or remain the same in reported speech:

a) in up-to-date reporting.

b) when reporting a general truth or law of nature.

e.g. *The teacher said, 'Paris is the capital of France.'* *The teacher said (that) Paris is/was the capital of France.*

Exercise 2. Turn the sentences into reported speech. In which of the following sentences do the tenses not change? In which do they not have to be changed? Why?

1. The instructions say. 'The camera needs two batteries.'
The instructions say (that) the camera needs two batteries. The tenses do not change because the introductory verb is in the present simple.

2. 'I've finished the letters you asked me to write,' Jill said.

3. 'Pandas live in China.' the teacher said.

4. Dad says, 'It's time for bed.'

5. 'I have to tidy my bedroom now.' Toby said.

6. The article says, 'There has been an increase in the number of university students.'

7. Mr Brown says, 'My son is going to work abroad.'

8. 'I should have bought her a present,' he said.

9. 'I'm never going to have a pet,' my sister always says.

10. Alison says, 'The taxi is here.'

11. Mr Collins says, 'You needn't work late this evening.'

12. 'I'll pick you up at eight o' clock,' she told me.

13. 'Coal is found underground,' he said.

14. 'You ought to go to the doctor's,' she said to her son.

15. 'It is raining hard today,' she said.

16. They said, 'We've never travelled by plane before.'

17. 'We might go to the cinema tonight,' they said.

18. Mum always says, 'You should wear warmer clothes.'

4. Reported Statements

Reporting verbs

acknowledge	believe	declare
agree	boast	deny
announce	claim	encourage
answer	confide	expect
admit	complain	explain
assure	consider	feel
assert	confirm	grumble
argue	decide	guarantee
assume		

Exercise 3. Report what the guests said at a wedding last Sunday:

1. Miss Moore: 'They'll make a lovely couple.'
2. Mr. Smith: 'They're going to live in Brighton.'
3. Mrs. Jones: 'The bride and the groom are very nice young people.'
4. Mr. Roberts: 'The bride is wearing a beautiful wedding dress.'
5. Mr. Clarke: 'The couple's parents look happy.'
6. Miss Mayall: 'The bride's father has bought them a big flat.'

Exercise 4. Report the following statements:

1. 'There's no one at home,' he said.
2. 'Mr. and Mrs Wilson have gone on holiday,' Mr Bradeley said.
3. 'I'm going to the dentist now,' said Lynn.
4. 'Jamie has never seen a dolphin before,' John said.
5. 'I'll order a pizza,' he said.
6. 'The sun rises in the east,' the teacher said.
7. 'I'm going home now,' said Jeff.
8. 'There was a good documentary on TV Yesterday,' Gregory said.
9. 'I have a headache,' she said to me.

10. 'I got a letter from Joanne this morning,' he said.
11. 'There is a bus strike tomorrow,' he said to us.
12. 'I'm going to the report to the airport to pick up James,' he said.
13. 'We all speak French fluently,' they said to her.
14. 'I have just come back from the museum,' she said to me.
15. 'I got an A in my history test yesterday,' she said to me.
16. 'I've just finished reading a brilliant novel,' he said to her.
17. 'It's always hot at this time of the year,' she said.

5. Reported Questions

Reporting Verbs:

ask	wonder
try to find out	inquire
want to know	be interested to know

◆ Reported questions are usually introduced with the verbs ask, inquire, wonder or the expression want to know. The verb is in the affirmative. The question mark and words/expressions such as *please*, *well*, *oh*, etc. are omitted. The verb tenses, pronouns and time expressions change as in statements.

e.g. 'What did you make for dinner yesterday?' Bob asked me.

Bob asked me what I had made for dinner the day before.

◆ When the direct speech begins with a question word (*who*, *where*, *how old*, *how long*, *when*, *why*, *what*, etc.), the reported question is introduced with the same question word. When the direct question begins with an auxiliary (*is*, *do*, *have*) or a modal verb (*can*, *may*, etc.), then the reported question begins with if or whether.

e.g. 'Why do you want to leave your job?' Pam asked me. Pam asked me why I wanted to leave my job. 'Do you like rock music?' he asked us. He asked us if/whether we liked rock music. 'Can you ride a

motorcycle?' Ben asked David. Ben asked David if/whether he could ride a motorcycle.

Exercise 5. Turn the following into reported questions.

1. 'What is your name?' he asked me.
He asked me what my name was.
2. 'Where are your parents?' Uncle Bill asked us.
3. 'Will you help me carry the box, please?' Dad asked.
4. 'What time will you be home?' Mum asked me.
5. 'Can you play the guitar?' he asked her.
6. 'Who was at the door?' David asked Janet.
7. 'Where is the post office?' they asked us.
8. 'When will you do your homework?' Meg asked me.
9. The boss asked me, 'Have you finished those reports?'
10. John asked Sam, 'Do you like computer games?'
11. 'Will you give me a lift to work, please?' he asked her.
12. 'Where is your jacket?' she asked him.

6. Reported commands/ requests/ suggestions

Reporting verbs:

order	advise	demand
command	offer	forbid
ask	warn	plead
request	beg	refuse
tell	suggest	urge

◆ To report commands, instructions, requests or suggestions in reported speech, we use an appropriate introductory verb (*ask, order, beg, suggest, tell, etc.*) and the to-infinitive, -ing form or that-clause depending on the introductory verb.

e.g. 'Stop the car!' the policeman said to him.

The policeman ordered him to stop the car.
'Put all the ingredients in a bowl,' she said to me.
She told me to put all the ingredients in a bowl.
'Will you please hold this bag for me?' Laura said to Helen.
Laura asked Helen to hold the bag for her.
'How about going to the cinema?' I said to them.
I suggested going to the cinema.

Exercise 6. Turn the following sentences into reported speech.

1. The teacher said to the student, 'Come and see me after the lesson.'

The teacher asked the student to go and see him/ her after the lesson.

2. He said, 'Shall we go out for dinner?'
3. Colin said to Dave, 'Please hold this book for me.'
4. He said to her, 'Close the door, please.'
5. Father said, 'How about going to the beach?'
6. She said, 'Let's watch the game on TV.'

Exercise 7. Turn the following sentences into reported speech.

1. 'Where are you going?' she said to them.
She asked them where they were going.
2. 'I'm going shopping,' said Anna. (up-to-date reporting)
3. 'Go away!' said his friend.
4. She asked me, 'Are you ready to leave?'
5. 'I'll pick you up at five o'clock,' he said to her.
6. 'It's time for lunch,' Ruth says.
7. 'When did you arrive?' asked Marilyn.
8. 'The meeting started ten minutes ago,' she said. (up-to-date reporting)
9. My father said to me, 'Don't be late.'

10. 'Tom has already left,' said Pam to us.
11. 'Who's there?' said Joe.
12. 'What colour skirt did you buy?' she asked me.
13. They said to him, 'We're leaving early in the morning.' (up-to-date reporting)
14. 'Don't go near the fire,' Dad said to the boys.
15. 'Let's have a barbecue this weekend,' said Liz.

7. Exclamations – Yes/ No short answers – Question tags

◆ We use the verbs exclaim/say that to report exclamations which begin with 'What a/an ...' or 'How ...' in direct speech.

e.g. 'What an unusual design!' he said.

He exclaimed/said that it was an unusual design.

He exclaimed/said that the design was unusual.

But with exclamations such as 'Splendid!', 'Great!', 'Good!', 'Excellent!', 'Oh!', 'Oh dear!' etc. we use the expression give an exclamation of delight/ disgust/relief / surprise, etc. e.g. 'Wow!' he said as he unwrapped his gift. He gave an exclamation of surprise as he unwrapped his gift.

◆ Study the following examples:

e.g. They said, 'Thank you.' They thanked us.

'You fool!' she said. She called him a fool.

'Happy Birthday!' we said to Tamzin. We wished Tamzin a happy birthday.

'Congratulations!' they said to us. They congratulated us.

◆ Yes/No short answers are expressed in reported speech with subject + appropriate auxiliary verb/ introductory verb.

e.g. 'Will you help me decorate the cake?' she asked him. Yes,' he said. She asked him to help her decorate the cake and he said he would/he agreed.

◆ Question tags are omitted in reported speech. We use an appropriate introductory verb to convey the same meaning.

e.g. 'You won't tell anyone, will you?' she said to him. She asked him not to tell anyone.

Exercise 8. Turn the following sentences into reported speech.

1. 'Will you call me?' he asked. 'Yes, of course,' she said.

He asked her to call him and she said she would....

2. 'Wow!' they said as the fireworks exploded in the sky.

3. 'You'll try to visit John, won't you?' he said to us.

4. 'How delicious!' she said as she tasted the dessert.

5. 'What a surprise!' he said when he saw the present.

6. 'Amazing!' she said when she saw the magician's act.

7. 'Well, good luck, then,' she said to him.

8. 'Can you do this puzzle?' she asked. 'No,' he said.

8. Reporting dialogues

In dialogues we use a mixture of statements, questions, commands, requests, etc. In reported speech, we use: *and, as, adding that, and (he/she) added that, because, but, since, and then (he/she) went on to say (that), while, then*, etc. to link the sentences in a dialogue. We can also use introductory verbs in the present participle form (*offering, begging, explaining*, etc.).

a 'I'm exhausted,' she said to him. 'Can you make me a cup of tea?'

*She exclaimed that she was exhausted **and** asked him to make her a cup of tea.*

b 'I'll take a taxi home. It's getting late', he said.

*He said that he would take a taxi home **as/ because/since** it was getting late.*

c Mr Adams: Can I talk to Mr Stephens? Secretary: I'm sorry, but he's not here. Would you like me to take a message? Mr Adams: No, thank you. I need to see him in person.

*Mr Adams asked to talk to Mr Stephens. His secretary said that he wasn't there **and offered** to take a message. Mr Adams declined, **explaining** that he needed to see him in person.*

Exercise 9. Turn the following sentences into reported speech.

1. 'I'm hungry,' she said. 'I haven't eaten all day.'

...She said that she was hungry, explaining that she hadn't eaten all day....

2. 'Let's go to the cinema,' he said. 'We haven't seen a film for months.'

3. Tim: Dave is ill. He can't come to the party.

Mike: What's wrong with him?

Tim: He's got flu. He has to stay in bed.

4. 'You're early,' he said to her. 'I'm not ready yet.'

'Hurry up!' she told him. 'We're going to miss the bus.'

5. 'Have you got your key?' she said. 'I've forgotten mine.'

6. 'I'm going out,' Colin said. 'I might be back late.'

7. Sally: I've bought a car. It's being delivered tomorrow.

John: What kind of car is it?

Sally: It's a sports car. It was very expensive.

8. 'I'm sorry I'm late. I overslept,' he said to them.

9. Martin: Can you help me? I need some advice.

James: What's the problem?

Martin: I don't know what to buy my mother for her birthday. I want to get something special.

9. Common mistakes

She told to me that she was late.	x
She told me that she was late.	√
Colin said, 'I met them last week.'	
Colin said he had met them last week .	x
Colin said he had met them the week before/ the previous week .	√
'This is a mistake, ' she told me.	
She told me that that was a mistake.	x
She told me that it was a mistake.	√
'Derek must be very rich,' Samantha told me.	
Samantha told me that Derek had to be very rich.	x
Samantha told me that Derek must be very rich.	√
Peter says, 'Everybody is in the garden.'	
Peter says that everybody was in the garden.	x
Peter says that everybody is in the garden.	√
'Where did you find this ring?' Karen asked me.	
Karen asked me where had I found the ring.	x
Karen asked me where I had found the ring.	√

Exercise 10. Correct the mistakes.

1. Anna says that lunch was ready.
2. They told me that that was a photograph of their family.
3. Brian told to me that he had a new car.
4. Linda said she had seen the film last month.
5. Tim asked me where had I been on holiday.
6. Alan told me that John had to be in the office.

10. Revision: Introductory Verbs

introducor y verb	direct speech	reported speech
+to -inf agree claim demand offer promise refuse threaten	'Yes, I'll lend you the money.' 'I saw the robbers.' 'Give me the money.' 'Would you like me to help you?' 'I'll return the book to you soon.' 'No, I won't call her.' 'Stop shouting or I'll punish you.'	He agreed to lend me the money. He claimed to have seen the robbers. He demanded to be given the money. He offered to help me. He promised to return the book to me soon. He refused to call her. He threatened to punish her if she didn't stop shouting.
+ sb+ to -inf advise allow ask beg command forbid invite order remind warn	'You should eat more fruit.' 'You can go to the party.' 'Could you do me a favour?' 'Please, please don't hurt me.' 'Put your hands up.' 'You mustn't stay out late.' 'Will you come to my wedding?' 'Go to your room!' 'Don't forget to buy some milk.' 'Don't touch the iron.'	He advised me to eat more fruit. He allowed me to go to the party. He asked me to do him a favour. He begged them not to hurt him. He commanded them to put their hands up. He forbade me to stay out late. He invited me to (go to) his wedding. He ordered me to go to my room. He reminded me to buy some milk. He warned me not to touch the iron.

<p>+ -ing form</p> <p>accuse sb of admit (to) apologise for boast about/of complain to sb of deny insist on suggest</p>	<p>'You committed the crime.'</p> <p>'Yes, I gave away your secret.'</p> <p>'I'm sorry I'm late.'</p> <p>'I'm the best student in my class.'</p> <p>'I have noisy neighbours.'</p> <p>'No, I didn't use your computer.'</p> <p>'You must finish by Friday.'</p> <p>'Let's go out to dinner.'</p>	<p>He accused her of committing/having committed the crime.</p> <p>He admitted (to) giving/having given away my secret.</p> <p>He apologised for being late.</p> <p>He boasted about/of being the best student in his class.</p> <p>He complained of having noisy neighbours.</p> <p>He denied using/having used my computer.</p> <p>He insisted on me/my finishing by Friday.</p> <p>He suggested going out to dinner.</p>
<p>explain to sb + how</p>	<p>'That's how it works.'</p>	<p>He explained to us how it worked.</p>
<p>+that-clause</p> <p>explain inform sb exclaim remark</p>	<p>'I don't like him because he's rude.'</p> <p>'The results will come out tomorrow.'</p> <p>'What a glorious day!'</p>	<p>She explained that she didn't like him because he was rude.</p> <p>He informed us that the results would come out the next day.</p> <p>He exclaimed/remarked that it was a glorious day.</p>

Note: The verbs claim, promise, threaten, remind, admit, complain, deny, insist, suggest can also be followed by a that-clause in reported speech.

e.g. He *claimed that he had won a prize.*

He promised that he would call.

He threatened that he would leave.

He reminded me that I had a meeting that afternoon.

He admitted that he was wrong.
He boasted that he was very rich.
He complained that he didn't earn enough money.
He denied that he had taken the money.
He insisted that I (should) work on Saturday.
He suggested that we (should) take out a loan.

Exercise 11. Turn from direct into reported speech:

1. 'I've ordered a pizza for dinner,' he said.
2. 'We must write a letter to our lawyer,' she said.
3. 'I will come tomorrow and fix the tap,' the plumber said to them
4. 'This is the best holiday I've ever had,' she said to her friend.
5. 'Why did you say that to me?' she asked him.
6. 'Don't speak to your father like that,' she said to them.
7. 'Could you show me where the manager's office is?' he asked the secretary.
8. 'Take your books with you,' she said to her son.

Exercise 12. Turn from direct into reported speech using the following verbs: *advise, ask, order, suggest, explain, warn, promise, beg, offer, refuse*

1. 'I think I should take more exercise,' the doctor said to me.
2. 'I will not answer your questions,' the actor said to him.
3. 'I really will phone this evening,' he said.
4. 'Do you know where I've put my hat?' he said to her.
5. 'What have you bought me for Christmas?' the little boy said to her son.
6. 'Go to your room now and do your homework,' the mother said to her son.
7. 'You will be paid twice a month,' her boss said.
8. 'Would you like me to drive you into town?' she said to me.

9. 'Let's go for a walk!' he said.
10. 'Please let me come with you,' she said to her mother.
11. 'Let's play in the garden,' Ted said.
12. 'The sun is bigger than the earth,' Mary said to the children.
13. 'Don't go near the fire because it's dangerous,' she said to Ben.
14. 'Let's have steak for dinner,' said June.
15. 'I promise I'll write to you as soon as I arrive, Mary,' said John.
16. 'Please, don't shoot me!' he said to the robber.

Exercise 13. Turn the following sentences into reported speech.

1. 'Be quiet!' the teacher said to the boys.
2. 'Would you like to come to my party?' she said to him.
3. 'I'm the fastest runner in the school,' Paul said.
4. 'I'll phone you every week while I'm away,' she said to him.
5. 'Don't go near the waterfall,' he said to us.
6. 'Could you lend me some money?' she said to her brother.
7. 'Everyone, wait outside!' the boss said to his employees.
8. 'Can I borrow your pen?' she said to the man.
9. 'Would you like to help me make dinner?' Mum said to me.
10. 'I didn't borrow your football,' he said to Tom.
11. 'Don't forget to water the plants,' Mum said to me.
12. 'I'm sorry I was late,' he said to her.
13. 'Let's go for a walk,' Linda said.
14. 'I've got toothache,' Adam said.
15. 'Please, please help me,' she said to him.

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*Савина Ирина Владимировна,
Кривченко Ирина Борисовна*

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