

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

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**МЕТОДИЧЕСКИЕ УКАЗАНИЯ
ПО ДОМАШНЕМУ ЧТЕНИЮ
(ШАРЛОТТА БРОНТЕ «ДЖЕН ЭЙР»)**

Для студентов I курса специальности
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Учебно-методические указания предназначены для самостоятельной работы студентов I курса романо-германского отделения филологического факультета при подготовке к занятиям по домашнему чтению с книгой Шарлотты Бронте «Джен Эйр» Penguin Books, 1994 (на английском языке).

Указания состоят из 16 секций, каждая из которых включает вокабуляр, подлежащий активному усвоению, упражнения, направленные на развитие коммуникативных умений и речевых навыков, а также навыков перевода.

В конце каждой секции предлагаются вопросы и задания дискуссионного характера, которые помогут студентам самостоятельно подготовиться к обсуждению основных проблем произведения. В процессе работы над содержанием книги предусмотрены задания, направленные на расширение вокабуляра по темам, изучаемым на практических занятиях по английскому языку.

В конце работы над книгой дается примерный перечень тем, рекомендуемых для заключительного обсуждения книги.

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JANE EYRE

CHARLOTTE BRONTE (1816 - 1855)

The most admired of the Bronte sisters in her own lifetime, she was also the most prolific. Her four published novels, which are in part autobiographical, are still widely read today.

Born in Thornton, Yorkshire, in 1816, Charlotte Bronte was the third daughter of Patrick Bronte, a clergyman of Irish descent, and Maria Branwell of Penzance, Cornwall. They moved to Haworth in 1820 when Patrick Bronte was made perpetual curate. After the death of Charlotte's mother in 1821, her mother's sister, Elizabeth, came to look after the family, and the children, five daughters and one son, were left with a solitary father, a disciplinarian aunt and only each other for company. Taking as their starting point Branwell's twelve soldiers and a great deal of reading, they created the fantasy worlds of Angria and Gondola, writing annals and newspapers for these imaginary places. In 1824, the four eldest girls were sent to Cowan Bridge School, which Charlotte recreated as Lowood in 'Jane Eyre'. Its poor conditions hastened the deaths of Maria and Elizabeth (who died from tuberculosis in the same year) and damaged Charlotte's health permanently.

The time Charlotte spent at her second school, Roehead, between Leeds and Huddersfield, was far happier. Here she made one or two life-long friends, who appear in various guises in her novels. She later returned as a teacher but gave up the post to set up her own school at Haworth with Emily. To acquire further qualifications the two sisters visited the Pensionnat Heger in Brussels, where Charlotte fell hopelessly in love with M. Heger, later satirised in 'Villette'.

By the way, both Charlotte's sisters were novelists at a time when female novelists were very rare. Emily wrote 'Wuthering Heights', another classic of English literature, and Anne was the author of 'The Tenant of Wildfell Hall'. They lived in a beautiful rural region of Yorkshire, which is now commonly known as Bronte country.

Charlotte's first novel, 'The Professor', was rejected, but she went on to write 'Jane Eyre', which is her true claim to greatness. Charlotte refused three offers of

marriage but in 1854 she consented to marry her father's curate, A. B. Nicholls. The marriage, however, was short-lived for the following year. Charlotte died from an illness associated with pregnancy.

'Jane Eyre' was first published under the pen name of Currer Bell in October 1847. Charlotte Bronte is greatly admired for her use of language and her emotional honesty; Q. D. Leavis called her 'a splendidly original artist', and Anthony Trollope said, 'I venture to predict that 'Jane Eyre' will be read among English novels when many whose names are better known shall have been forgotten'.

SECTION 1 (Chapters 1-2, pp. 9-20)

1) Read the biography of Charlotte Bronte.

2) Watch the video film 'Introducing Great Britain', Part 1, Section 'West Yorkshire'.

Answer these questions:

1. When and where was Charlotte Bronte born?
2. Who came to the family to take care of the children after the death of Charlotte's mother?
3. What education did Charlotte get? Did she set up her own school?
4. Were Charlotte's sisters, Emily and Anne, female novelists?
5. Who did Charlotte marry? When? Did she live a long life?
6. What books did she write? Did you read any of them?
7. Which of her literary works was the greatest success? Why?

3). Read Chapters 1-2 and do the following tasks:

I. Words for activation. Reproduce the situations based on the text:

1) **cluster** (9) **n.** 1. a number of things of the same kind growing closely together; 2. number of persons, animals, objects, etc. in a small, close group;

cluster v. (around, round, together) be in, form, a close group

2) **endeavour** (9) **n.** (formal) effort, attempt; **endeavour v.** to try;

3) **intimate** (11) **v.** to make known indirectly; suggest, show clearly;

4) **intrusion** (16) **n.** (on, upon, into) the act or an example of intruding
intrude v. (into, on, upon) force, enter without invitation;

5) **indulge** (16) **v.** 1. gratify, give way to and satisfy (desires, etc.); overlook the faults of; 2. (in) allow oneself the pleasure of;

6) **superstition** (16) **n.** (idea, practice, etc. founded on) unreasoning belief in magic, witchcraft, etc.; irrational fear of what is unknown or mysterious;

7) **cherish** (17) **v.** 1. care for tenderly; love; 2. keep alive (hope, ambition, feelings, etc.) in one's heart;

8) **humiliate** (18) **v.** cause to feel humble or ashamed; put to shame; lower the dignity or self-respect of;

9) **anguish** (20) **n.** severe suffering (esp. of mind);

II. Word combinations to be memorised. Use them in sentences of your own;

- 1) out of the question (9)
- 2) to keep at a distance (9)
- 3) to incline to the idea (11)
- 4) to be blind and deaf on the subject (12)
- 5) at smb's expense (12)
- 6) to go all lengths (14)
- 7) to win smb's favour (16)
- 8) to starve oneself to death (18)
- 9) to be in harmony with (17)
- 10) to dawn upon smb (18)

III. Pronounce the following words correctly. Be sure you understand their meaning:

acquire, reservoir, forlorn, height, realm, desolate, ghastly, horizon, awkward, equilibrium, tyrant

IV. Give the English equivalents of the following. Reproduce the situations from the text:

- сесть по-турецки (9)
- неискушенный ум (10)
- привычно (11)
- я была не в себе (14)
- охладить пыл (14)
- я вся закоченела (18)

V. Give the four forms of the irregular verbs:
forbid, sweep, fling, bleed, shrink, strike, thrust, sink, wring,

VI. Give synonyms to:
apparently, muse, endure, aversion, precocious

VII. Give antonyms to:
inferiority, diffidence, stout, frantic, intelligible

VIII. Match line in A with a line in B to find the definition:

- | A | B |
|-----------------------|---|
| 1. incredulous (14) | a. made up of different kinds |
| 2. grandeur (16) | b. cause or have difficulty with breathing |
| 3. heterogeneous (17) | c. unbelieving, showing disbelief |
| 4. scapegoat (17) | d. trouble, worry |
| 5. harass (18) | e. greatness, magnificence |
| 6. suffocate (19) | f. person blamed for the mistake of another |

IX. Paraphrase or explain in your own words:

1. 'Where the dickens is she?' he continued.
2. John had not much affection for his mother and sisters, and an antipathy to me.
3. I tottered, and on regaining my equilibrium retired back a step or two from his chair.
4. 'What shocking conduct, Miss Eyre, to strike a young gentleman, your benefactress's son!'
5. This reproach of my dependence has become a vague singsong in my ear; very painful and crushing, but only half intelligible.

X. Translate the following sentences into English using the active vocabulary:

1. Вторгаться в частную жизнь недопустимо. Об этом не может быть и речи.
2. Вы должны постараться переступить все предрассудки и довести дело до конца.
3. Они так лелеяли свою единственную дочь, что ее внезапный отъезд без предупреждения причинил им сильную боль.
4. Вы можете добиться их расположения при условии, что не будете не перед чем останавливаться.
5. Ее так часто унижали, что ее характер сильно изменился, и она стала глуха и слепа к бедам других.

XI. Read aloud and translate in writing the following passage: p.17 from 'I was a discord...' up to '... to make me the scapegoat of the nursery.'

XII. Write out the words on the topic: 'Our house'.

XIII. Points for discussion:

1. Speak on the conditions and the atmosphere Jane Eyre lived in the house of the Reeds. Use the following words (inferior, dreary, forlorn, aloof, diffident, bilious, harsh, dismal, bully, abuse, stifle, suffocate, punish, fear, offend).
2. Focus on Jane Eyre's character at the age of ten. Did she try to hide from the reality in the imaginary world of books? Was she observant, reasonable and sensitive? Give proofs from the text.
3. What were the relations of Jane with the other members of the Reeds' family, especially with John? Find out sentences in the text to describe his appearance and features of character.
4. Why, do you think, are some children cruel to each other? What is the reason for it? Who or what is to blame for this cruelty? Prove it.
5. Why was Jane punished and taken to the red room? What was peculiar about this room? Describe it.
6. What happened to the girl? Why did she have a fit? What caused it?
7. Should the word 'benefactress' be used in the positive meaning? Why is it used with irony in the text?

I. Words for activation. Reproduce the situations based on the text:

- 1) **scrutinise** (21) **v.** make a detailed examination of;
- 2) **vanish** (22) **v.** suddenly disappear; fade away gradually; go out of existence;
- 3) **venture** (27) **n.** undertaking in which there is risk; **v.** 1. take the risk of, expose to, danger or loss; 2. go so far as, presume, dare;
- 4) **endure** (29) **v.** 1. suffer, undergo pain, hardship, etc.; 2. (esp. in neg.) bear; put up with; 3. last, continue in existence;
- 5) **consent** (32) **v.** give agreement or permission;
- 6) **restrict** (33) **v.** limit, keep within limits; **restriction n.** 1. ~ing or being ~ed; 2. instance of this; smth that ~s;
- 7) **vehement** (33) **adj.** 1. (of feelings) strong, eager; (of persons, their speech, behaviour, etc.) filled with, showing, strong or eager feeling; 2. violent;
- 8) **wicked** (35) **adj.** 1. (of a person, his acts) bad, wrong, immoral; 2. spiteful, intended to injure; 3. roguish, mischievous;
- 9) **deceit** (35) **n.** deceiving; causing a person to accept as true or genuine smth that is false; 2. lie, dishonest risk;
deceive v. ~ (in/into) cause (smb) to believe smth that is false; play a trick on; mislead (on purpose);
- 10) **resentment** (38) **n.** feeling that one has when insulted, ignored, injured;
resentment v. feel bitter, indignant or angry at;
- 11) **quit** (39) **v.** 1. go away from, leave; 2. stop;
- 12) **scold** (41) **v.** ~ smb (for smth) blame with angry words; find fault noisily;

II. Word combinations to memorise. Use them in a situation of your own:

- 1) to feel sheltered (21)
- 2) to be (feel) broken down (22)
- 3) to fix one's eyes on smb (25)
- 4) to get rid of (28)
- 5) to have a turn for (31)
- 6) to gather one's energies (38)
- 7) to drop a hint (29)
- 8) to cut to the heart (36)
- 9) to tell lies (38)
- 10) a pang of remorse (39)

III. Pronounce the following words correctly. Be sure you understand their meaning:

apothecary, steadily, punctuality, partially, discipline, narrative, compassionate, whirlwind, voluntary, absurd, pinafore, scarcely, vengeance, rough

IV. Give the Russian equivalents of the following phrases:

- a frightful nightmare (21)
- by and by (21)
- scraps of the conversation (22)
- hither and thither (22)
- to be knocked down (25)

- to frame an answer (26)
- to cut off without a shilling (28)
- Welsh rabbit (28)
- her constitution was sound as a bell (37)
- you are rather put upon (41)

V. Give synonyms to:

defer; surge, inquisitive, artful, offensive

VI. Give antonyms to:

depart, ceaseless, industrious, forlorn, audacious, appropriate

VII. Paraphrase the underlined parts of the sentences using the active vocabulary:

1. I scrutinised the face of the gentleman: I knew him.
2. In the interview, which followed between him and Mrs Reed, the apothecary ventured to recommend my being sent to school.
3. Eliza, fearful of one day losing her valued treasure, consented to entrust it to her mother.
4. Ten minutes I stood in agitated hesitation; the vehement ringing of the breakfast-room bell decided me; I *must* enter.
5. I should be glad if the superintendent and teachers were requested to keep a strict eye on her to guard against her worst fault, a tendency to deceit.
6. 'Bessie, you must promise not to scold me any more till I go.'

VIII. Find the definition of the word *deliberate* (use the English-English dictionary). Study its derivatives. Make up your own sentences with different meanings of this word.

IX. Translate the following sentences into English. Make use of the active vocabulary:

1. Все эти ограничения вызывали в ней чувство сильного негодования.
2. Они пристально всматривались вдаль, но огни корабля исчезали вдали.
3. Бесси не была злым человеком, но постоянно ругала Джен, хотя девочка никогда не обманывала ее.
4. Как она решилась покинуть эту семью? - Она больше не могла терпеть унижений.
5. Джен согласилась извиниться перед Джоном, хотя эта несправедливость вызвала в ней желание отомстить.

X. Make up a dialogue between Mr Lloyd and his wife about Jane Eyre. Use the following words: to look (more) cheerful, pettishness, miserable, to fix one's eyes on smb steadily, to be knocked down, to be afraid of ghosts, an orphan, to beg - to be a beggarly set, to purchase liberty at the price of caste, to have change of air and scene.

XI. Points for discussion:

1. Speak on Jane's feelings when she regained consciousness. Why was Mr Lloyd sent for? What was he?
2. How did Bessie treat Jane during her illness? Why did her attitude to Jane change? Find some facts from the text to prove it.
3. Do you agree or disagree with the following statement: 'Children can feel, but they cannot analyze their feelings; and if the analysis is partially effected in thought, they know not how to express the results of the process in words.'
4. Why was Jane glad when Mr Lloyd spoke about school? Did she have any idea about what school was?
5. From whom did Jane learn about her parents? How did Miss Abbot treat Jane? Why did the nurse compare Jane with Guy Fawkes? Who was he?
6. When did Jane recover? Did the attitude of Mrs. Reed and her children change towards the girl? What was Jane's life at that time?
7. What happened on January 15th? Who came to Gateshead?
8. Describe Mr Brocklehurst. What impression did he produce on Jane? And on you? What did you learn about the man after his conversation with Jane?
9. Why did Jane feel winner of the field after her conversation with Mrs. Reed? Was it something of vengeance that she had tasted for the first time? Was it easy, in your opinion, for a girl of ten to experience such emotions?

SECTION 3 (Chapters 5-6, pp. 43-61)

I. Words for activation. Use them in the situations based on the text:

- 1) **fatigue** (46) **n.** 1. condition of being very tired; 2. weakness in metals caused by prolonged stress; 3. tiring task; non-military duty of soldiers, such as cooking, cleaning, etc;
- 2) **reluctant** (47) **adj.** ~ (to do smth), (slow to act because) unwilling or disinclined; offering resistance;
- 3) **tumult** (47) **n.** 1. uproar, disturbance; 2. confused and excited state of mind;
- 4) **consolation** (48) **n.** 1. consoling or being consoled; smth that consoles; 2. circumstances or person that consoles;
console **v.** give comfort or sympathy to (smb who is unhappy, disappointed, etc.);
- 5) **encounter** (49) **v.** find oneself faced by (danger, difficulties, etc.); meet (an enemy or enemies); meet (a friend, etc.) unexpectedly; **n.** ~(with), sudden or unexpected (esp. hostile) meeting;
- 6) **shudder** (50) **v.** shake convulsively; tremble with fear or disgust;
- 7) **ponder** (51) **v.** ~ (over), consider, think over;
- 8) **benevolent** (52) **adj.** ~ to/towards, kind and helpful;

benevolence n. wish to do good; activity in doing good;

9) **resist (58) v.** 1. oppose; use force against in order to prevent the advance of; 2. be undamaged or unaffected by; 3. try not to yield to; keep oneself back from;

10) **consequence (58) n.** that which follows or is brought about as a result or effect of smth; 2. importance;

11) **alter (60) v.** make or become different, change in character, appearance, etc.;

12) **truculent (60) adj.** looking for, desiring a fight; aggressive;

II. Word combinations to be memorised. Use them in sentences of your own:

1) in vain (43)

2) to gather one's faculties (45)

3) to have smth on hand (46)

4) to gather one's wits (49)

5) to keep for nothing (52)

6) to commit a hasty action (58)

7) to judge by appearances (58)

8) to be ignorant of (59)

III. Paraphrase the underlined parts of the sentences using the active vocabulary:

1. But I did not touch the food, excitement and fatigue rendering me incapable of eating.

2. A tumult succeeded for some minutes, during which Miss Miller repeatedly exclaimed, 'Silence!' and 'Order!'

3. As all eyes were now turned to one point; mine followed the general direction, and encountered the personage who had received me last night.

4. I was still pondering the significance of 'Institution', and endeavouring to make out a connection between the first words and the verse of Scripture.

5. 'And if I were in your place I should dislike her; I should resist her.'

6. The wicked people would have it all their own way; they would never feel afraid, and so they would never alter, but would grow worse and worse.

IV. Pronounce correctly. Use the dictionary to understand the meaning of the words:

wrap, hasten, chandelier, twilight, discern, mahogany, parlour, countenance, multiplicity, weariness, occur, refectory, simultaneously, superintendent, gnaw, frivolous, obscure, slatternly, expostulation, conscientiousness, abyss

V. Give the Russian equivalents of the following phrases:

- to fall in torments (47)

- organ of veneration (49)

- to form (no) conjecture (51)

- to find the hardihood (51)

- a sentiment of impotent anger (56)

- disconsolate moan (of the wind) (57)

- to submit to punishment (60)

VI. Give synonyms to:

foe, spacious, abominable, peruse, comprehend, revenge

VII. Give antonyms to:

visible, descend, smooth, commence, convenient, rough

VIII. Give the four forms of the irregular verbs:

bide, cling, awake, rise, sink, lean, bend, spread, lend, wear, weep, wind, creep, shed, flee

IX. Find the definition of the word *charity*. (Use the English-English dictionary). Write out sentences with it from the text and translate them into Russian.

X. Translate the following sentences into English. Make use of the active vocabulary:

1. Иногда трудно судить о человеке по его внешности. Но в случае с мисс Темпл Джен не ошиблась: она оказалась очень доброжелательной и умной женщиной.

2. Девочка очень взволнованно и страстно пыталась объяснить подруге, что защищать себя просто необходимо.

3. Поразмышляйте над тем, что совершать необдуманные поступки не стоит. Это может привести к печальным последствиям.

4. Девочка пыталась привлечь внимание мисс Миллер, но тщетно. Помощница учительницы была очень занята и не замечала знаков Джен.

5. Когда она пришла в себя и вспомнила ту встречу с преступником, она содрогнулась от ужаса.

XI. What do you think?

1. Jane remembered but little of her journey. Why? Travelling is usually so fascinating for children!

2. Jane's first impressions of the school staff and the girls were quite favourable. Can you agree with this? Did they change in the course of time?

3. It was Helen Burns that attracted Lane's attention and made Jane feel like talking to her. What was there about Helen Burns?

XII. Write out the words on the topic: 'Weather'.

XIII. Points for discussion:

1. Speak on the way Jane parted with Gateshead.

2. Who met her at Lowood School? What impression did Miss Miller produce on the girl?

3. Would you like to have lived in Charlotte Bronte's time? Would you like to have gone to *that* school? Why? Why not? Was your school better or worse?

Discuss this point in the form of a dialogue.

4. Could Jane understand the meaning of the word 'Institution'? Why couldn't she connect it with the inscription on a stone tablet 'Let your light so shine before men that they may see your good works, and glorify your Father, which is in Heaven'?

5. Speak on the lessons and occupations Jane was busy with when enrolled a member of the fourth class.

6. Comment on Jane's words: 'If people were always kind and obedient to those who are cruel and unjust, the wicked people would have it all their own way; they would never feel afraid; and so they would never alter, but would grow worse and worse. When we are struck at without a reason, we should strike back again very hard; I am sure we should - so hard as to teach the person who struck us never to do it again.'

SECTION 4 (Chapters 7-9, pp. 62-84)

I. Words for activation. Use them in the situations based on the text:

1) **scanty** (62) **adj.** (opp. of *ample*) small in size or amount; barely large enough;

2) **immortal** (65) **adj.** living for ever; never forgotten;

3) **hypocrisy** (68) **n.** (instance of) falsely making oneself appear to be virtuous or good;

hypocrite n. person guilty of ~;

4) **stagnate** (69) **v.** be stagnant; (fig.) be or become dull or sluggish through disuse, inactivity, etc.;

5) **conceal** (71) **v.** ~ (from), hide; keep secret;

6) **exaggerate** (72) **v.** stretch (a description) beyond the truth; make smth seem larger, better, worse, etc. than in reality is;

7) **eloquence** (75) **n.** skilful use of language to persuade or to appeal to the feelings; fluent speaking;

8) **promote** (76) **v.** 1. ~ (to), give (smb) a higher position or rank; 2. help to organise and start; help the progress of; help to found or organise;

9) **peep** (77) **v.** ~ (at), take a ~ (at); look slyly or cautiously; 2. come slowly or partly into view;

10) **confide** (83) **v.** 1. ~ to, tell (as a secret to smb); give to be looked after; give (a task or duty to smb); 2. ~ in, have trust or faith in;

11) **resume** (83) **v.** 1. go on after stopping for a time; 2. take or occupy again;

II. Word combinations to be memorised. Use them in sentences of your own:

1. to long for (63)

2. to catch sight of (63)

3. to neglect precautions (670)

4. to be on the guard (68)

5. to speak in one's defence (72)
6. to charge with falsehood (72)
7. to be struck with wonder (74)
8. to set smb at ease (79)
9. at all times and under all circumstances (80)

III. Paraphrase the underlined words using the active vocabulary.

1. Then the scanty supply of food was distressing: with the keen appetites of growing children, we had scarcely sufficient to keep alive a delicate invalid.
2. 'Oh, madam, when you put bread and cheese, instead of burnt porridge, into these children's mouths, you may indeed feed their vile bodies, but you little think how you starve their immortal bodies.
3. 'Another minute and she will despise me for a hypocrite,' thought I.
4. 'Teachers and pupils may look coldly on you for a day or two, but friendly feelings are concealed in their hearts.'
- 5 ... has a girl of fourteen a heart large enough, vigorous enough to hold the swelling spring of pure, full, fervid eloquence?
6. 'I rely implicitly on His power, and confide wholly in His goodness.
7. 'I did so.' She put her arm over me, and I nestled close to her. After a long silence, she resumed, still whispering...

IV. Pronounce the following words correctly. Be sure you understand their meaning:

irksome, accompaniment, yawn, gaunt, ominously, repugnance, divine, majestically, obtrusive, contaminate, triviality, overwhelming, hearth, serenity, conspicuous, mutual, consumption

V. Give synonyms to:

dismiss, seize, protect, coax, dread, placid, intercourse

VI. Give antonyms to:

encourage, failure, abundance, moderate, familiar, frequent

VII. Give the Russian equivalents of the following:

- his eye gave a blink (65)
- the kind whisper went in my heart like a dagger (67)
- I mastered the rising hysteria (69)
- to cry one's grief away (72)
- to snatch a moment (75)
- to corroborate my account (76)
- we got on swimmingly together (79)
- to bid smb good-bye (82)
- to devour the tears (82)

VIII. Fill in the gaps using one of the words given below:

1. Sundays were dreary days in that ... season.
2. Meantime, Mr Brocklehurst, standing on the hearth with his hands behind his back... surveyed the whole school.
3. I was in no condition to note....

4. She was ... a few minutes, then rousing herself, she said cheerfully.
5. I ... hard, and my success was proportionate to my efforts!
6. I ... a shock of horror, then a strong thrill of grief, then a desire - a necessity to see her.
7. She looked so little changed that my fear was instantly....

(dissipated, particulars, toiled, majestically, wintry, pensive, experienced)

IX. Translate the following sentences into English using the active vocabulary:

1. Во все времена и при всех обстоятельствах к лицемерам относились с презрением.
2. Когда Джен обвинили во лжи, она была уверена, что все отвернутся от нее. Девочка так хотела любви и понимания.
3. Когда Элен выступала в защиту своей подруги, она была очень убедительна и красноречива.
4. Все были поражены, когда увидели эти бессмертные произведения искусства собственными глазами.
5. Когда Питер узнал, что его продвинули по службе, он не смог скрыть своей радости.
6. Они заметили Анну, когда она преувеличенно оживленно разговаривала с незнакомцем и не обратила внимание на наши предостережения.

X. Choose one of the episodes which struck you most. Comment on it. Give reasons for your choice.

XI. What do you think?

1. What did the deficiency of nourishment result in for younger pupils? Was it (is it still) typical of the relations among people of different age?
2. Did you sympathise with Jane when she was standing on a high stool up to the height of Mr Brocklehurst's nose?
3. Who helped to clear Jane from every imputation?
4. Was Jane perceptible to the beauty of nature? Was she an observant girl?

XII. Points for discussion:

1. Speak on Mr Brocklehurst's visit to Lowood School. What do you think about his plans in bringing up the girls of the school? Do you approve or disapprove of it?
2. Comment on the way Jane was comforted by Helen. Read out the phrases you found most reassuring and helpful.
3. Why was that evening with Helen and Miss Temple unforgettable for Jane? Did the girl see her friend differently? Comment on the words of Solomon: 'Better is a dinner of herbs where love is, than a stalled ox and hatred therewith.'

4. What happened to the inhabitants of Lowood School in spring? What, do you think, caused those numerous deaths? Did the epidemic change the life of the girls?

5. Did Jane fall ill? And Helen? Speak on the relations of Jane with Helen and other girls at that time.

6. Comment on Jane's visit to Helen and their last conversation.

SECTION 5 (Chapters 10-11, pp. 85-109)

I. Words for activation. Reproduce the situations with them based on the text:

1) **urge** (85) **v.** 1. ~ smb/smth (on/onward/forward), push or drive on; 2. ~ smb (to smth) request earnestly; try to persuade; strongly recommend; 3. ~ smth (on/upon smb), press it (on him) with requests and arguments;

urgent adj.

2) **subscribe** (85) **v.** 1. ~ (smth) (to/for), (agree to) pay (a sum of money) in common with other persons (to a cause, for smth); 2. ~ to smth, (a) agree to take (a newspaper, periodical, etc.) regularly for a specified time; (b) agree with, share (an opinion, view, etc.); 3. (formal) write (one's name, etc.) at the foot of the document;

subscription n.

3) **tranquil** (86) **adj.** calm, quiet; **tranquillity n.;**

4) **desperate** (87) **adj.** 1. (of a person) filled with despair and ready to do anything, regardless of danger; 2. lawless; violent; 3. extremely serious or dangerous; 4. giving little hope of success; tried when all else has failed;

despair n.

5) **apply** (88) **v.** 1. ~ (to smb) (for smth), (formally) ask for; 2. lay one thing on or on another; cause (smth) to serve a purpose by doing this; 3. ~ (to smth), (cause to) have a bearing (on); concern; 4. ~ oneself/one's mind/one's energies (to smth/to doing smth) concentrate one's thoughts, etc. on a task, give all one's energy and attention to; 5. make practical use of (research, a discovery);

applied adj.; application n.;

6) **inevitable** (90) **adj.** 1. that cannot be avoided, that is sure to happen; 2. (colloq.) so frequently seen, heard, etc. that it is familiar and expected;

7) **haunt** (90) **v.** 1. visit; be with, habitually or repeatedly in; 2. return to the mind repeatedly;

8) **accomplish** (91) **v.** perform; succeed in doing; finish successfully;

9) **surpass** (93) **v.** do or be better than; exceed; excel;

10) **decent** (98) **adj.** 1. right and suitable; respectful; 2. modest; not likely to shock or embarrass others (the only sense for which *indecent* is the opposite); 3. (colloq.) likeable; satisfactory;

- 11) **false** (104) **adj.** 1. not right, true or real; 2. deceiving; lying;
12) **linger** (108) **v.** be late or slow in going away; stay at or near a place;

II. Word combinations to be memorised:

1. to excite public imagination (85)
2. to lead a cat-and-dog life (92)
3. to be high with smb (94)
4. to feel confused (98)
5. to swell one's heart (99)
6. to be an early riser (101)
7. to take pains (102)
8. to be at a loss (102)
9. to be (speak) in jest (in earnest) (106)
10. by no means (107)

III. Paraphrase the underlined words using the active vocabulary:

1. Several wealthy and benevolent individuals in the country subscribed largely for the erection of a more convenient building in a better situation.
2. It did not seem as if a prop were withdrawn, but rather as if a motive had gone: it was not the power to be tranquil which had failed me, but the reason for tranquillity was no more.
3. 'How do people do to get a new place? They apply to friends, I suppose. I have no friends.'
4. This circumstance was satisfactory: a private fear had haunted me.
5. 'I always said you could surpass them in learning: and can you draw?'
6. 'I say alone - Leah is a nice girl to be sure, and John and his wife are very decent people.'
7. I lingered in the long passage to which this led, separating the front and the back rooms of the third story.

IV. Pronounce the following words correctly. Consult a dictionary for their meaning:

existence, compassion, allegiance, routine, soliloquise, chaos, scheme, garments, sublunary, falter, ingredient, testimonial, conduct (n., v.), genteel, exterior, waltz, merchant, separate (n., v.), impediment, melancholy, chamber, portfolio, azure, fasten, murmur

V. Give English equivalents to:

- выполнять с усердием (86)
- болтовня (87)
- снотворное действие (90)
- как с равным (на равных) (98)
- крепко спать (99)
- летать, носиться (о птицах) (101)
- с незапамятных времен (106)
- искать ощупью (108)

VI. Give synonyms to:

wealth, sweet, attain, examine, request, promptly

VI. Give antonyms to:

noble, quiet, brief, adequate, mount, sincere

VIII. Interpret the following sentences:

1. I desired liberty; for liberty I gasped; for liberty I uttered a prayer; it seemed scattered on the wind then faintly blowing.

2. Externals have a great effect on the young.

3. I pray God Mrs Fairfax may not turn out a second Mrs Reed: but if she does, I am not bound to stay with her: let the worse come to the worst I can advertise again.

4. My couch had no thorns in it that night; my solitary room no fears.

5. I was now on a level with the crow colony, and could see into their nests.

IX. Translate these sentences into English. Make use of the active vocabulary:

1. Когда Джен осталась одна в своей комнате, ее охватило чувство умиротворенности и спокойствия.

2. В тот момент мы даже растерялись, так как не поняли, говорит ли он в шутку или всерьез.

3. Надо очень постараться исправить положение дел. Жить как кошка с собакой дальше просто невозможно.

4. Миссис Рид держалась очень гордо, и гость почувствовал себя неловко.

5. Бесси была уверена, что Джен обгонит своих кузин в учении, и девушка испытывала чувство благодарности к этой достойной женщине.

6. В отчаянии девушка обратилась к своей наставнице и попросила ее выступить в качестве посредницы.

X. Dramatize the dialogue between Bessie and Jane. Highlight on the changes that had taken place within eight years. Make use of the following words and phrases:

christen, I dare say, would make two of you in breadth, handsome, to fall in love, to be against the match, quarrel, to make much of smb, to be out of the reach, to surpass in learning, disappointed, merchant

XI. Points for discussion:

1. Speak on the changes in Lowood School after the epidemic. Were these changes to the better or to the worst for the inhabitants of the school? Give proofs.

2. What event caused a transforming process in Jane? Why was she left in her natural element? Comment on her feelings and thoughts.

3. Speak on the decision Jane came to. What pains did she take to achieve her aim?

4. What impression did Mrs Fairfax's letter produce on the young girl? How did Jane imagine Mrs Fairfax? Who acted as a mediatrix in the matter?

5. Comment on the words: 'It is a very strange sensation to inexperienced youth to feel itself quite alone in the world, cut adrift from any connexion, uncertain whether the port to which it is bound can be reached, and prevented by many impediments from returning to that it has quitted.' Have you ever experienced such sensations?

6. Speak on the way Jane was met at Thornfield. Did the young girl like the place and the people? Why did she feel at last in safe heaven?

7. Describe the relations between Jane and her pupil, Miss Adela. Did they like each other?

8. Mr Rochester, the proprietor of Thornfield. What did Jane learn about that man? How did Mrs Fairfax characterise him?

SECTION 6 (Chapters 12-14, pp. 110-141)

I. Words for activation. Use them in the situations based on the text:

1) **profound** (110) **adj.** 1. deep; 2. needing, showing, having, great knowledge; 3. needing much thought or study to understand;

2) **expand** (111) **v.** ~(in/into), 1. make or become larger; 2. unfold or spread out; 3. (of a person) become good-humoured or genial;

3) **plain** (113) **adj.** 1. easy to see, hear or understand; 2. simple; ordinary; without luxury or ornament; 3. (of persons, their thoughts, actions, etc.) straightforward; frank; 4. (of a person's appearance) not pretty or handsome;

4) **tenant** (113) **n.** person who pays rent for the use of land, a building, a room, etc.

v. (usu. passive) occupy as a ~;

5) **rough** (115) **adj.** 1. (of surfaces) not level, smooth or polished; (of roads) of irregular surface, not easy to walk or ride on; 2. not calm or gentle; moving or acting violently; 3. made or done without attention to detail, esp. as a first attempt; 4. (of sounds) harsh; discordant;

6) **summon** (121) **v.** 1. ~ smb (to smth/to do smth), demand the presence of; call or send for; 2. ~ smth up, gather together; call up;

7) **worship** (125) **n.** 1. reverence and respect paid to God; 2. admiration and respect shown to or felt for smb or smth; **v.** give ~ to (1, 2);

8) **conjecture** (129) **v.** guess; put forward an opinion formed without facts as proof;

conjecture n. guess, guessing;

9) **gregarious** (133) **adj.** living in groups or societies; liking the company of others;

10) **exquisite** (136) **adj.** 1. of great excellence; brought to a high state of perfection; 2. (of pain, pleasure, etc.) keenly felt; 3. (of power to feel) keen, delicate;

11) **flatter** (136) v. 1. praise too much; praise insincerely (in order to please); 2. give a feeling of pleasure to; 3. (of a picture, artist, etc.) show (smb) as better looking than he is;

12) **predict** (140) v. say, tell in advance;

prediction n. smth ~ed; prophecy; **predictable** adj. that can be ~ed;

II. Word combinations to be memorised. Use them in sentences of your own:

1. within one's reach (111)
2. to arrest smb's attention (114)
3. to coin pretexts (120)
4. to be (un)aware of (122)
5. to beat about the bush (123)
6. far from it (128)
7. to drop the subject (129)
8. to get pleasure out of life (137)

III. Paraphrase the underlined words using the active vocabulary:

1. She made reasonable progress, entertained for me a vivacious, though perhaps not very profound affection.

2 ... it was yet a mile distant, but in the absolute bush I could hear plainly its thin murmurs of life.

3. In those days I was young, and all sorts of fancies bright and dark tenanted my mind.

4. Unused as I was to strangers, it was rather a trial to appear thus formally summoned in Mr Rochester's presence.

5. 'Young lady, I am disposed to be gregarious and communicative to-night.'

6. 'You would say you don't see it: at least I flatter myself I read as much in your eye.'

7. She entered, transformed as her guardian had predicted.

IV. Find the English equivalents in the text. Use them in a situation of your own:

- время от времени (110)
- вовлекать в разговор (112)
- очень хотеть помочь (114)
- против желания кого-либо (115)
- вести правильный образ жизни (121)
- высокостепенные случаи (121)
- лишённые выражения (глаза) (127)
- о вкусах не спорят (131)
- по правде говоря (138)
- на цыпочках (140)

V. Give synonyms to:

lot, rapid, vigorous, reveal, marvel, hamper

VI. Give antonyms to:

progress, solitary, beauty, appreciate, harsh, defaulter

VII. Interpret the following sentences:

1. The incident had occurred and was gone for me: it *was* an incident of no moment, no romance, no interest in a sense; yet it marked with change one single hour of a monotonous life.

2. 'That was very false economy', remarked Mrs. Fairfax, who now again caught the drift of the dialogue.

3. 'And so, under pretence of softening the previous outrage, of stroking and soothing me into placidity, you stick a sly pen-knife under my ear!'

4. 'Little girl, a memory without blot or contamination must be an exquisite treasure - an inexhaustible source of pure refreshment: is it not?'

5. 'My Spring is gone, however, but it has left me that French floweret on my hands, which, in some moods, I would fain be rid of.'

VIII. Prepare a good reading and give literary translation in writing: p. 111 from 'It is in vain to say...' up to '... necessary for their sex.'

IX. Translate into English using the active vocabulary:

1. Можно легко предсказать, что они не будут откровенны, а будут ходить вокруг да около.

2. «Вы мне льстите!» - «Вовсе нет! Ваше глубокое понимание сути дела не может не вызывать восхищения».

3. Эти изысканные манеры, умение получать удовольствие от жизни заставляли их боготворить ее.

4. Их вызывали в суд, но они находили всяческие предлоги, чтобы не ходить туда.

5. Поведение новых жильцов дома привлекло всеобщее внимание. Все понимали, что они ведут себя вызывающе.

6. Совершенно очевидно, что он не изменит своего решения. Давай прекратим этот разговор.

X. What do you think?

1. Was Jane fond of making long walks all by herself? Did she feel lonely?

2. Did she have imagination? What fantasies tenanted her mind?

3. Did Adele expect presents from Mr Rochester? And what about Jane? Are people fond of getting presents?

4. What did Jane learn about the previous life of Mr Rochester and his relatives?

5. What did Mr Rochester mean saying that he was paving hell with energy?

X. Points for discussion:

1. Speak on Jane's way of life at Thornfield in autumn, her smooth career, her relations with the inhabitants of the place.

2. Describe her first meeting with Mr Rochester. When and where did it take place? Under what circumstances?

3. Comment on the life in Thornfield after Mr Rochester's arrival. Was it easy to teach Adele these days? Why not?

4. What did Mr Rochester learn about during their conversations? And you? Did your attitude to Jane change?

5. Speak on Jane's sketches and paintings. What were the subjects of her pictures? Why did Mr Rochester decide that the young girl was happy when she painted them? Was he right or wrong?

6. Comment on the following phrases from the conversations between Jane and Mr Rochester (Ch. 14).

a) '...I desire you to have the goodness to talk to me a little now, and divert my thoughts, which are galled with dwelling on one point - cankered as a rusty nail.' (134)

b) 'Humbug! Most things freeborn will submit to anything for a salary; therefore keep to yourself, and don't venture on generalities of which you are intensely ignorant.' (136)Б

c) 'Dread remorse when you are tempted to err, Miss Jane: remorse is the poison of life.' (137)

SECTION 7 (Chapters 15-17, pp. 142-180)

I. Words for activation. Reproduce the situations with them based on the text:

1) **stern** (143) **adj.** 1. demanding and enforcing obedience; 2. severe; strict;

2) **resolute** (144) **adj** fixed in determination or purpose; firm;

3) **frivolous** (145) **adj.** 1. not serious or important; 2. (of persons) not serious; pleasure-loving;

4) **tribute** (147) **n.** 1. (usu. regular) payment which one government or ruler exacts from another; 2. smth done, said or given to show respect or admiration;

5) **alien** (148) **n.** (legal or official use) foreigner who is not a subject of the country in which he lives;

alien adj. 1. foreign; 2. ~(to), differing in nature or character; 3. contrary or opposed (to);

alienate v. ~smb (from), 1. estrange; cause (smb previously friendly) to become unfriendly or indifferent (by unpopular or distasteful actions); 2. transfer ownership of (property);

6) **tolerate** (152) **v.** 1. allow or endure without protest; 2. endure the society of;

tolerable adj.; tolerance n.;

7) **buoyant** (152) **adj.** able to float or to keep things floating; (fig.) light-hearted;

8) **token** (160) **n.** 1. sign, evidence, guarantee or mark; 2. (attrib.) serving as a preliminary or small-scale substitute;

9) **complain** (164) **v.** ~ (to smb) (about/of smth), say that one is not satisfied, that smth is wrong, that one is suffering;

complaint n. 1. complaining; 2. illness, disease;

10) **precaution (166) n.** care taken in advance to avoid a risk;

11) **haughty (171) adj.** arrogant; having or showing a high opinion of oneself;

12) **resemble (178) v.** be like; be similar to;

II. Word combinations to be memorized. Make up a situation using them:

1. to grind one's teeth (143)

2. to make an appointment (146)

3. to be honoured (147)

4. to gather flesh (147)

5. in an instant (149)

6. to be on the point of (151)

to be about (153)

7. to play (off) a prank (155)

8. topsy-turvy (164)

9. to get an inkling of (177)

10. to be on the high horse (178)

III. Paraphrase the underlined words using the active vocabulary:

1. 'I like this day; I like that sky of steel; I like the sternness and stillness of the world under this frost.'

2. 'They began to talk; their conversation eased me completely: frivolous, mercenary, heartless, and senseless, it was rather calculated to weary than enrage a listener.'

3. 'Why not?' I asked myself. 'What alienates him from the house?'

4. Till morning dawned I was tossed on a buoyant but unquiet sea, where billows of trouble rolled under surges of joy.

5. 'And you have derived pleasure from occasional tokens of preference - equivocal tokens show by a gentleman of family and a man of the world to a dependant and a novice.'

6. And issuing from my asylum with precaution, I sought a backstairs which conducted directly to the kitchen.

7. Lady Lynn was a large and stout personage of about forty, very erect, very haughty- looking, richly dressed in a satin robe of changeful sheen...

IV. Pronounce the following words correctly. Be sure you understand their meaning:

idol, antiquity, momentarily, triumph, extinguish, wholesome, protege, inexplicable, malignant, gurgle, quench, providential, phlegmatic, amateur, olive, bass, dungeon, audible, asylum, saloon, imperial, incubi, heritage

V. Give the English equivalents of:

- следовать обычным путем (142)

- служить (145)

- вести себя тихо как мышь (151)
- с полным самообладанием (154)
- здравый смысл (160)
- хорошо знать свое дело (164)
- аристократическое изящество (167)
- говорить на ломаном английском (172)
- «Не по хорошему мил, а по милу хорош» (173)
- спорить о политике (175)
- перевернуть вверх дном (177)

VI. Give synonyms to:

rebuff, prattle, victim, hasten, scarcely, caper (about)

VII. Give antonyms to:

handsome, inconsistently, secure, secret, demurely

VIII. Translate into English using the active vocabulary:

1. Поведение девочки напоминало поведение ее брата: высокомерное, презрительное ко всем.
2. Поздно жаловаться сейчас, нужно было заранее принимать меры предосторожности.
3. В тот вечер она была в ударе: роль была сыграна прекрасно, конечно, она заслужила эти цветы и аплодисменты.
4. Он ведет себя очень фривольно и вызывающе. Но ты знаешь обстоятельства его жизни, поэтому будь терпимее.
5. Все в комнате было в полном беспорядке. Он стиснул зубы и решительно вошел.
6. Он назначил им встречу в 6 вечера, но они не пришли. Он был готов бросить эту затею.

IX. Choose any passage to your liking (12-15 lines) and retell it expressively as close to the text as possible.

X. Interpret the following sentences. Translate them into Russian:

1. I felt at times as if he were my relation rather than my master: yet he was imperious sometimes still; but I did not mind that; I saw it was his way.
2. 'People talk of natural sympathies; I have heard of good geni: there are grains of truth in the wildest fable.'
3. Presently the chambers gave up their fair tenants one after another: each came out gaily and airily, with dresses that gleamed lustrous through the dusk.
4. Most true is it that 'beauty is in the eye of the gazer.'
5. 'Poor, puny things, not fit to stir a step beyond papa's park gates: not to go even so far without mamma's permission and guardianship!'

XI. What do you think?

1. Was Mr Rochester rather sincere with Jane? Why?
2. Was there a secret about Grace Poole and her position in Thornfield? Did Jane manage to learn it?
3. What judgement did Jane pronounce to herself?
4. Why was Jane ordered to accompany Adele to the drawing room?
5. Did the guests speak about governesses? What was their attitude to them?

XII. Points for discussion:

1. Comment on Mr Rochester's story about his grand passion to Celine Varens. Did he really love that woman? Did he suffer much? Was Adele his daughter?
2. Speak on the change of Mr Rochester's attitude to Jane, on their evening conferences. What did the young girl learn about her master, his character?
3. Describe the incident that happened one night. What role did Grace Poole play in it?
4. Speak on Jane's feelings and thoughts when she learned that Mr Rochester had gone to Mr Eshton's place.
5. Comment on the events that followed after they received a letter from Mr Rochester. What kind of party was expected in Thornfield?
6. Describe the guests of Thornfield. Were they alike in a way? What united them? Did Jane compare Mr Rochester with the others?

SECTION 8 (Chapters 18-20, pp.181-218)

I. Words for activation. Use them in the situations based on the text:

- 1) **witness** (184) **n.** 1. (often eye~) person who was actually present at an event and should, for this reason, be able to describe it; person who gives evidence under oath in a law court; 2. evidence; testimony; what is said about smb, an event, etc.; 3. person who adds his own signature to a document to testify that another person's signature on it is genuine; 4. smb or smth that is a sign or proof of smth;
- 2) **tease** (185) **v.** 1. make fun of (smb) playfully or unkindly; worry with questions, etc.; annoy; 2. pick into separate fibres; fluff up the surface of (cloth, etc.) by doing this;
- 3) **fascinate** (186) **v.** 1. charm, attract or interest greatly; 2. take away power of movement by a fixed look, as a snake does;
- 4) **decline** (193) **v.** 1. say 'No' (to), refuse (smth offered); 2. continue to become smaller, weaker, lower; 3. (of the sun) go down;
- 5) **negotiation** (193) **n.** negotiating;
negotiate **v.** 1. ~ (with smb), discuss, confer, in order to come to an agreement; 2. ~ smth (with smb), arrange by discussion; 3. get or give money for (cheques, bonds, etc.); 4. get past or over;
- 6) **agitate** (194) **v.** 1. move or shake (a liquid); stir up (the surface of a liquid); 2. disturb; cause anxiety to (a person, his mind or feelings); 3. ~ for, argue publicly in favour of, take part in a campaign for;
- 7) **swear** (194) **v.** 1. say solemnly or emphatically; 2. take an oath; cause (smb) to take an oath;
- 8) **contradict** (199) **v.** 1. deny the truth of (smth said or written); deny (the words of a person); 2. (of facts, statement, etc.) by contrary to;

9) **proceed** (206) **v.** 1. ~ *to smth/ to do smth*, go forward, go on ; 2. ~ *from smth* , come, arise from; 3. ~ *against smb*, take legal action; 4. ~ *to smth*, go on from a lower university degree;

10) **emergency** (206) **n.** 1. serious happening or situation needing prompt action; 2. (attrib. use): *an ~ exit; an ~ fund*, one to be used in an ~;

11) **soak** (208) **v.** 1. become wet through by being in liquid or by absorbing liquid; 2. ~ *smth (in smth)*, cause *smth* to absorb as much liquid as possible; 3. (of rain) ~ *smb (through)*, make him very wet;

12) **vulnerable** (216) **adj.** that is liable to be damaged; not protected against attack;

II. Word combinations to be memorised:

1. to hold the principles (186)
2. to be life and soul of (the party) (187)
3. to curl one's lip (188)
4. extremes meet (189)
5. to tell the fortune (191)
6. to talk nonsense (201)
7. to be in high glee (203)
8. on any pretext (208)
9. to dress a wound (211)
10. to take measures (217)

III. Paraphrase the underlined words. Make use of the active vocabulary:

1. 'Well, whatever I am, remember you are my wife; we were married an hour since, in the presence of all these witnesses.'

2. But, as matters really stood, to watch Miss Ingram's efforts at fascinating Mr Rochester, to witness their repeated failure - herself unconscious that they did fail.

3. Miss Ingram took a book, leant back in her chair, and so declined further conversation.

4. 'If you please, miss, the gipsy declares that there is another young single lady in the room who has not been to her yet, and she swears she will not go till she has seen all.'

5. The sounds I had heard after the scream, and the words that had been uttered, had probably been heard only by me; for they had proceeded from the room above mine.

6. 'Well, you too have power over me, and may injure me: yet I dare not show you where I am vulnerable, lest, faithful and friendly as you are, you should transfix me at once!'

IV. Find the English equivalents in the text. Use them in sentences of your own:

- благородный разбойник (183)
- сдержанная усмешка (192)
- мое любопытство удовлетворено (193)

- «Жадность слушателя опережает речь рассказчика» (198)
- упасть в обморок (2, 207)
- содрогнуться (при мысли) (209)
- быть начеку (211)
- на мою ответственность (213)
- заливаться слезами (214)
- напевать что-то (217)

V. Pronounce the following words correctly. Use the dictionary to understand their meaning:

crescent, pirate, quiescence, conquest, lenient, gipsy, aquiline, colonel, vagabond, recipient, inwardly, knot, swallow, savage, rehearsal, sponge, crucifix, surgeon, shepherd, wisdom

VI. Give synonyms to:

entertainment, interval, silly, wander, grave

VII. Give antonyms to :

ordinary, formerly, direct, worthy, fresh

VIII. Consult the English-English dictionary for the definition of the word *disposition* and its derivatives. Make up sentences of your own.

IX. Translate the following sentences into English using the active vocabulary:

1. Мы были свидетелями их переговоров. Могу поклясться, что обе стороны твердо придерживались своих принципов.
2. В экстренных случаях нужно действовать хладнокровно, но лучше принять необходимые меры, чтобы их предотвратить.
3. Цыганка предсказала будущее всем гостям. Девушки вышли от нее чрезвычайно веселые и радостные.
4. Не говорите глупости: она вовсе не так привлекательна. Ее привычка разговаривать с другими высокомерно и с презрительной grimасой на лице отталкивает людей.
5. Обязательно сходите на вечеринку: Пол очень хороший и гостеприимный хозяин. Он просто душа компании.

X. Interpret the following sentences:

1. A sufficient interval having elapsed for the performers to resume their ordinary costume, they re-entered the dining room.
2. All their class held these principles: I supposed, then, they had reasons for holding them, such as I could not fathom.
3. A curious friendship theirs must have been: a pointed illustration, indeed, of the old adage that 'extremes meet'.
4. And so, by dint of alternate coaxing and commanding, he contrived to get them all once more enclosed in their separate dormitories.
5. 'Sir,' I answered, 'a wanderer's repose or a sinner's reformation should never depend on a fellow-creature.'

XI. Make up a dialogue between Jane and Mr Rochester after she recognised him. Use the following words and phrases:

what a strange idea, manage, gipsy, to draw smb out, to talk nonsense, it is fair (unfair), to think over, great absurdity, signify, retire, I dare say, to be aware, lean on

XII. Points for discussion:

1. Speak about merry days at Thornfield. How did the guests entertain themselves? What did 'playing charades' mean?

2. Comment on Jane's observations of the actors and the spectators. Who attracted her special attention and why? Was the young girl jealous?

3. Describe the newcomer, Mr Mason. What impression did he produce on the young ladies? What did Jane think about him?

4. Speak on the episode with the gipsy. What did 'she' foretell Miss Ingram? And other young ladies?

5. Speak on Jane's behaviour and her feelings during her meeting with the gipsy. Was she wise and reserved? Did you appreciate her?

6. Comment on the incident that took place at night. Was Jane helpful to Mr Rochester? Who, do you think, was to blame for that incident? Can you explain the reasons of it?

7. Speak about the conversation between Mr Rochester and Jane in the garden. Did you understand the master of Thornfield better? Was the mystery of his previous life disclosed?

SECTION 9 (Chapters 21-23, pp.219-255)

I. Words for activation. Use them in the situations based on the text:

1) **thrive** (219) **v.** ~(on smth), prosper; succeed; grow strong and healthy;

2) **tempt** (221) **v.** 1. (try to) persuade (smb) to do smth wrong or foolish; 2. attract (smb) to have or do smth; **temptation n.;**

3) **meditate** (223) **v.** 1. think about; consider; 2. ~ (up/upon), give oneself up to serious (esp. religious) thought; **meditation n.;**

4) **hospitality** (225) **n.** friendly and generous reception and entertainment of guests

hospitable adj.;

5) **hostile** (226) **adj.** 1. of an enemy; 2. feeling or showing enmity (to); unfriendly;

hostility n.;

6) **languish** (227) **v.** be or become languid; lose health and strength; be unhappy because of a desire (for smth);

7) **bitter** (229) **adj.** 1. tasting like beer or unsweetened coffee; 2. unwelcome to the mind; hard to bear; causing sorrow; 3. filled with, showing, caused by, envy, hate, remorse, or disappointment ; 4. piercingly cold; **bitterness n.;**

8) **diligence** (233) **n.** ~ (in), steady effort; showing care and effort (in what one does); **diligent adj.;**

9) **passion** (237) **n.** 1. strong feeling or enthusiasm, esp. of love, hate or anger; 2. outburst of strong feeling; **passionate adj.;**

10) **frequent** (241) **adj.** often happening; habitual; **frequent v.** go often to (a place); be often found in or at;

11) **queer** (250) **adj.** 1. strange; unusual; 2. causing doubt or suspicion; 3. (colloq.) unwell; faint;

12) **mock** (252) **v.** make fun of; ridicule (esp. by copying in a funny or contemptuous way); 2. defy contemptuously;

II. Word combinations to be memorised:

1. to commit suicide (222)
2. to shake hands with (224)
3. to alter past recognition (226)
4. to be determined (231)
5. to have (nothing, smth) to do with (233)
6. to wash one's hands of smth (234)
7. to take revenge (237)
8. to settle affairs (239)
9. to fit to a hair (240)
10. to cause a rumour (253)

III. Paraphrase the underlined words using the active vocabulary:

1. 'What can the creeping creature want now?' And when I said in a low voice, 'Mr Rochester', she made a movement as if tempted to order me away.

2. Mr Rochester meditated. 'When do you wish to go?'

3. I was so glad to accept her hospitality; and I submitted to be relieved of my travelling garb just as passively as I used to let her undress me when a child.

4. 'Forgive me for my passionate language; I was a child then; eight, nine years have passed since that day.'

5. ... and very quietly, after leaving my box in the ostler's care, did I slip away from the George Inn, about six o'clock of a June evening, and take the old road to Thornfield: a road which lay chiefly through fields, and was now little frequented.

6. I was silent: I thought he mocked me.

IV. Pronounce the following words correctly. Consult the dictionary for the meaning of the words:

debt, knave, lineament, meagre, lethargy, augment, visage, voluptuous, wreck, hourly, pauper, tempestuously, vindictive, robust, muscles, crisis, plumage, fiend

IV. Give the English equivalents of the following:

- в глубоком трауре (218)
- в таких отношениях (223)
- прошлое нахлынуло на меня (225)

- считать вас чудачком (227)
- привести в хорошее настроение (232)
- помочь, содействовать (237)
- впасть в забвение (238)
- не проронить ни слезинки (238)
- робко (247)
- дождь хлынул (254)

VI. Give synonyms to:

pledge, heal, stylish, fetch, inform

VII. Give antonyms to:

idle, alive, eagerly, false, forget

VIII. Interpret the following sentences:

1. Presentiments are strange things! and so are sympathies; and so are signs; and the three combined make one mystery to which humanity had not yet found the key.

2. The gaping wound of my wrongs, too, was now quite healed; and the flame of resentment extinguished.

3. It is a happy thing that time quells the longings of vengeance and hushes the promptings of rage and aversion.

4. Feeling without judgement is a washy draught indeed; but judgement untempered by feeling is too bitter and husky a morsel for human deglutition.

5. But what is so headstrong as youth? What is so blind as inexperience?

IX. Translate into English using the active vocabulary:

1. Пора положить конец вашим враждебным отношениям. Пожмите друг другу руки и станьте друзьями.

2. Эти насмешки становились просто невыносимыми, и Агнес твердо решила отомстить обидчику.

3. Кто-то распустил слух, что она изменилась до неузнаваемости.

4. Он подумал и решил строить свои дела по-новому. Пора было умывать руки и покончить со старыми интересами.

5. У Теда было много общих интересов с этими ребятами. Он как раз подходил их компании.

X. Find and write out from the chapters under study the words on the topic: 'Appearance'.

XI. Points for discussion:

1. Speak about Jane's presentiments and dreams of an infant. How was it connected with the arrival of a man dressed in deep mourning? Describe the events that followed.

2. Comment on Jane's return to Gateshead Hall. What were her feelings? How did the inhabitants of the place meet her?

3. Speak on Jane's relations with her cousins, Eliza and Georgiana. Did Jane compare them with those girls of her childhood? Can you agree that they changed much?

4. Speak about the secret, which burdened Mrs. Reed before her death. What feelings did Jane experience when her aunt died?

5. Did Jane leave Gateshead immediately after her aunt's death? What delayed her there?

6. Describe the young girl's feelings on her way to Thornfield. Did she consider that place her home? Why? Why not?

7. Comment on the conversation between Jane and Mr Rochester in the garden. Could the young girl expect his proposal?

SECTION 10 (Chapters 24-25, pp. 256-284)

I. Words for activation. Reproduce the situations from the text with these words:

- 1) **fragrant** (256) **adj.** sweet- smelling; (fig.) pleasant;
- 2) **partake** (256) **v.** take a share in; 2. have some of (the nature or characteristics of);
- 3) **imbecility** (259) **n.** stupidity; **imbecile** **adj.** weak-minded; stupid;
- 4) **yield** (262) **v.** 1. give a natural product, a result or profit; 2. ~ (to smb/smth), give way (to); cease opposition;
- 5) **profess** (265) **v.** 1. declare that one has (beliefs, likes, ignorance, etc.); 2. affirm one's faith in, allegiance to, (a religion, Christ); 3. (formal) have as one's profession or business; 4. claim; represent oneself;
- 6) **superb** (266) **adj.** magnificent; first class;
- 7) **adopt** (267) **v.** 1. take (smb) into one's family as a relation, esp. as a son or daughter, with legal guardianship; 2. take, e.g. an idea or custom and use; 3. accept, e.g. a report or recommendation;
- 8) **menace** (272) **n.** danger; threat; **v.** threaten;
- 9) **wound** (278) **n.** 1. hurt or injury to the living tissue of the body, caused by cutting, shooting, tearing, etc., esp. as the result of attack (*injury* being more usu for the result of an accident); 2. injury to a plant, tree, etc. in which the bark is cut or torn; 3. pain given to a person's feelings;
- 10) **summit** (280) **n.** highest point; top;
- 11) **obstacle** (282) **n.** smth in the way that stops progress or makes it difficult;
- 12) **sombre** (283) **adj.** dark-coloured; gloomy; dismal;

II. Word combinations to be memorised:

1. to make a fool of (260)
2. like a flash of lightning (264)

3. to be stubborn as a stone (266)
4. in half-phrase (268)
5. to sympathise with (274)
6. to keep one's promise (277)
7. to lose one's balance (280)
8. to lose consciousness (282)

III. Paraphrase the underlined words. Make use of the active vocabulary:

1. ... and I ran down and gave them all the money I happened to have in my purse - some three or four shillings: good or bad, they must partake my jubilee.

2. 'To women who please me only by their faces, I am the very devil when I find out they have neither souls nor hearts - when they open to me a perspective of flatness, triviality, and perhaps imbecility, coarseness, and ill-temper...

3. Mr Rochester professed to be puzzled.

4. ... I had wholly forgotten - the letter of my uncle, John Eyre, to Mrs Reed: his intention to adopt me and make me his legatee.

5. 'Mrs Fairfax has said something, perhaps? or you have overheard the servants talk? - your sensitive self-respect has been wounded?'

6. 'Am I severed from you by insuperable obstacles?'

7. 'And now, no more sombre thoughts: chase dull care away, Janet.'

IV. Pronounce the following words correctly. Be sure you understand their meaning:

jubilee, diamond, capricious, salamander, dishonest, dye, monster, glisten, warehouse, gingham, coercion, altar, accompaniment, weapon, persuade, roar, hypochondria, delicacy, oblong, guarantee, pant

V. Give the English equivalents to:

- у меня кружилась голова (257)
- наскучить (259)
- вот уж никогда бы не подумала! (263)
- согласиться (265)
- это не важно (266)
- для нашего общего благополучия (271)
- изводить бесчеловечно (272)
- предвестник несчастья (275)

VI. Give synonyms to:

attire, disturb, muse, ardent, terror

VII. Give antonyms to:

energetic, agile, costly, united, loosen

VIII. Translate into English using the active vocabulary:

1. Когда мальчик услышал новость о своем усыновлении, он стремительной помчался к друзьям.

2. Мистер Рочестер открыто заявил, что он удивлен поведением мисс Ингрэм, но несколько не сочувствует ей.

3. Элиза оказалась глупой и упрямой как пень, поэтому с ней не хотелось иметь ничего общего.

4. Это обстоятельство оказалось серьезным препятствием, которое помешало ему сдержать свое слово.

5. Ужин был превосходный; на десерт подали ароматную и сочную дыню.

IX. Interpret the following sentences:

1. Human beings never enjoy complete happiness in this world.

2. It is an old saying that 'all is not gold that glitters.'

3. I could not, in those days, see God for His creature: of whom I had made an idol.

4. '... the time of pleasure and love is over with you; but you are not desolate: each of you has a comrade to sympathize with in his decay.'

5. I wondered why moralists call this world a dreary wilderness: for me it blossomed like a rose.

X. Prepare a good reading and translate into Russian (in writing) the following passage: p.283 from 'This prediction was but half fulfilled...' up to the end of Ch. 25.

XI. Write out the words on the topic: 'Weather'.

XII. Points for discussion:

1. Comment on the conversation between Jane and Mrs. Fairfax. What did the old lady try to warn Jane against?

2. Speak on the trip to Millcote. What did Mr Rochester tell Adele in the carriage? Do you think the girl believe him? Did Jane feel at ease in the warehouse?

3. Describe the evenings Jane and Mr Rochester spent together. What were their relations during the last month before the wedding?

4. Comment on Jane's feelings on the eve of her wedding. What troubled her? What did she feel in the orchard looking at the ruin of the chestnut tree?

5. Speak on Jane's dreams. Was her vision of a strange woman really a dream? prove it. Were her dreams prophetic?

SECTION 11 (Chapters 26-27, pp. 285-312)

I. Words for activation. Reproduce the situations with them from the text:

1) **keen** (285) **adj.** 1. (of point and edges) sharp; 2. (of interest, the feelings) strong; deep; 3. (of the mind, the senses) active; sensitive; sharp; 4. (of persons, their character, etc.) eager; anxious to do things;

2) **contemplate** (292) **v.** 1. look at (with the eyes or in the mind); 2. have in view as a purpose, intention or possibility; 3. meditate (esp. as a religious practice);

3) **challenge** (293) **n.** 1. invitation or call to play a game, run a race, have a fight, etc. to see who is better, stronger, etc.; 2. order given by a sentry to stop and see who one is; **challenge v.;**

4) **betray** (294) **v.** 1. be disloyal to; act deceitfully towards; 2. give away or make known or sell treacherously; 3. allow (a secret) to become known, either by accident or on purpose; 4. be or give a sign of, show;

5) **slaughter** (296) **n.** 1. killing of animals (esp. for food); 2. killing of many people at once; massacre;

6) **perilous** (300) **adj.** dangerous; full of risk; **peril n.;**

7) **abominable** (303) **adj.** 1. causing hatred and disgust (to smb); 2. (colloq.) unpleasant; bad;

8) **remnant** (304) **n.** 1. small part that remains; 2. (esp.) length of cloth offered at a reduced price after the greater part has been sold;

9) **hire** (309) **v.** ~ (out), obtain or allow the use or services of in return for fixed payment;

10) **interlocutor** (310) **n.** person taking part in a discussion or dialogue;

11) **soothe** (314) **v.** 1. make (a person, his nerves, passions) quiet or calm; 2. make (pains, aches) less sharp or severe; **soothingly adv.;**

12) **essence** (315) **n.** 1. that which makes a thing what it is; the inner nature or most important quality of a thing; 2. extract obtained from a substance by taking out as much of the mass as possible, leaving all its important qualities in concentrated form; **essential adj.;**

II. Word combinations to be memorised. Make up a situation of your own using them:

1. to stand mute (287)
2. to bolt out (289)
3. on all fours (291)
4. to stop one's ears (295)
5. to be distressed on all hands (301)
6. in the eyes of the world (304)
7. to be buried in oblivion (306)
8. to long for (308)
9. to grow desperate (317)
10. to dissolve smb's courage (317)

III. Paraphrase the underlined words using the active vocabulary:

1. I would not ascribe vice to him; I would not say he had betrayed me ...
2. When your uncle received your letter intimating the contemplated union between yourself and Mr Rochester, Mr Mason ... happened to be with him.

3. ... there was no explosion of passion, no long altercation, no dispute, no defiance or challenge, no tears, no sobs.

4. 'Jane, I will not trouble you with abominable details; some strong words shall express what I have to say!'

5. ... yet when addressed, you lifted a keen, a daring, and a glowing eye to your interlocutor's face: there was penetration and power in each glance you gave ...

6. 'Think of his misery; think of his danger; look at his state when left alone; remember his headlong nature; consider the recklessness following on despair - soothe? him; save him; love him; tell him you love him and will be his.

7. 'Of yourself you could come with soft flight and nestle against my heart, if you would: seized against your will, you will elude the grasp like an essence - you will vanish ere I inhale your fragrance.'

IV. Give the English equivalents of the following:

- даже не взглянуть (285)
- говорить не без основания (287)
- поправить здоровье (292)
- эти слова резанули меня по сердцу (301)
- быть доведенным до крайности (302)
- сумасшедший дом (303)
- безумный слепец (303)
- в минуты испытания (309)
- скучное однообразие жизни (311)
- я мог согнуть ее двумя пальцами (314)

V. Pronounce the following words correctly. Consult the dictionary for the definition of the words:

brooch, clerk, tomb, towards, subtle, nasal, bullet, bigamy, worm, hyena, corpulent, depths, lamb, scoundrel, reminiscences, canoe, pigmy, obstruction, liaison, ajar, piquant, ordeal, reiterate

VI. Give synonyms to:

rigid, implore, frantic, tranquilize, ultimate

VII. Give antonyms to:

drunkard, feeble, tame, sophisticated, reject

VIII. Interpret the following sentences:

1. 'Friends always forget those whom fortune forsakes.'

2. That bitter hour cannot be described: in truth, 'the waters came into my soul; I sank in deep mire: I felt no standing; I came into deep waters; the floods overflowed me.'

3. 'Pity, Jane, from some people is a noxious and insulting sort of tribute, which one is justified in hurling back in the teeth of those who offer it ...'

4. 'I care for myself. The more solitary, the more friendless, the more unsustained I am, the more I will respect myself.'

IX. Translate the following sentences into English using the active vocabulary:

1. Услышав эту ужасную новость, Джен была в полном отчаянии.
2. Эту страшное существо было опасно. Оно бегало на четвереньках и рычало так громко, что хотелось заткнуть уши.
3. В глазах светского общества отношения Эдварда и Джен считались бы неприличными, и они не рискнули бросить всем вызов.
4. Обращаясь к своей собеседнице, Эдвард предложил все предать забвению.
5. Элиза так мечтала об этой поездке, что ее отмена привела девушку просто в отчаяние. Она разрыдалась, и успокоить ее было непросто.
6. Миссис Мэйсон подумала и решила, что ей придется нанимать еще слуг, чтобы устроить этот прием.

X. Write out the words on the topic: 'Time'.

XI. Prepare a good reading and translate in writing the following passage: p. 314 from 'Still indomitable was my reply...' up to 'I did.'

XII. Points for discussion:

1. Describe the morning of the wedding. What were Jane's feelings? Did she notice anything?
2. Speak on the impediment that broke off the ceremony. Was it a serious impediment at that time?
3. Describe Mr Rochester's 'wife' and those conditions under which she lived. What was the reason of keeping her in such a way?
4. Comment on Jane's feelings after that incident. Read out phrases, which prove that the young girl was suffering greatly.
5. Speak about Mr Rochester's marriage and the trap he found himself in. What did he offer Jane?
6. Comment on Jane's decision to depart and her escape at night. Did she think about her return to Thornfield in future?

SECTION 12 (Chapters 28-29, pp. 319-345)

I. Words for activation. Use them in the situations based on the text:

- 1) **destitute** (319) **adj.** 1. without food, clothes and other things necessary for life; 2. ~ of, not having;
- 2). **appease** (320) **v.** make quiet or calm;
- 3) **prime** (321) **adj.** 1. chief; most important; 2. excellent; first-rate; 3. fundamental; primary;
- 4) **repel** (324) **v.** 1. drive back or away; refuse to accept; 2. cause a feeling of dislike in;
- 5) **ravenous** (326) **adj.** 1. very hungry; 2. greedy;
- 6) **outcast** (326) **n, adj.** (person or animal) driven out from home or society; homeless and friendless;
- 7) **diminish** (327) **v.** make or become less;

8) **warrant** (331) **v.** 1. be a ~ for, be justification or authority; 2. guarantee (the more usu word); (colloq.) assure;

9) **contrive** 334) **v.** 1. invent; design; find a way of doing (smth), of causing (smth to happen); 2. (liter) manage successfully;

10) **benefit** (336) **n.** 1. advantage; profit; help; 2. act of kindness; favour; advantage; 3. allowance of money to which a person is entitled as a citizen or as a member of an insurance society;

11) **peruse** (341) **v.** (formal) read carefully; **perusal n.;**

12) **concise** (343) **adj.** (of a person's speech or style of writing, etc.) brief, giving much information in few words; **concisely adv.;**

II. Word combinations to be memorised. Use them in sentences of your own:

1. to excite suspicion (319)
2. with tear-dimmed eyes (321)
3. to be driven to the point (322)
4. to be brought low (323)
5. to shut the door in the face (327)
6. nothing seemed to escape him (344)

III. Paraphrase the underlined words using the active vocabulary:

1. ... there it remains, there it must remain; and now, I am absolutely des-
titute.

2. My hunger, sharp before, was, if not satisfied, appeased by this her-
mit's meal.

3. I drew near the houses; I left them, and came back again, and again I
wandered away, always repelled by the consciousness of having no claim to ask
- no right to expect interest in my isolated lot.

4. The girl emptied the stiffened mould into my hand, and I devoured it
ravenously.

**IV. Give the English equivalents from the text. Make up a dialogue us-
ing them:**

- набрать пригоршню (ягод) (319)
- усталость овладела мной (321)
- мне было стыдно (322)
- полная безнадежность (327)
- настоящее приведение (332)
- кресло-качалка (337)
- как воркование голубки (340)

**V. Pronounce the following words correctly. Be sure you understand
their meaning:**

importunate, chords, curtail, desert, lizard, zigzag, falter, parsonage, loaf, moor,
impassible, foliage, silhouette, scrupulously, archangel, wretched, purify

VI. Give synonyms to:

mingle, labour, roam, discourse, steadily, hardship

VII. Give antonyms to:

repose, fold, obstinate, inflexible, severely, gentle

VIII. Choose any passage to your liking (12-15 lines) and retell it as close to the text as possible.

IX. Find the definition and derivatives of the word *point*. Use the English-English dictionary. Make up sentences of your own.

X. Interpret the following sentences:

1. Nature seemed to me benign and good; I thought she loved me, out-cast as I was; and I, who from man could anticipate only mistrust, rejection, insult, clung to her with filial fondness.

2. The burden must be carried; the want provided for; the suffering endured; the responsibility fulfilled.

3. I seemed to have something like a right to seek counsel here.

4. This light was my forlorn hope: I must gain it.

XI. Points for discussion:

1. Describe the place Jane found herself in. Why couldn't she travel farther?

2. Speak on her nights spent in the open air. Did she feel herself part of Nature?

3. Speak about her attempts to find shelter and work. Did she have any chance to find them? How did people treat her?

4. Comment on the house and its inhabitants. Was the young girl welcomed there?

5. Describe the inhabitants of the house. What did Jane learn about them? Did they sympathise with the poor girl?

6. Comment on Lane's recovery and behaviour at the house of the Rivers. Did she tell the truth about her previous life?

SECTION 13 (Chapters 30-32, pp. 346-372)

I. Words for activation. Reproduce the situations with them based on the text:

1) **accomplish** (346) **v.** perform; succeed in doing; finish successfully;

2) **mutual** (347) **adj.** 1. (of love, friendship, respect, etc.) shared; exchanged equally; (of feelings, opinions, etc.) held in common with others; 2. each to the other(s); 3. common to two or more persons;

3) **gauge** (348) **n.** 1. standard measure; extent; 2. distance between rails; 3. thickness of wire, sheet metal; diameter of a bullet, etc.; 4. instrument for measuring, e.g. rainfall, strength of wind, size, diameter, etc. of tools, wire, etc.;

gauge v. measure accurately; (fig.) make an estimate, form a judgement;

4) **eligible** (350) **adj.** ~ (for), fit, suitable, to be chosen; having the right qualifications;

5) **ambitious** (352) **adj.** 1. full of ambition; 2. showing or needing ambition;

6) **sacrifice** (353) **n.** 1. the offering of smth precious to a god; instance of this; the thing offered; 2. the giving up of smth of great value to oneself for a special purpose, or to benefit smb else; smth given up this way;

7) **despise** (355) **v.** feel contempt for; consider worthless;

8) **surrender** (356) **v.** 1. ~ (to), give up (oneself, a ship, a town, etc.) to the enemy, the police, etc.); 2. yield up under pressure or from necessity; abandon possession of; 3. ~ (oneself) to, yield or give way to (a habit, emotion, influence, etc.);

9) **estimate** (362) **v.** ~ (at), form a judgement about; calculate the cost, value, size, etc. of smth;

10) **abundant** (365) **adj.** 1. more than enough; plentiful; 2. ~ in, rich in; well supplied with;

11) **mediocre** (366) **adj.** not very good; neither very good nor very bad; second-rate; **mediocrity** **n.** quality of being ~; person who is ~ (in qualities, abilities, etc.);

12) **ejaculate** (369) **v.** say suddenly and briefly;

II. Word combinations to be remembered:

1. at my service (347)
2. by the hour together (347)
3. misfortunes never come single (353)
4. with measured deliberation (359)
5. sharp-witted (362)
6. to keep one's word (3630)
7. a high family (365)
8. to respond mentally (367)
9. (not) to oppose the match (368)
10. That cap of gloves! (372)

III. Paraphrase the underlined words using the active vocabulary:

1. They were both more accomplished and better read than I was; but with eagerness I followed in the path of knowledge they had trodden before me.

2. Our natures dovetailed: mutual affection - of the strongest kind - was the result.

3. 'I am not ambitious.' He started at the word 'ambitious'. He repeated, 'No. What made you think of ambition? Who is ambitious? I know I am: but how did you find it out?'

4. 'He will sacrifice all to his long-framed resolves,' she said.

5. Meantime, let me ask myself one question: Which is better? - To have surrendered to temptation; listened to passion; made no painful effort ...

6. I found it a large, handsome residence, showing abundant evidences of wealth in the proprietor.

7. 'Strange, indeed!' I could not help ejaculating.

IV. Give the English equivalents to. Make up sentences of your own:

- это мне не по силам (348)
- его мысли, казалось, приняли другое направление (349)
- это будет вроде того, как слепой помог бы хромоту (350)
- загладить ошибку (354)
- она способная и расторопная (360)
- неумолим как смерть (361)
- вы таете на глазах (370)

V. Pronounce the following words correctly. Be sure you understand their meaning:

congeniality, assiduous, calibre, Elysium, servitude, emphasis, germ, accommodation, repine, fetters, legitimate, echo, rapidity, duplicate, garland

VI. Give synonyms to:

frankly, adhere, spectacle, faculty, advocate

VI. Give antonyms to:

disdainful, visible, affable, abrupt, timid

VI. Write out the words on the topic: 'At school, at the lesson.'

VII. Prepare a good reading and translate in writing the following passage: p.p. 362-363 from 'I felt I became a favourite in my neighbourhood.' up to 'Then I awoke.'

VIII. Points for discussion:

1. Speak on the way of life Jane led in Moor House. Did she have much in common with its inhabitants? Who was a superior and a leader in their trio?

2. Describe Mr St John, his character and habits. What were the barriers to friendship with him?

3. Comment on the conversation between Jane and Mr St John before the young ladies' departure. What kind of employment did he offer? Why was Jane glad and accepted the proposal with all her heart?

4. Explain the words 'misfortunes never come singly'. What incident that happened in the family of the Rivers can prove them?

5. Speak on Jane's new home and work. Was she satisfied with them? Why did she feel degraded? What did the young girl dream about?

6. Describe Miss Rosamond. Under what circumstances did Jane get to know her? What was Mr St John's attitude to the young lady?

7. Did Jane achieve any progress in her labours of the village school? Prove it. Was Miss Rosamond Oliver in the habit of coming to visit Jane and her scholars?

8. Did Miss Rosamond take an amiable caprice to Jane? Describe Jane's evening at Vate Hall. What else did the young girl learn about the Rivers?

9. Comment on the conversation between Jane and St John about Miss Oliver. Did the parson love the young lady? Could he marry her? What were his ambitions?

SECTION 14 (CHAPTERS 33-34, pp. 373-405)

I. Words for activation. Reproduce the situations with them based on the text:

- 1) **superfluous** (374) **adj.** more than is needed or wanted;
- 2) **earnest** (379) **adj.** serious; determined;
- 3) **abandon** (382) **v.** 1. go away from, not intending to return to; forsake;
2. give up; ~ oneself to, give oneself up completely to, e.g. passions, impulses;
- 4) **hazard** (383) **n.** 1. risk; danger; 2. game at dice, with complicated chances;
hazard v. 1. take the risk of; expose to danger; 2. venture to make;
hazardous adj.
- 5) **substitute** (384) **n.** person or thing taking the place of, acting for or serving for another; **v.** ~ (smth/smb) (for), put, use or serve as a ~;
- 6) **jovial** (387) **adj.** full of fun and good humour;
- 7) **exhilarate** (389) **v.** (usu passive) fill with high spirits; make lively or glad; **exhilaration n.;**
- 8) **cordial** (391) **adj.** warm and sincere (in feeling, behaviour);
- 9) **neglect** (393) **v.** 1. pay no attention to; give no or not enough care to;
2. omit or fail (to do smth); leave undone (what one ought to do);
- 10) **flourish** (395) **v.** 1. grow in a healthy manner; be well and active; prosper; 2. wave about and show; 3. (of a famous person) be alive and active (at the time indicated);
- 11) **revolt** (396) **v.** 1. ~ (against), rise in rebellion; 2. ~ against/at/from, be filled with disgust or horror; 3. fill with disgust or horror;
- 12) **merge** (401) **v.** 1. ~ (in/into/with), (comm) (of business companies) (cause to) become one; 2. ~ into, fade or change gradually into;

II. Word combinations to be memorized:

1. to be almost in consternation (373)
2. to change the ground (375)
3. it looks like (her) (376)
4. I carried my point (384)
5. without regard to the elements (392)
6. in earnest (393)
7. to feel dark (395)
8. to have mercy (397)
9. to be fit for (398)
10. to say farewell (404)

III. Paraphrase the underlined words using the active vocabulary:

1. This was said with a careless, abstracted indifference, which showed that my solicitude was, at least in his opinion, wholly superfluous.

2. 'That is saying too much: such hazardous affirmations are a proof of the excitement under which you labour.'

3. 'No, I will retain my post of mistress till you get a substitute.'

4. But I did not love my servitude: I wished, many a time, he had continued to neglect me.

5. The bitter check had wrung from me some tears; and now, as I sat pouring over the crabbed characters and flourishing tropes of an Indian scribe, my eyes filled again.

6. I know no medium: I never in my life have known any medium in my dealings with positive, hard characters, antagonistic to my own, between absolute submission and determined revolt.

7. Simplify your complicated interests, feelings, thoughts, wishes, aims; merge all considerations in one purpose ...

IV. Give the English equivalents to:

- ему не терпится услышать продолжение (373)
- повредиться в уме (374)
- немедленно вступить во владение наследством (378)
- без сомнения (380)
- как простой смертный (382)
- лицо его было неподвижно (391)
- требовательный учитель (393)
- долгожданные вести (395)
- преждевременная смерть (400)
- ударить, сбить с ног (405)

V. Pronounce the following words correctly. Consult the dictionary for their meaning:

hurricane, draught, maternal, analogous, texture, aghast, thaw, intuitive, yoke, weigh, rational, fraternal, purchase, column, garrulous, elixir, encyclopaedic, frolicsome, awe, spiritual, coerce, occurred, placid

VI. Give synonyms to:

insane, eagerness, insinuation, testify, destiny

VII. Give antonyms to:

initial, valid, lofty, objection, icily

VIII. Interpret the following sentences:

1. Here was a new card turned up!

2. I again felt rather like an individual of but average gastronomical powers sitting down to feast alone at a table spread with provisions for a hundred.

3. 'A merry child would have the advantage of him on this hearth.'

4. 'It seems strange to me that all around me do not burn to enlist under the same banner - to join in the same enterprise.'

IX. Consult the English-English dictionary and find the definition and derivatives of the word: *expect*. Make up sentences of your own.

X. Points for discussion:

1. Speak about a sudden visit of Mr St John in the evening. What forced him to have had hard work to get to Jane's cottage?

2. Comment on the story he told Jane. Did the parson disclose all the secrets he was aware of? Why did Jane start while listening to him?

3. Describe the young girl's feelings when she found out that she had become a rich and independent woman.

4. Comment on Jane's decision to make a just division of the property. Did she keep her word? Can you approve of her actions?

5. Speak on the changes in the life of Jane and her relations. Why did Jane decide to *clean down* Moor House? Did she consider household joys the best thing in the world?

6. Describe the arrival of Diana and Mary. Were the three young girls happy to meet again? What about St John? Why couldn't he share their excitement?

7. Comment on the decision of St John to go to the east. How was he preparing for that mission? Did he think about Miss Rosamond?

8. Why did Mr St John choose Jane to share his mission in India? Could Jane accept his proposal? What were the obstacles?

9. Speak on the conversation between Jane and St John during their walk. Was he convincing in his attempts to persuade Jane?

SECTION 15 (Chapters 35-36, pp. 406-424)

I. Words for activation. Use them in the situations based on the text:

1) **corrupt** 406) **v.; adj.** 1. (of persons, their actions) immoral; depraved; dishonest (esp through taking bribes); 2. impure; 3. (of languages, texts, etc.) debased by errors or alterations;

corruption n.; corruptible adj.

2) **yearn** (406) **v.** (for smth/to do smth), long for with tender feeling, affection, etc.

3) **venerate** (407) **v.** regard with deep respect;

4) **tangible** (408) **adj.** 1. that can be perceived by touch; 2. clear and definite; real;

5) **distinguish** (410) **v.** 1. ~ one thing from another; ~ between two things, see, hear, recognize, understand well, the difference; 2. make out by

looking, listening, etc.; 3. from, be a mark of character, difference; 4. ~ oneself, behave so as to bring credit to oneself;

6) **plain** (411) **adj.** 1. easy to see, hear or understand; 2. simple; ordinary; without luxury or ornament; 3. (of persons, their thoughts, actions, etc.) straightforward; frank; 4. (of a person's appearance) not pretty or handsome;

7) **explicit** (417) **adj.** (of a statement, etc.) clearly and fully expressed; definite

8) **devastate** (420) **v.** ruin; make desolate;

9) **calamity** (420) **n.** great and serious misfortune or disaster (e.g. a big earthquake or flood, becoming blind, the loss of all one's money);

10) **originate** (421) **v.** 1. ~ from/in smth; ~ from/with smb, have as a cause or beginning; 2. be the author or creator of;

11) **precious** (422) **adj.** 1. of great value and beauty; 2. highly valued; dear; 3. (colloq) (as an intensive) complete; 4. (of language, workmanship, etc.) over-refined; affected;

12) **cripple** (424) **n.** person unable to walk or move properly, through injury or weakness in the spine or legs;

II. Word combinations to be memorised:

1. to have made an eternal enemy for life (408)

2. to keep to common sense (408)

3. not one whit (410)

4. out of the question (411)

5. to force oneself (to do smth) (418)

6. with precautions (419)

7. to be bewitched (422)

8. to be broken down (424)

III. Paraphrase the underlined words using the active vocabulary:

1. *He* experienced no suffering from estrangement - no yearning after reconciliation; and though, more than once, my fast-falling tears blistered the page over which we both bent...

2. Anything like a tangible reproach gave me courage at once.

3. 'And I am so plain, you see, Di. ыWe should never suit.' - 'Plain! You? Not at all. You are much too pretty, as well as too good, to be grilled alive in Calcutta.'

4. In wandering round the shattered walls and through the devastated interior, I gathered evidence that the calamity was not of late occurrence.

5. The governess had run away two months before; and for all Mr Rochester sought her as if she had been the most precious thing he had in the world...

6. 'The other eye inflamed: he lost the sight of that also. he is now helpless, indeed - blind, and a cripple.'

IV. Give the English equivalents to:

- совершить самоубийство (409)

- ничуть не бывало (410)

- на рассвете (416)
- во всяком случае (416)
- почтовый голубь (417)
- как отшельник в замке (422)
- прыгнуть вниз (423)
- совсем слепой (424)

V. Pronounce the following words correctly. Be sure you understand their meaning:

kinswoman, avalanche, grandeur, sublime, eternity, wondrous, earthquake, alleviate, scenery, mansion, vault, occurrence, rumour, trustworthy, annuity, savage

VI. Give synonyms to:

inflict, error, forbear, traverse, glimpse

VII. Give antonyms to:

agreement, fruitless, external, terminate, cumbrous

VIII. Interpret the following sentences:

1. To me, he was in reality become no longer flesh, but marble; his eye was a cold, bright, blue gem; his tongue a speaking instrument - nothing more.

2. Reader, do you know, as I do, what terror those cold people can put into the ice of their questions? How much of the fall of the avalanche is in their anger? of the breaking up of the frozen sea in their displeasure?

3. I stood motionless under his hierophant's touch. My refusals were forgotten - my fears overcome - my wrestlings paralysed.

4. 'My journey is closed,' I thought to myself.

5. The crowds sailing overhead perhaps watched me while I took this survey.

IX. Write out the words on the topic: 'A holiday. In the country.'

X. Prepare a good reading and translate in writing the following passage: pp. 414-415 from 'All the house was still.' up to 'Where are you?' I exclaimed.

XI. Points for discussion:

1. Describe the relations between Jane and St John before his departure to Cambridge. Why was all this torture to Jane? What kind of doubt did she have to remove before taking her final decision?

2. Comment on the talk of Jane with Diana. Did Jane's cousin support her brother?

3. Explain the words: 'I seemed to penetrate very near a Mighty Spirit; and my soul rushed out in gratitude at His feet.' What had happened before Jane pronounced them?

4. Describe the morning of June 1st. Did Jane enjoy the privilege of free action?

5. Speak about her trip to Thornfield. What did she see there? What questions were torturing her?

6. What did the young girl learn from the host of the inn? Was Jane astonished having heard all the details of the tragedy?

SECTION 16 (Chapters 37-38, pp. 425-447)

I. Words for activation. Reproduce the situations with them based on the text:

1) **imperious** (428) **adj.** (formal) 1. commanding; haughty; arrogant; 2. urgent; imperative; **imperiously adv.;**

2) **delusion** (428) **n.** deluding or being deluded; false opinion or belief, esp one that may be a symptom of madness;

3) **embrace** (429) **v.** 1. take (a person, etc.) into one's arms, as a sign of affection; 2. accept; make use of; 3. (of things) include;

4) **object** (430) **v.** 1. ~ (to), say that one is not in favour of smth; be opposed (to); make a protest against; 2. ~ (against smb) that, give as a reason against;

5) **subjugate** (433) **v.** subdue; conquer;

6) **impudent** (437) **adj.** shamelessly rude; rudely disrespectful;

7) **exile** (439) **n.** 1. being sent away from one's country or home, esp. as a punishment; 2. person who is sent away in this way; **exile v.;**

8) **perpetual** (440) **adj.** 1. never-ending; going on for a long time or without stopping; 2. continual; often repeated;

9) **coincide** (442) **v.** ~ (with), 1. (of two or more objects) correspond in area and outline; 2. (of events) happen at the same time; occupy the same period of time; 3. (of ideas, etc.) be in harmony or agreement; **coincidence n.;**

10) **indulgent** (445) **n.** 1. indulging; 2. ~ (in), (the habit of) gratifying one's own desires, etc.; 3. smth in which a person indulges; **indulge v.;**

11) **eminent** (446) **adj.** 1. (of a person) distinguished; 2. (of qualities) remarkable in degree;

II. Word combinations to be memorised:

1. raven-black (hair) (426)

2. to enter into particulars (432)

3. the water stood in my eyes (434)

4. his brain is first-rate (435)

5. cold as an iceberg (438)

6. to the finest fibre of my nature (440)

7. all that is not worth a fillip (440)

8. to grin from ear to ear (444)

9. the apple of one's eye (446)

III. Paraphrase the underlined words using the active vocabulary:

1. 'Answer me - speak again!' he ordered, imperiously and aloud.

2. 'Great God! - what delusion has come over me? What sweet madness has seized me?' - 'No delusion - no madness; your mind, sir, is too strong for delusion, your health too sound for frenzy.'

3. 'Certainly - unless you object. I will be your neighbour, your nurse, your housekeeper.'

4. 'He asked me to marry him.' - 'That is a fiction - an impudent invention to vex me.'

5. The coincidence struck me as too awful and inexplicable to be communicated or discussed.

6. 'I preferred utter loneliness to the constant attendance of servants; but Jane's soft ministry will be a perpetual joy.'

7. He had the advice of an eminent oculist; and he eventually recovered the sight of that one eye.

IV. Pronounce the following words correctly. Be sure you understand the meaning of the words:

semicircle, amphitheatre, yelp, corpse, affectionate, rehumanize, enchantment, substantiality, guiltlessness, perch, henceforth, supplicate, annihilation, cadet

V. Give synonyms to:

alarming, trunk, approach, attempt, demand

VI. Give antonyms to:

abstracted, dense, hasty, old-fashioned, famished

VII. Interpret the following sentences:

1. The caged eagle, whose gold-ringed eyes cruelty has extinguished, might look as looked that sightless Samson.

2. 'It is time someone undertook to rehumanize you,' said I, parting his long and uncut locks; 'for I see you are being metamorphosed into a lion, or something of that sort.'

3. Jealousy had got hold of him: she stung him; but the sting was salutary: it gave him respite from the gnawing fang of melancholy.

4. Literally, I was (what he often called me) the apple of his eye.

VIII. Prepare a good reading and translate in writing the following passage: pp. 445-446 from 'I have now been married ten years.' up to '... perfect concord is the result.'

IX. Points for discussion:

1. Speak about Jane's arrival to Ferndean. Describe her feelings when she saw Mr Rochester in the twilight. What changes did she notice in his countenance?

2. Describe their meeting in his room. Did Mr Rochester recognize Jane at once?

3. Prove that Mr Rochester was very excited and could hardly believe that Jane would not leave him. Read out the sentences from the chapters under study.

4. Did Jane tell him all about her misfortunes? Why not? Was she sincere with her master speaking about St John?

5. Speak on the incident that happened to Mr Rochester on Monday night. Was Jane struck by that strange coincidence? Did she find it reasonable to discuss it with Mr Rochester?

6. Comment on Jane's married life. Were they happy? What about her relatives: Diana, Mary, St John?

Watch video film 'Jane Eyre'. Compare the screen version and the book. Which do you prefer? Use the impressions of the film in your final discussion of the book.

TOPICS FOR DISCUSSION:

1. Charlotte Bronte and her book 'Jane Eyre'.
2. The main themes of the novel: love; human dignity; equality of women.
3. Give the character sketch of Jane Eyre:
 - a) her childhood and life at the Reeds';
 - b) Lowood school: eight years of hardships;
 - c) Thornfield: a new stage in life;
 - d) the escape, life at Moor House;
 - e) the return.
4. Give the character sketches of:
 - a) Mr Rochester;
 - b) the Rivers: Diana, Mary, St John;
5. Speak on the supporting characters up to your choice.
6. Ch. Bronte is a real master of depicting nature. Prove it. Speak on the role of nature description in the novel.
7. Give your impressions of the book

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**МЕТОДИЧЕСКИЕ УКАЗАНИЯ
ПО ДОМАШНЕМУ ЧТЕНИЮ
(ШАРЛОТТА БРОНТЕ «ДЖЕН ЭЙР»)**

Самара
1999