Учебно-методическое пособие
по английскому языку
(основному)

W. Somerset Maugham

Theatre

Home reading guide

Специальность 030401 - «история»,
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Учебно-методическое пособие подготовлено на кафедре страноведения и иностранных языков исторического факультета Воронежского государственного университета.

Предлагаемое учебно-методическое пособие по роману С. Моэма «Театр» предназначено для занятий по домашнему чтению со студентами II курса исторического факультета, изучающих английский язык по углубленной программе.

Пособие состоит из серии заданий и упражнений к главам романа и включает десять разделов. Упражнения и задания направлены на пополнение словарного запаса студентов и на развитие навыков устной речи. В пособии содержатся упражнения двух типов. А — лексико-грамматические упражнения: их выполнение должно предшествовать обсуждению текста в аудитории. В — речевые упражнения: этот вид заданий включает вопросы по содержанию произведения, характеристике действующих лиц, оценке их поступков, а также вопросы, касающиеся основных проблем романа, его композиции, художественных и лингвистических особенностей.

Обзорные упражнения в конце пособия включают темы для докладов и сочинений по анализу романа.
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Unit 1: Chapters 1-3
Vocabulary notes

1. notwithstanding – prep adv despite (the fact or thing mentioned)
2. cordial – adj friendly or welcoming
3. emblazon – v [T always + prep; usually passive] – to make very noticeable
4. stunning – adj extremely beautiful or attractive
5. ragged – adj not in good condition; torn or uneven
6. drag smth out of smb – vt to force smb to tell you smth
7. deprecating [ˈdeprɪkeitɪŋ] – adj 1. disapproving; 2. showing that you feel embarrassed, esp. by praise
8. obstinate [ˈɒbstɪnət] – adj unreasonably determined, esp. to act in a particular way and not to change at all stubborn
9. roguishness [ˈrəʊʒɪnəs] – n a tendency to behave in a way which is not approved
10. wring – vt to hold smth tightly with both hands and twist by turning your hands in opposite directions
11. perseverance [ˌpɜːsrəˈvərəns] – n continued effort and determination
12. concubinage [kənˈkjʊbɪnɪdʒ] – n fml the practice of living together as husband and wife without being married
13. boisterous – adj noisy, energetic and rough
14. verisimilitude [ˌvərɪsɪˈmɪltju:d] – n fml the quality of seeming the true or to having the appearance of reality
15. pursue – vt to follow, etc; try to form a romantic relationship with smb
16. relentless – adj continuing in a severe or determined way
17. sumptuous [ˈsʌmpʃʊs] – adj luxurious and showing wealth
18. thumping – adj, adv infml very (big)
19. reproach – vt to criticize someone, esp. for not being successful or not doing what is expected
20. equanimity [ˌekwəˈnɪməti] – n fml calmness and self-control, esp. after a shock or disappointment or in a difficult situation

A. Training Exercises

1. Give English equivalents for the following words and expressions and use them in sentences of your own:
либо; устарелый; не сомкнуть глаз; с первого взгляда; тщеславный; стать актером; сказать по правде; терпеть, выносить; напрасно; слушать с глубоким интересом.

2. **Explain the meaning of the following words and phrases from the book and reproduce the contexts in which they occur:**

to get over smth; can’t get over smth; to turn grey; to set one’s mind to (on) smth; to be staggered; to take one’s breath away; to do smb a service; to come (get) down to brass tacks; to work one’s guts out; a good deal; asset; to go into management; to spend money on smth; to fail to notice; to run one’s own theatre; to fork out.

3. **Give synonyms for**:
to be crazy; filthy; shy; ragged; arrogant; hardship; to chuckle; outstanding; serene; to find out; witty.

4. **Put the verbs in brackets in the right form, infinitive (with or without to) or –ing form.**

1. The young man forced himself _______ (make) a remark.
2. I don’t eat bread because I’m afraid of ______ (get) fat.
3. I’m not very keen on ______ (act) any more.
4. He loved ______ (act), but his physique prevented him from _____ (play) any but a few parts, which was fortunate, for he was a bad actor.
5. He was eager ______ (get on) and seemed determined not to let any entanglement ______ (interfere) with his career.
6. This did not prevent Julia from ______ (fall) madly in love with him.
7. I’ve lived in the theatre since I was a kid just out of a board school, and what I don’t know about acting isn’t worth ______ (know).
8. Do you think I’m going to work my guts out to make you ______ (give) a few decent performances and…
9. She liked him for counting the pennies, and, inclined ______ (be) extravagant herself and always a week or two behind with her rent, she admired him because he hated ______ (be) in debt and even with the small salary he was getting managed ______ (save up) a little every week.
10. It was bound ______ (lead) to trouble.
11. She insists on ______ (play) with him…
12. …She was so touched that he should give her anything that she could not help ______ (cry).
13. I don’t believe one could hope ______ (make) a success in London unless one were pretty well known already.
14. Of course if one did that, one ought ______ (make) a point of acting together so that the public got accustomed to ______ (see) the two names on the small bill.
15. …And I wouldn’t mind ______ (make) an exception in your favour if it would amuse you to come.
5. a) Write out of the text all the adjectives describing:
   a) a person;  b) some place;  c) smile.

   b) Find in the text sentences in which the words: gaze, glance, look and stare are used. Look up the verbs in the dictionary and explain the difference in their meaning.

B. Speech Exercises
1. Speak on the following topics using words and word combinations from the text:
   1. Julia and Michael’s house.
   2. Julia Lambert.
   4. Jimmie Langton and his attitude to his company.
   5. The young man, who was introduced to Julia.

2. Give your impression of the main characters.

3. Comment on Michael’s words: One’s got to be one’s own master.

4. Compose the dialogues between:
   Julia and the young man
   Julia and Jimmie Langton
   Julia and Michael

5. Answer the following questions:
   1. Who introduced the young man to Julia? Why? What was the first impression the man produced on her? What kind of man was he? What kind of woman was Julia?
   2. Why did Michael allow the young man to come to their rehearsal? Was he going to act in the play? What did he say about the public?
   3. Julia handed one of her photographs to the young man, didn’t she? What was her behaviour like?
   4. What did Julia’s old photographs remind her of?
   5. Michael had started with Shakespeare. But he realized that Shakespeare would get him nowhere and that if he wanted to become a leading actor he must gain experience in modern plays. Who did he write and ask to see him? Why? What happened to Michael after their meeting?
   6. Where was Julia born and brought up? Who gave her first lessons? What was Julia taught by her first teacher?
   7. Who suggested making Julia the greatest actress in England? What were they talking about?
   8. Julia accepted Jimmie’s offer. How did she play under his direction?
9. Why did Julia fall in love with Michael at first sight? What kind of man was Michael? What were his views on marriage? Do you agree with him? What do you think about Julia and Michael’s relations?

**Unit 2: Chapters 4-6**

**Vocabulary notes:**

1. enchanting – adj charming
2. embarrass – vt to cause to feel anxious and uncomfortable; embarrassment – n
3. courteous – adj polite and respectful
4. embroider – v to decorate cloth with patterns or pictures consisting of stitches that are sewn directly onto the material, or to create (a pattern or picture) using such stitches; embroidery [imˈbrɔːdər] – n
5. conceal – v to prevent smth from being seen or known about; to hide smth
6. contuse – vt to mix up (someone’s mind or ideas), or to make smth difficult to understand; confused – adj; confusing – adj; confusion – n
7. do over – v esp. Br and Aus infml to attack violently
8. lumber – vi to move slowly and awkwardly
9. gait – n a way of walking
10. release – vt to give freedom or free movement to someone or smth
11. vow – vt to make (a determined decision or promise) to do smth
12. divine – adj 1) God-like; connected with a god or like a god; 2) splendid divinely – adv
13. click – 1) vt to strike or move with a click; 2) vi to make a click, esp. a result of movement; 3) vi (with) infml to suddenly become clear or be understood; 4) vi (with) infml to be a success
14. alacrity – n eager and cheerful reading
15. deserve – v to have earned or to be given smth because of the way you have behaved; be worthy of
16. revive – v to come or bring smth back to life, health, existence or use
17. haughty [ˈhɔːtɪ] – adj (of people or they behavior) seeming to consider oneself better or more important than others; arrogant; haughtily – adv
18. condescend [ˌkəndəˈsend] – vi 1) to do smth unsuited to one’s high social or professional position; 2) to behave as though one is better or more important than others
19. withdraw – v to take or move out or back, or to remove
20. mortify – vt to cause someone to feel extremely ashamed
A. Training Exercises

1. Find in the text the following words and phrases and translate the sentences in which they are used:
an entirely undistinguished career; to be upset; to take smb, smth for granted; to work like a dog; beneath smb’s dignity; to pull yourself together; to kick one’s heels; to take smb a second (some minutes) to do smth; to take a risk.

2. Suggest words or word combinations for the following:
   1) a put-up job
   2) at ease
   3) to be capable of doing smth
   4) on the road
   5) hospitable
   6) to walk at random
   7) a fortnight
   8) extravagant
   9) to be deeply mortified

3. Reproduce the situations in which the words and phrases from the list occur.

4. Give antonyms to:
   old-fashioned; detached; sensible; delighted; to conceal; haughtily; to save; joy; frugal.

5. Many adjectives are followed by certain prepositions. Put a preposition from the box into each gap. Some are used more than once.

   To Of With For In

   1. The public isn’t really interested _____ the theatre.
   2. It was a well-known fact that it was one of the best houses of its period and one was proud _____ it.
   3. They were jealous _____ London.
   4. She taught her not to be afraid _____ her own voice.
   5. For some months Michael was so much occupied _____ his own parts.
   6. She was never tired _____ praising his beauty.
   7. She saw that he was anxious _____ her to make a good impression.
   8. Well, good luck to you. And don’t forget you’re much too good _____ him.
   9. I’d rather marry him and be a failure than be a success and married _____ somebody else.
6. **Explain the meaning of the following words and expressions:**
to take stock of smb, smth; to propose; a burden; to be a flop; to grin and bear it; a
tight-wad; to put up with.

**B. Speech Exercises**

1. **Introduce the new characters.**

2. **Discuss the chapters you’ve read along the following lines:**
   1. Julia’s visit to Michael’s parents.
   2. Julia and Michael’s behaviour after their engagement.
   3. Julia’s talk with Jimmie Langton.
   4. Michael’s coming from America.

3. **Find in the text words and phrases describing:**
   1) people’s looks;
   2) gestures;
   3) emotions.

4. **Answer the following questions:**
   1. Why did Julia receive a letter from Mrs. Gosselyn?
   2. What kind of reception did Mr. and Mrs. Gosselyn give to Julia? What happened on Sunday evening? Retell the events as they would be told by Julia (Michael).
   3. What did Julia feel sitting in an armchair in the lobby of the hotel and waiting for Michael while he was having a talk with an American manager? Would you accept the manager’s offer if you were Michael?
   4. Why did Julia decide to pop up and see Jimmie? What do you think of their conversation?
   5. What happened to Michael after a fortnight of rehearsals?
   6. Did Michael like America? What did he say about it and the Americans? Have you ever been to America? Do you agree with Michael?
   7. Describe the way Julia and Michael spent the night when Michael came back from America. What did Julia feel?

**Unit 3: Chapters 7-9**

**Vocabulary notes:**

1. **placid** – adj having a calm appearance or characteristics; placidity – n
2. **allurement** – n something that attracts, charms or tempts
3. **adroit** – adj quick and skilful in using mind or hand; adroitly – adv
4. **extort** – vt to obtain by force or treat, or with difficulty
5. voluptuous [vɔːˈlʌptjuːs] – adj 1. sexually attractive; 2. a) giving a fine delight to the senses; b) giving a satisfying feeling of rest and enjoyment
6. abstinence – n the act of keeping away from pleasant things, esp. from alcoholic drink
7. amorous – adj feeling or expressing love, esp. sexual love
8. dismay – n a feeling of shock which might be mixed with hopelessness or fear
9. coltish – adj playful and lively, but in an awkward uncontrolled way
10. confinement – n the situation of being kept somewhere usually by force or (medical) the period during which a woman is in bed for the birth of her child
11. vanity – n the quality of being vain; unreasonable pride in one’s appearance, abilities
12. urge – v to strongly advise or ask (someone) to do a particular thing or for (smth) to happen
13. notoriety – n the state of being famous for something bad
14. disconcert – v to make (someone) feel suddenly uncertain and worried; disconcerting – adj
15. brim – n the top edge of a cup, bowl; esp. with regard to how full it is; brim – v to be full to the brim
16. amiable – adj pleasant and well-intentioned; amiability – n
17. discourage – vt 1. to make (someone) fell less confident, enthusiastic and positive about smth, or less willing to do smth; 2. to prevent
18. exorbitant [ɪgˈzɔːbritənt] – adj (of prices, demands, etc) much too large
19. conciliate – v to end a disagreement by acting in a friendly way
20. conciliatory [kənˈsɪliətəri] – adj trying to conciliate
21. exasperate – vt to cause anger or extreme annoyance in someone, sometimes mixed with surprise, or disappointment

A. Training Exercises

1. Many adjectives are followed by certain prepositions. Fill each gap with a preposition from the box. Some are used more than once.

<table>
<thead>
<tr>
<th>To</th>
<th>Of</th>
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1. She was jealous _____ his friends at the Green Room Club, jealous _____ the games that took him away from her.
2. Michael was pleased _____ everything; even the price seemed to him reasonable.
3. In the end the money was found by a rich woman, and not an old one either, but who was interested not _____ him but _____ Julia.
4. Everything was ready _____ the venture except the capital.
5. …But she would not listen to his persuasion and was indifferent _____ his coldness.
6. He spoke as though he was directly responsible _____ its success.
7. He knew what she was capable _____, and familiar _____ her every inflection, every glance of her wonderful eyes...
8. She could not but admit that Michael was as careful _____ her money as _____ his own.
9. I’m tired _____ answering the child’s questions.

2. There are many nouns and prepositions that go together. Fill the gaps with a preposition from the box. Some are used more than once.

<table>
<thead>
<tr>
<th>In</th>
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1. She had a passion _____ the stage.
2. Photographs _____ them, singly and together, with and without Roger, appeared in the weeklies.
3. Lor lumme, what’s the matter _____ the old lady now?
4. When people were _____ trouble, and on the stage they too often are, they got sympathy and kind friendly words from Michael, but very little cash.
5. He hankered for compliments and beamed _____ delight when he had managed to extract one.
6. An actress _____ a job had only to tell him to his face that he was too handsome to be true for him to think that she might do for a part he had in mind.
7. She took up half a dozen _____ his photographs at random and looked at them carefully one by one. _____
8. We had a lot of fun _____ our honeymoon.
9. It was said that you could always find a mug in the city to write a fat cheque _____ the production of a play…

3. Complete the following:
1. It infuriated her that when she worked herself up into a passion of tears he should sit there quite calmly, with his hands crossed and a good-humoured smile on his handsome face, as though…
2. That was a good movement, dear. As if…
3. She acted as though…
4. …And though he never managed to make love convincingly he could carry off a chaffing love scene, making a proposal as if…

4. Make up sentences of your own with:
to do one’s best; to be of service; to make up one’s mind; to commit suicide; to put/set the seal on; to look forward to; to be free of smth; to be delighted with smth; to waste (on); to get on with; to portray; to belong to; to insist on; in order to; for smb’s sake; a monster of vanity.
5. Reproduce the situations in which the words and phrases from the list occur.

6. Translate into English:
1. Им повезло. Они смогли получить вполне приличные роли в пьесе, которая имела успех.
2. Оставалось одно — найти богатого человека, который присоединился бы к ним, чтобы одна или две неудачи не выбили их из колеи.
3. Но он не их тех, кто отступается от того, что задумал.
4. Ты можешь из нее веревку вить.
5. После этого ничего не пропадало зря, считался каждый пенни.
6. В нашем деле мы должны стойко переносить превратности судьбы (спокойно встречать невзгоды).
7. Он упивался своей ловкостью.
8. Он был зануда, жуткий зануда.

B. Speech Exercises

1. Describe Mrs. de Vries.

2. Discuss the following:
1. The relations between Julia and Michael during the first year of their marriage.
2. What happened to them when the war broke out?
3. Why did Julia decide to have a baby?
4. Before the end of the war Julia fell out of love with Michael. How did this happen? What did Michael look like?
5. Describe their new house.
6. Michael returned to the stage a much better actor than he left it. What did he look like?
7. Who put up the money to start Julia and Michael in management? Why?
8. Describe the way Michael ran the theatre and his attitude to authors and actors; Dolly de Vries and his wife, Julia Lambert.

3. Comment on Julia’s words:
“By God, it’s grand to be one’s own mistress”. Do you agree or disagree with her? Give your grounds.

4. Compose the dialogue between Michael and Julia about Dolly.

Unit 4: Chapters 10-12

Vocabulary notes:
1. sling – vt 1. infml to throw or drop (smth) carelessly; 2. to hand (smth) over something;
sling – n a device which uses a strap or ropes for supporting or carrying objects
2. fidget – vi to make continuous small movements which annoy other people
3. bustle – vi to do things in a hurried and busy way
4. strip – v to remove your clothing or clothing of someone else
5. precede [priˈsɛ:d] – vt to be or go before (smth or someone) in time or space
6. heiress – n a woman or girl who will receive or already has received (a lot of) money, property or title from another person, when that person dies
7. profound – adj showing a clear and deep understanding of serious matters
8. fidelity [ˈfɪdələti] – n fml honest or lasting support; loyalty
9. amateur [ˈæmətə] – adj, n 1. (of, by, or being) a person who points pictures, performs plays, etc for enjoyment and without being paid for it; 2. a person without experience or skill in a particular art, sport, etc
10. bubble – n 1. a hollow ball of air or gas in a liquid (or sometimes in a solid); 2. smth which is unsteady, risky to lost;
   bubble – vi 1. to form, produce or rise as bubbles; 2. to make the sound of bubbles rising in liquid
11. retentive – adj able to retain things, esp. facts in the mind;
   retain – vt slightly fml to keep or continue to have smth
12. beckon – v to move your hand or head in a way that tells someone to come hearer
13. crumpet [ˈkrʌmpət] – n 1. a small round bread like cake; 2. slang – sexually attractive woman (many women consider this word offensive)
14. woebegone [ˈwɔebɪ ɡən] – adj literary looking very sad
15. alimony – n a regular amount of money that a court of law orders/a/person, usually the man, to pay their partner after a divorce
16. predatory [ˈpredətəri] – adj having the habit of trying to take other people’s property
17. breeding – n 1. the producing of young by animals or plants; 2. the business of keeping animals or plants to obtain new and better kinds for sale; 3. training in good manners, as shown by a person’s social behavior
18. loquacious [loʊˈkwɛʃəs] – adj fml talking a lot
19. slacken – v to make or become slack; reduce in activity, force, etc or in tightness
20. preposterous [prɪˈpɔstərəs] – adj very foolish or ridiculous

A. Training Exercises

1. Look through the chapters you’ve read and find the sentences with:
   a) Modal Verbs followed by Perfect Infinitive
   b) used to + infinitive

   Translate them into Russian. Make up your own sentences using the given structures.
2. Give English equivalents to the following words:
премьера; ошеломленный (разг.); супружеский; бестыдный; наглость; обращать внимание; разрушать (надежды); коснозычный; рассчитывать на что-либо, кого-либо; пугливый, нервный (разг.); зарабатывать на жизнь; лепет, болтовня; туберкулезный; надоедливый; испугать, сильно удивить; великOLEние; ужас; возмущение; сболтнуть; не в меру стыдливый; чувствовать отвращение; подвергаться чему-либо, навлечь на себя что-либо; невообразимый, невероятный; отталкивающий; сопротивляться; заранее.

3. Make up sentences of your own with:
to keep in touch; to let smb do smth; to change one’s mind; to be full of; to point at; on the other hand; to demand on; to go on; to rely on; to encourage; to divide into; to stay with; to put out; to blackmail; to run across; to be willing to do smth; to pick up.

4. Reproduce the situations in which the words and phrases from the list occur.

B. Speech Exercises

1. Introduce the new characters. Give your impression of Charles Tamerley.

2. Discuss the following:
1. Was Julia a talented or successful actress? Would you like to be an actress (actor)?
2. Explain the meaning of the proverb “Dog in the manger” and comment on how it can be connected with Julia.
3. Compare Julia’s mood in the morning with her mood after the incident in Tavistock Square. What was the reason for such a change?
4. There was an episode that Julia ought to have been thoroughly ashamed of; goodness, how scared she’d been afterwards, but she had in point of fact never been able to think of it since without a chuckle. What happened to Julia eight years ago?

3. Make up key-questions that will cover the contents of the chapters under study.

4. Prove the following facts:
   a) It’s no good crying over spilt milk;
   b) Love and beauty and art; the world well lost;
   c) One couldn’t only think of oneself, could one? One had to think of others too.

5. Who said these words and in what connection?
Unit 5: Chapters 13-14
Vocabulary notes:

1. induce – *vt* *fml* to persuade (someone) to do smth, or to cause smth to happen
2. erase – *vt* to destroy or remove completely
3. reverie – *n* *literary* (a state or having) pleasant dream-like thoughts
4. seclusion [ˈsɪkləs] – *n* 1. quietness and privateness; 2. the act of excluding –
   keeping women away from men
5. undergraduate – *n* a student who is studying for a first degree at a college or university
6. lark – *n* *infml* smth done as a joke or for amusement; bit or fun
7. bind – *v* to tie tightly or to fasten
8. backgammon [ˈbækɡæmən] – *n* a game for two people in which you throw dice and move circular pieces around a special board with narrow triangular shaped patterns on it
9. buoyant [ˈbɔı̯ənt] – *adj* float; happy
10. cajole [kəˈdʒɔul] – *v* to persuade by praise or false promises; coax; cajolery – *n*
11. grudge – *vt* do or give smth very unwillingly
12. consent – *v, n* *slightly fml* (to give your) permission or agreement
13. slattern – *n* *old use* a dirty, untidy woman
   slatternly – *adj, adv*
14. hobbledehoy [ˈhɔbldiˈhɔɪ] – *n* old use an awkward or rude young person
15. sophisticated [səˈfistıkətid] – *adj* having a good understanding of the way people behave/or a good knowledge of culture and fashion
16. aloof – *adj* unfriendly and refusing to take part in things
17. indiscriminate [ɪndɪˈskrɪmAtn] – *adj* not showing thought or planning, esp. so that harm results; indiscriminately – *adv*
18. shed – *n* a building made of woof for storing things such as garden tools
   shed – *vt* to get rid of smth not needed or wanted
19. molder – *vi* to decay slowly; to rot
20. demeanor [ˈdɪˈmənər] – *n* *fml* a way of looking and behaving
21. docile – *adj* quick and easy to influence, persuade or control; docility – *n*
22. extemporaneous – *adj, adv* (spoken or done) without time for thought or preparation
23. affability – *n* *fml* affable – *adj* easy to talk to, ready to be friendly, pleasant

A. Training Exercises

1. Find in the text English equivalents for the following words and phrases and reproduce the contexts in which they are used:
   отдавать в залог; испытующий взгляд; вместо; веселый; наглость; неотразимый;
   ставить на лошадь; убогость; грязный, выцветший; дешевая мебель; живость;
   подружиться; снисходительная улыбка; сноровка, хорошие способности;
2. Look through the chapters you’ve read and find the conditional sentences and time clauses.

3. Complete the sentences with:

<table>
<thead>
<tr>
<th>In</th>
<th>At</th>
<th>On</th>
<th>or</th>
<th>Nothing</th>
</tr>
</thead>
</table>

1. What about _____ this afternoon?
2. All right. Come _____ half past five.
3. Roger was seventeen now and _____ a year would be going to Cambridge.
4. It would be lovely to go on the river with him _____ the morning and _____ the afternoon sit about the garden with him.
5. During the holidays she was always acting _____ night, and _____ Sundays he and his father played golf together.
6. He told Julia at once that he desired to leave Eton _____ Christmas
7. _____ his seventeenth birthday Julia had given him a very smart roadster.
8. Tom had arranged to come _____ the following Saturday…
9. _____ Next morning while she was having her breakfast Michael came into Julia’s room.
10. _____ the afternoon the three of them went on the river.
11. No one was coming to dinner _____ Sunday.
12. She almost wished he wasn’t going _____ tomorrow so that she could have the pleasure of turning him out bag and baggage.
13. Tom was to go up to town by an early train _____ Monday morning.

4. Compose sentences of your own after the model:

1. She was fond of French poetry.
2. How on earth did it get there?
3. She couldn’t help thinking how absurd she was.
4. He read about grand people in the papers and now and then, at a restaurant or a theatre, saw them in the flesh.
5. He was clever at his business.
6. It’s awfully kind of you.
7. He was tempted by the idea of having a flat of his own but the rent, though small, was beyond his means.
8. Julia looked forward to Tom’s visit to Taplow with excitement.
9. He seems quite capable of amusing himself.
10. He must be entirely indifferent to her.
11. Tom made a great hit with the Dennorants.
12. She was in a black rage.
13. Tom’s crazy to go.
5. Compose sentences of your own with the following words and phrases:
to keep on doing smth; to look for; to get into debt; to overcome; to persuade; to obsess; to make friends; to be concerned; to be angry with; to carry on; to make a date; to come round.

B. Speech Exercises

1. Speak on the following using words and word combinations given below:
   1. The impression Thomas made on Julia in the restaurant: evening clothes; slimness; shy; slight awkwardness; glory of their glances; a thrill; the innocent passion; tender eyes; scarlet; blue eyes.
   2. The way Roger behaved on the first Sunday after his arrival: polite; aloof; to judge; to lay a part; to accept; seriously.
   3. What do people mean when they say an actress has genius?: supremacy; notoriety; luck; generous; sincere; intelligent; modest; to make a fuss of; capacity for insinuating; to combine; recollection; personality; enrich; experience; knowledge of technique; amazing magnetism; to dwell; the popular favourite; the best-dressed woman; a shadow; the substance.
   4. The state Julia was in when Tom and Roger went on to Maidenhead to dine and dance: to look at smb helplessly; to make a scene; to smile brightly; hatred; to clench smb’s hands; angelic; patience; to wound; a faint sensation of relief; impatient; a brief letter.

2. Comment on the following words. Who said them and in what connection?
   1. People don’t want reasons to do what they’d like to. They want excuses.
   2. Well, I’ll cook his goose all right. If I haven’t cooked Roger’s goose I’ll eat my hat.

3. Compose the dialogue between Tom and Julia (chapter 13).

4. Answer the following questions:
   1. Why did Julia enjoy those three hours that she spent in her dressing-room between the afternoon and the evening performances?
   2. Why did Julia decide to see Tom again? What was she going to talk about?
   3. Julia realized that Tom was a bit of a snob. Prove it. Give your reasons.
   4. What did Julia think of Tom? His good looks were due to his youth, weren’t they?
      What did he look like? What was he like?
   5. Julia fell in love with Tom. What was her behaviour like? How do you feel when you are in love with somebody?
   6. Where did Tom live? What was Julia’s impression of his room? What did she suggest that he should do? Why?
   7. What did Roger look like?
   8. What were the relations between Tom and Julia like during the holidays? Who did Tom spend his time with? Why?
9. What was Julia’s attitude to Tom and Roger’s friendship? What did Michael think about it?
10. What can you say about the party at the weekend? Who organized it? Why? What was it like?
11. What kind of letter did Julia write to Tom? Why?

5. What do you consider is the most typical feature of:
   a) Julia;
   b) Michael;
   c) Roger;
   d) Tom.

Unit 6: Chapters 15-18
Vocabulary notes:

1. gnaw [nɔː] – v to cause (someone) to feel anxious or uncomfortable;
   gnawing [nɔːŋ] – adj continuously uncomfortable or worrying
2. vital – adj 1. extremely important; 2. energetic
   vitality – n energy and strength
3. condemn [kən’dem] – vt to cause smth very bad to happen to someone (punish)
4. vex – vt to cause difficulty to someone or to cause someone to feel angry, annoyed or upset
5. apprehension – n anxiety about the future; fear that smth unpleasant is going to happen
6. inert [´nɔːt] – adj not moving or not able to move
7. massage – vt to rub, press or hit someone’s body with regular repeated movements in order to relax them
   massage [´mæsə:dʒ] – n
8. moot – vt fml to suggest or introduce an idea, matter for discussion
9. wheedle – v to try to persuade to do smth or give you smth by praising them or being intentionally charmed
10. hover – vi to stay in the air in one place, esp. (of birds and insects) by moving the wings or (of a person) to stand somewhere, esp. near another person, nervously waiting for their attention
11. twitch – v 1. to make a sudden small movement with a part of the body; 2. to pull
12. lust – n a very strong desire, either sexual or to get or possess smth
13. blemish – n a mark on smth that spoils its appearance
   blemish – vt to spoil
14. decent [´dɛsənt] – adj socially acceptable or good
   decency – n the quality of being decent
15. pique [piːk] – n a feeling of anger and annoyance; piqued [piːkt] – adj
16. assail [ə´seiə] – vt fml to attack someone violently or criticize someone strongly
17. real – n great enthusiasm or eagerness
18. sublimate – *vt fml* to express (strong emotion) or use (energy) by doing an activity, which is considered socially acceptable
19. rumple – *vt* to make smth become creased (not smooth) or untidy
20. gad about/around – *v* to visit or travel to a lot of different places, enjoying yourself and having few worries
21. crow [krɔʊ] – *vi* to make a very loud sharp cry
22. rankle – *v* to cause annoyance or anger which lasts a long time
23. arch – *adj* not serious; archly – *adv*

**A. Training Exercises**

1. **Give Russian equivalents and use the expressions in sentences of your own:**
   condescending letter; peevish voice; fatuous irony; to turn off; to falter; to run around with smb; to give a deep sigh; woe of humankind; inconsolable grief; perceptible movement; disparity; slim and comely; brusque; suavely; chivalrous; mischief; to be disconcerted; commonplace; virtue; immaterial personality.

2. **Give synonyms for:**
   desperate; fragile; perfectly; to be keen on; exhausted; gay; tiresome; malicious.

3. **Explain the meaning of the prefixes un-; in-; im- in the words**
   uncontrollable; immaterial; intolerable; interminable.
   **Find examples of other words with un-; in-; im- and give antonyms to them.**

4. **Explain the meaning of the following phrases and reproduce the situations in which they occur:**
   1) can’t make head or tail of smth;
   2) don’t care/give a hoot/two hoots;
   3) to put on;
   4) to make an appointment;
   5) to be upset;
   6) to put up with;
   7) to have smth up smb’s sleeve;
   8) to brazen it out;
   9) to go about/round;
   10) to make an allowance;
   11) to take a great weight off smb’s mind

**B. Speech Exercises**

1. **Answer the following questions:**
   1. Among Julia’s letters was one that had not come by post. Who wrote it? What did it contain?
   2. Why did Julia ring Tom? What did she want?
   3. What did Julia look like when Tom came to see her after the matinee?
4. What impression did Julia produce on Tom? What did she say to him? Do you think she was sincere or not? Did she get him back?
5. How did Julia feel after their reconciliation? What did he think of them and their relations?
6. What was Julia’s reputation? What made Dolly go to Michael and talk to him about Julia? What was Michael attitude towards Dolly’s words?
7. What can you say about Dolly? Describe her. Give a detailed account of her behaviour and state she was in during the conversation with Michael.
8. What made Tom be “like a fish’s fin” at the cinema? What did Julia think about it?
9. What kind of talk did Julia and Dolly have?

2. Who said it and in what connection?
1. I’m not all milk and honey.
2. Men were creatures of habit.
3. Only a woman knows what a woman can do.
4. Men were such fools.
5. It’s my damned virtue.
6. Her gift had neither age nor form.

3. Make up dialogues based on the text.

4. Retell:
   a) chapter 15 as it would be told by Julia;
   b) chapter 16 as it would be told by 1. Michael; 2.Dolly;
   c) chapter 18 as it would be told by Julia.

Unit 7: Chapters 19-21
Vocabulary notes:

1. frown [fraun] – v to bring your eyebrows together to show that you are annoyed or worried
2. ape – n 1. a large monkey without a tail or with a very short tail, such as a Gorilla or Chimpanzee; 2. infml an insulting word for a man who is rude or stupid
3. robust – adj (of a person or animal) strong and healthy
4. tighten – v to (cause to) become tight or tighter
tight – adj closely fastened, held
5. perfidy – n fml esp. lit (an example of) disloyalty, treachery
6. allay – vt fml to make (a person’s or group’s fear, doubt, anger, etc) less strong
7. perceive [pə’si:v] – v 1. to see smth or smb; 2. to have a belief about smth
8. utter – adj complete or extreme
   utter – vt slightly fml to say smth or to make a sound with your voice
9. bestow [br’stau] – vt fml to give smth as an honor present
10. train – *v* to prepare or be prepared for a job, activity or sport by learning skills
11. linger – *vi* to take a long time to leave or disappear
12. subside – *vi* (of a condition) to become less strong or (of a building, area or land) to go down to a lower level
13. insipid – *adj* lacking a strong taste or character or lacking in interest or energy
14. revue [riˈvjuː] – *n* a not very serious theatrical show with songs, dances and jokes
15. pierce [pɪəs] – *v* to go through (smth), esp. in an exact manner or by making a carefully formed hole
16. irk – *vt* to annoy someone
17. forage – *vi* to go from place to place searching, esp. for food
18. devour [dɪˈvauə] – *vt* 1. to eat eagerly and in large amounts so that nothing is left; 2. (of a feeling) to possess (a person); devouring – *adj*
19. dissipated – *adj* (typical of a person) who wastes his/her life in search of foolish or dangerous pleasure
20. skunk [skʌŋk] – *n* 1. a small black and white N American animal which gives out a powerful bad-smelling liquid as a defense when attacked; 2. *infml usu. humour* a person who is bad, unfair, unkind

### A. Training Exercises

1. **Paraphrase the following using words and word combinations from the chapters instead of underlined:**
   1. Her pain absorbed her so that she could not feel the grief she might have felt from her discovery of Tom’s treachery.
   2. A few days later Roger started his journey to Vienna.
   3. You would never have thought that he was so dishonest.
   4. Our policy has always been to give the younger people an opportunity.
   5. “They’re going to ring up at exactly eight o’clock” – he said.
   6. While they waited for it she kept up a bright flow of conversation.
   7. He had completely recovered from his bad temper.
   8. Now she was nearly dead from exhaustion.

2. **Use the following in sentences of your own:**
   an understudy; to toss up; unutterable boredom; to fetch; in high spirits; to get along; to take advantage; cordial smile; to play off; to mention; to apologize; to take round; a halting speech; a sulky look; to avoid; to give a sigh of relief; to thread.

3. **The following suffixes are used to form different parts of speech:**
   *Nouns*: -ing; -ment; -ness; -sion; -tion; -ty; -al.
   *Adjectives*: -ful; -ic; -able; -ous; -y; -ive; -al.
   *Adverbs*: -ly.
Fill in the gaps by adding a suffix to the word in brackets:

1. He said you’d be _____ (fury).
2. His _____ (casual) defeated her.
3. She was _____ (strangle) nervous.
4. You would never have thought that he was so _____ (deceit).
5. Her cordial smile was the smile of a queen; her _____ (gracious) kept you at a _____ (respect) distance.
6. Her cigarette went out and she held it _____ (help).
7. Rising to her feet to show that the audience was at an end, Julia put off her _____ (royal).
8. That’s _____ (understand).
9. She’s got a very good scene almost at the _____ (begin).
10. I know that. But her _____ (act). Don’t you think she’s good?
11. I was rather _____ (doubt) about it when they sent it me to read.
12. It seems almost _____ (hope) unless you’ve got influence or something.
13. Julia continued to smile with an almost intolerable _____ (sweet).
14. She was _____ (miserable) unhappy.
15. It’s the most _____ (price) joke I’ve ever heard.
16. They found him _____ (use) and he’d keep them.
17. She sat on, in the _____ (dark), _____ (grim) thinking how she would do it.

4. Look through the text and find the sentences with the Past Perfect.

5. Find in the text the following idiomatic expressions, explain their usage and make up situations to illustrate their meaning:

1. not for toffee – e.g. can’t act for toffee;
2. to get one’s teeth into smth;
3. up to the neck;
4. to give oneself the air;
5. to put one’s foot down;
6. to turn the tables on smb.

B. Speech Exercises.

1. Are the following statements true or false? Correct the false ones:

1. Julia felt fine talking to Roger.
2. Julia was shocked to realize that without ever having really possessed Roger, she had lost him.
3. Julia gave up going to the smart supper places and to night clubs with Tom.
4. Julia was charmed to see Joan Denver. She liked her very much.
5. Joan Denver was sure of herself.
6. Michael went to the theatre to see Avice Crichton.
7. Tom was very happy to see Avice.
8. Julia refused to go to Avice Crichton’s dressing-room.
9. Avice was very nervous talking to Julia.
10. Tom fell in love with Avice.
11. Tom was going to join Avice Crichton at the supper party.

2. **Who said it and in what connection?**
1. “Shaftesbury Avenue. Off the nail.”
2. “Hard as nails. And with an eye to the main chance. Doing the colonel’s daughter on me.”
3. “By God, she shall have the part.”

3. **Make up key-questions that will cover the contents of the chapters under study.**

4. **Points for discussion:**
1. Julia’s talk with Roger;
2. The main points of the conversation between:
   a) Julia and Joan Denver;
   b) Julia and Avice Crichton;
3. “It seems almost hopeless unless you’ve got influence or something” – said Avice Crichton. What did she mean by that? Do you agree or disagree with her?
4. Describe:
   a) the way Julia behaved before going to the theatre to see Avice Crichton;
   b) Julia’s state of mind when she went home.

**Unit 8: Chapters 22-24**

**Vocabulary notes:**

1. rupture – *v* to burst or break, or cause this to happen
   rupture – *n* an end to a friendly relationship
2. ruffian – *n* a violent, wild and unpleasant person, usually a men
3. stifle – *v* 1. to be unable to breathe because of lack or air; 2. *vt* to prevent smth happening or continuing
4. rein – *n* a long thin piece of material, esp. leather, which helps you to control and direct a horse or young children
5. barnstorm – *vi* to travel from place to place making short stops to give theatre performances or make political speeches
6. magnanimous [mægˈnæmɪməs] – *adj* fml very generous and honorable, esp. towards an enemy
7. rant – *v* to speak or shout in a loud uncontrolled or angry way
   rant – *n* angry and meaningless speech
8. torment – *n* great mental suffering and unhappiness, or great physical pain
9. exuberant [ɪɡˈzuːərənt] – *adj* very energetic
10. contrition – *n* fml or literary, contrite – *adj* feeling or showing guilt or sorrow for one’s actions
11. atone – *vi* fml to do smth that shows that you are sorry for smth bad you did or failed to do
12. succinct [səkˈsɪŋkt] – adj clear and short; expressing what needs to be said without unnecessary words
13. glare – n a long angry look
14. nuisance – n smth or someone that annoys you or causes trouble for you
15. mourning [ˈmɔːnɪŋ] – n 1. an expression of sadness about smb’s death; 2. black clothes as 1.
16. bereavement – n the experience of having a close relative or friend who has died
17. malice – n the wish to harm other people
18. expiate – vt fml to show regret for bad behaviour by doing smth to express that you are sorry and by accepting punishment
19. revelation – n making known smth that was secret or a fact made known
20. yield – 1. vt to supply or produce smth; 2. v to give up the control for smth; often because you have forced to; 3. vi slightly fml, to bend or break under pressure

A. Training Exercises

1. Find in the text English equivalents for the following words and phrases and reproduce the contexts in which they are used:

2. Find in the text the following idiomatic expressions, translate them into Russian, explain their usage and use them in sentences of your own:

3. Put a preposition into each gap:

1. Bad times. He wants to give _____ the flat.
2. She put _____ the receiver.
3. How dare you talk _____ me like that?
4. I ought to have insisted _____ your taking a holiday long ago.
5. She decided to go and stay _____ her mother.
6. They read their papers and listened _____ the radio that Julia had given them.
7. Nothing had happened _____ them for years.
8. But still he could hardly believe _____ his good fortune.
10. He had waited _____ her now for more than twenty years.
11. She arrived _____ in Paris in the afternoon.
12. Charles switched _____ everything but one shaded lamp.
13. When she left _____ the theatre she told the butler to ring up Charles Tamerley.

4. Find in the text words and phrases describing:
   a) acting;
   b) place;

5. Suggest words and phrases from your active vocabulary:
   1. inexperienced;
   2. to have got a date;
   3. to be very useful;
   4. to stifle a passion;
   5. to treat fouly;
   6. to feel listless and discouraged;
   7. to neglect;
   8. to take a cue;
   9. a bluff;
   10. to occur to smb.

B. Speech Exercises.

1. Answer the following questions:
   1. Why did Julia have a wretched day?
   2. What happened to Tom?
   3. What impression did Charles make on Julia during the lunch?
   4. Julia’s talk with Tom. What did she think of him?
   5. Michael suggested that Julia should have a rest. Why did he do that?
   6. How could Julia take hold of herself? What gave her a sense of power and of liberation?
   7. Where did she decide to go? Why? Who came to say good-bye to her?
   8. What was the house Julia’s mother and aunt lived in like? How did they spend their time?
   9. What did Julia think of Charles?
   11. Do you think Julia was a woman of character and a great actress? Give your grounds.

2. Comment on the following words. Who said them and in what connection?
   1. Her acting was more important than any love affair in the world.
   2. “Success isn’t everything… After all, love is the only thing that matters.”
   3. “Oh my dear, life is so short and love is so transitory. The tragedy of life is that sometimes we get what we want.”
3. Compose the dialogue between Julia and Michael (chapter 22).

4. Retell:
   a) chapter 23 close to the text;
   b) chapter 24 as it would be told by Julia.

Unit 9: Chapters 25-27

Vocabulary notes:

1. snatch – v to take holt of smth suddenly and roughly; snatch – n
2. perfunctory [pəˈfʌŋktəri] – adj quickly, without taking care or interest
3. dab – v to touch smth lightly and quickly, usually repeatedly; dab – n
4. prejudice – n an unfair and unreasonable opinion or feeling, esp. when formed without enough thought
5. accost – vt fml to approach or stop and speak to someone in a threatening way
6. thread – 1. n (a length of) a very thin fiber; 2. vt to put smth thin through a hole
7. throng – n a crowd or large group of people; throng – v
8. avert – vt 1. to prevent smth bad from happening; avoid; 2. to turn away (your eyes or thoughts)
9. jostle [ˈdʒɔsl] – v to knock or push roughly against someone in order to move past them
10. retrace – vt to go back over (a path, past action)
11. impudent – adj rude and not respectful, esp. towards someone who is older or in a more important position; impudence – n
12. subterfuge [ˈsʌbterfjʊg] – n an action taken to hide smth from someone
13. stride – vi to walk somewhere quickly with long steps
14. wither – v to become weak and dry and decay
15. writhe [raɪð] – vi to make large twisting movements with the body
16. cantankerous [ˌkænˈtæŋkərəs] – adj bad-tempered; tending to argue and complain a lot
17. composure – n calmness and control
18. delude – vt to make (someone) believe smth that is not true; to deceive; delusion – n a false belief
19. proposition – n a suggestion or a statement offered for consideration; proposition – vt infml to ask someone if they would like to have sex with you
20. brocade – n heavy decorative cloth with a raised design often of gold or silver threads
21. pretence – n a way of behaving that is intended to deceive people
A. Training Exercises

1. **Give Russian equivalents and use the expressions in sentences of your own:**
   to reflect on; conduct; on this occasion; a puzzled look; a dense line; a bold stare; to give an exultant leap; a wash-out; to come into money; to tear smb, smth to pieces; to be/live in each other’s pockets.

2. **Explain the meaning of the following phrases:**
   to doll up; to get off with smb; to pay on the nail; to be absorbed; to jump (leap) out of smb’s skin; to be taken aback; to catch smb’s breath; not to turn a hair; to kick smb out; to draw smb out; to get down to brass tacks.

3. **Reproduce the situations in which the phrases from the list occur.**

4. **a) Write out of the text all the adjectives and adverbs describing:**
   1) appearance;
   2) smile.

   **b) Find in the text sentences with the verbs:**
   walk, saunter, stroll, wander; step, tiptoe.

   Look up these verbs in the dictionary and explain the difference in their meaning.

B. Speech Exercises

1. **Explain what is meant by the following sentences and comment on them:**
   1. “It’s rather flattering. You know, it’s a most extraordinary thing…”
   2. “I don’t know what’s coming to the English. The British Empire!”
   3. It was the beginning of a new adventure.
   4. “It’s a cast-iron part. She can’t really go wrong in it”.
   5. “I want to get down to brass tacks”.
   6. “You don’t know the difference between truth and make-believe”.
   7. “My greatest wish in the world is that you should be happy… You must seek your own salvation, I see that.”

2. **Find the following allusions in the text and say what you know about them:**
   Connaught Square; the Edgware Road, Oxford Street; Cockney; Charlie Chaplin; St. Malo; Cambridge.

3. **Explain the meaning of the proverb let bygones be bygones and comment on how it is used in the text.**

4. **Make-up key-questions that will cover the contents of the chapters under study.**
5. Points for discussion:
   1. Julia’s talk with Evie;
   2. Julia’s attempt to be picked up;
   3. Julia and rehearsals:
      a) Julia’s attitude to rehearsals;
      b) The impression the way Avice acted her part made on Michael;
      c) Julia’s reasons for wishing to keep Avice in the cast.
   4. Describe the events of “Nowadays”. What was it about?
   5. Discuss Roger’s arrival from Austria and the conversation between him and his mother:
      a) the subject that Michael had invited Julia to discuss with Roger;
      b) Roger’s attitude to his mother and father;
      c) the state Roger was in when he, a fourteen-year-old boy was standing one night in the wings watching Julia’s act. What happened after that?
      d) Roger said that acting was second nature to Julia. What did he mean by that?
      e) the impression Roger’s words made on Julia;
      f) Roger and his parents belonged to different generations. Do you think there was a generation gap between them? Is there a generation gap between you and your parents?

Unit 10: Chapters 28-29
Vocabulary notes:

1. knack – n a skill or an ability to do smth lazily or well
2. breeze – n a light gentle wind
   breeze – vi infml to move or go quickly and in a carelessly confident way
3. puberty – n the stage in a person’s life when they develop from a child into an adult because of changes in their body that make them able to have children
4. nonchalant – adj behaving in a calm manner; nonchalance – n
5. mew – vi, n (to make) the soft crying sound of a cat
   mews – a building which was used in the past for keeping horses and is now used as a house
6. rattle – vt to worry or make nervous
7. chaff [tʃɑːf] – v old-fash infml to make fun of (someone) in a friendly way
8. irrevocable [ɪrɪˈvɛrəkəbəl] – adj that cannot be changed once it has been started or made
9. embrace – v to take and hold someone in the arms as a sign of love
10. dote – v dote on/upon smb – to show great fondness for, esp. in a way that seems foolish
11. stroke – vt to move a hand, another part of the body gently over smth
12. hop – v to make small jumps on one or two feet
13. denouement [ðeɪˈnuːmaɪ] – n the end of a story, or the end result of a situation
14. conjurer [ˈkɔndʒər] – n a person, esp. a professional entertainer who does conjuring tricks to amuse others
15. odious – adj fml extremely unpleasant, causing and deserving hate
16. naughty – adj (esp. of children) behaving badly and not being obedient
17. conceited – adj having too high an opinion of oneself; extremely proud of oneself
18. subtlety [ˈsʌltə] – n a small but important detail
19. rejoice – vi fml or literary to feel or show great happiness about smth
20. elation – n the state of being filled with excited pride and joy

A. Training Exercises

1. Find in the text English equivalents for the following words and expressions and reproduce the contexts in which they occur:

A. Training Exercises

2. Explain the meaning of the following phrases:

3. Reproduce the situations in which the phrases from the list occur.

4. Put the verb in brackets in the right form, infinitive with or without -to:

1. Julia was not really sorry to see him _____ (go).
2. It make her _____ (feel) very uncomfortable.
3. What would you advise me _____ (do)?
4. I have heard actors _____ (speak) it so that it was indistinguishable from prose.
5. I should hate him _____ (be) an actor if that’s what you mean.
6. She had expected him _____ (be) more sympathetic.
7. It was enchanting to be alone and allow her mind _____ (wander).
8. Ring up the Berkeley and tell them _____ (keep) a table for one in the little room.
10. He had asked her _____ (lunch) with him.
11. She wanted Roger _____ (be) proud of her.
12. Michael had invited her _____ (discuss) with Roger this problem.
13. He had urged her _____ (put) before him the advantages of the Foreign Office.
B. Speech Exercises

1. Find reference in the text to the following names and say what you know about them:
   Sardou; D’Annuzio; the Queen of Scots.

2. Discuss the following:
   1. Why couldn’t Julia dismiss from her mind the curious conversation she had had with Roger? What made her feel very uncomfortable? Who did she want to speak to about Roger? Why?
   2. Describe the way Julia studied her part.
   3. What was the dress-rehearsal like?
   4. What was the first thing Julia asked Charles when they were sitting in the Grill Room of the Savoy?
   5. Describe Julia’s talk with Charles about Roger. What did Julia tell him about her son? What did Charles think of Roger and the young? Do you agree with him or not?
   6. What did Roger’s parents want him to do? Why? What and who influenced your choice of carrier?
   7. What effect did Charles’ words have on Julia?
   8. Describe the state Julia was in before a first night.
   9. Who did Julia meet going home? What was he like?
   10. What impression did Tom’s room make on Julia?
   11. Why did Julia change her attitude to Tom?
   12. Speak about Julia’s acting. What did she do? What happened to Avice?
   13. Who came to congratulate Julia? Why do you think Julia decided to be alone that evening? Where did she go? How did she feel? What did she eat?
   14. Give a detailed account of Julia’s thoughts in the restaurant.
   15. Comment upon Julia’s words:
      a) “All the world’s stage, and all the men and women merely players”.
      b) “It’s we, the actors, who are the reality…They are our raw material”.

Do you agree with her? What kind of woman do you think Julia was?
Suggested Topics for the Panel
Discussion of the Book
(or a Written Composition)

1. W.S. Maugham, his life and literary career.
2. Comment on the title connecting it with the contents of the novel.
3. Give a character sketch of Julia Lambert:
   a) Julia and her family:
   b) Julia and Tom;
   c) Julia and Dolly;
   d) Julia and Charles;
   e) Julia as an actress and as a person.
4. Give a character sketch of Michael.
5. Give a character sketch of Tom Fennel.
6. Give a character sketch of Roger.
7. Speak about Dolly de Vries and Charles Tamerley. What is the role of these characters in the novel?
8. Speak about the minor characters of the novel: Evie, Joan Denver, Jimmie Langton, Avice Crichton. What is the role of these characters in the novel?
9. Give your impression of the play you have seen recently.
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