

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ПРИКАРПАТСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
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ДОЙЧИК О.Я.

ПРАКТИКУМ

з аналітичного читання англійською мовою

за романом LAUREN OLIVER “BEFORE I FALL”

*для студентів 1-3 курсів англійського відділення
денної та заочної форм навчання*

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Практикум з аналітичного читання англійською мовою за романом Lauren Oliver “Before I Fall” для студентів 1-3 курсів англійського відділення денної та заочної форм навчання / О.Я. Дойчик. – Івано-Франківськ, 2015. - 36 с.

Практикум створено з метою ознайомити студентів з основними принципами опрацювання художнього тексту, збагатити мовний запас, зокрема лексикою молодіжного сленгу, сформуванати навички аналітичного читання художнього тексту. Розробки базуються на матеріалі сучасної молодіжної прози і розраховані на 16 лабораторних занять. Структура практикуму передбачає опрацювання оригінального неадаптованого англійського тексту з послідовним виконанням практичних усних і письмових завдань творчого характеру.

Видання призначено для студентів англійського відділення, для студентів німецького і французького відділення, котрі вивчають англійську як другу мову, для аудиторної та самостійної роботи.

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*Друкується за ухвалою Вченої ради факультету іноземних мов
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ASSIGNMENT 1 (pp. 4-25)

1. Read the text.
2. Find some information about **Lauren Oliver**.
3. What is the genre of the novel? Find out the characteristic features of modern **juvenile** literature. What other juvenile novels have you read?
4. Think of the function of the **prologue** in the text. Does it provide you with the general message of the novel?
5. Describe the main heroes Sam and Lindsay. Point out the phrases that help you to imagine Sam, Lindsay, Izzy. Do you like the heroes? Explain your point of view.
6. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang words:

Page	Words and Word Combinations	Translation
4	to live barely through sth	
	to hook up	
	homecoming	
5	to prank smb	
	to have smb on the team (AmE)	
	to blurt out	
6	it's no big deal	
	to be tipsy	
	to get shotgun	
7	to scroll through (computer)	
	to put the song on	
	to piss smb off	
	to dump smb	
8	to flip	
	to wake up with a bad feeling in one's stomach	
	to pick smb up	
9	a binder	
	to tug at smb	
	to whirl around	
	to go to speech therapy	
	to poke in sth	
10	to go head to head with	
	to make do with sth	
	to look smb over	
	to blow out one's hair	
11	a freak	
	to crash in some place	

12	the first crash	
	a slurp of coffee	
	a freshman	
	a sophomore student	
	an upperclassman	
13	to shoot a glance	
14	to tag along	
	to crack up	
17	to get in trouble	
19	to fish sth in a bag	
20	to prescribe medicine for	
21	to keep smb in line	
23	to figure sth out	
	to sound harsh	
	to give smb a tight smile	
25	to grin from ear to ear	
	to be in the clear	

7. Divide the text into several logical parts. Entitle them.
8. Be ready to retell the text.
9. Prepare a **literary translation** of the passage on pages 21-22 starting with the words “*As soon as I make it...*” and ending with the words “*...to get my usual seat next to Jeremy*”.
10. Summarize the text in 5-7 sentences.
11. Comment on the use of the **figures of speech** in the following examples:
 - p. 4 “*the whole life flashes before your eyes*”;
 - p. 4 “*the glasses-and-pink-braces period*”;
 - p. 4 “*Some things are better left buried and forgotten*”;
 - p. 5 “*face turned as purple as the underside of a storm cloud*”;
 - p. 7 “*The road was narrow and winding, and on either side of us the dark, stripped branches of trees lashed back and forth, like the wind had set them dancing*”;
 - p.8 “*the black mouth of the woods*”;
 - p.10 “*The sun has just risen, weak and watery-looking, like it has just spilled itself over the horizon and is too lazy to clean itself up*”.
12. Be ready to answer the following questions:
 - 1) Sam is a sophomore, isn't she?
 - 2) What was Sam's last memory?
 - 3) Why did the kids use to sing “*What's red and white and weird all over? Sam Kingston!*”
 - 4) Who needs to go to the speech therapy and why?

- 5) Why are Sam's grades in chemistry pretty well this year?
- 6) Why did Sam ask Lauren for a pen?

13. Questions for discussion:

1) Read the following passage on page 6: *“That’s just the kind of thing that kids do to each other. It’s no big deal. There’s always going to be a person laughing and somebody getting laughed at. It happens every day, in every school, in every town in America—probably in the world, for all I know. The whole point of growing up is learning to stay on the laughing side”*. Think whether you have come across such a situation at school or university. Why do you think it should be a common deal: to laugh at somebody? Do you believe that it happens quite often? Do you agree with the statement that *“The whole point of growing up is learning to stay on the laughing side”*? Why does Sam say so?

2) What is the physiological and psychological state described in the phrase *“the knot in my stomach loosens”* (p. 15)? Do you know any other idioms used to describe emotions?

3) What is meant by the phrase *“being like the people around you is the whole point”* (p. 11)? Who says that and why? Do you think it’s necessary to be like others? What does it mean to be like others? Have you ever tried to defend your “difference” from others?

4) Do you agree with the phrase on p. 18 *“nobody ever said life was fair”*?

14. Write down a short essay on the topic “The things I’ve done that I want to be remembered for”

ASSIGNMENT 2 (pp. 25-52)

1. Learn the words and word combinations from Assignment 1.
2. Read the text.
3. Say, what is your impression of the main heroines Sam and Lindsay. Is it different from the first impression? Point out the phrases that help you to imagine Sam, Lindsay, Kent, Rob. What feelings do the heroes arouse in you?
4. Describe Juliet Sykes. What stylistic devices help to create her image?
5. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang expressions:

Page	Words and Word Combinations	Translation
25	to be dressed up like smb	
	to make sense	
	to show off in front of smb	
26	to make a big deal of sth	

27	to draw cartoons for the school humor paper	
	to look up	
28	to make a big show of sth	
29	to sue smb for sth	
	to lean against sth	
30	a deal breaker	
31	to have a crush on smb	
	to snap sth open	
	to text back	
32	the cash register	
	to catch smb's eye	
	to give a nod	
	to get light-headed	
	to go out with smb	
33	freckles	
	to get in line	
	to head for	
	to do a quick count	
34	to give sth a rattle	
	to make a face	
	to watch out of the corner of one's eye	
	to plop into a chair	
35	to be much into sth/doing sth	
36	to have one's arms folded	
37	to make a grab for sth	
	to feel a twinge of jealousy	
	all of a sudden	
38	to keep up the (slow) pace	
39	a sleeping bag	
40	to live for sth	
	to be a dork	
41	to get sth fair and square	
	to turn pink	
	to fight a smile	
	to get the words out	
	to lean back in one's chair	
44	to spot smb	
46	to gross smb out	

6. Divide the text into several logical parts. Entitle them.

7. Be ready to retell the text.

8. Prepare a **literary translation** of the passage on page 50 starting with the words “*Lindsay and I became...*” and ending with the words “*...her breath smelled like an ice-cream*”.

9. Summarize the text in 5-7 sentences.

10. Comment on the use of the **figures of speech** in the following examples:

- p. 30 “*his hair is so long it’s like a curtain that swings down over his eyes every five seconds*”;
- p. 31 “*his voice rings out after me*”;
- p. 31 “*we used to play in the sandbox together a hundred years ago*”;
- p.36 “*That voice used to make all of the nerves in my body light up like a firework explosion*”;
- p. 37 “*That’s how she walks: like she’s drifting, being blown around by forces outside of her control*”;
- p. 39 “*I watch Juliet’s hair flash in the sunlight like it’s catching fire*”.

11. Be ready to answer the following questions:

- 1) How did Sam and Kent get acquainted?
- 2) What was Sam’s experience at elementary school?
- 3) What Sam thought of each time she met Rob?
- 4) Why did Lindsey call Juliet *Mellow Yellow*?

12. Questions for discussion:

- 1) Do you think Sam loves Rob? Prove your answer with the text fragments.
- 2) Comment on the usage of the composites: *the make-your-own sandwich bar* (p. 32); *no-nos* (p.32), *a head-nod friendship* (p. 45). What are their stylistic and syntactic functions?
- 3) Do you agree with the statement on page 35: “*the total college experience: you learn to work, and you learn to drink*”. Suggest the possible ways to overcome juvenile alcoholism.
- 4) Read the passage on page 40: “*Isn’t it kind of weird how that stuff happens?*” <...> “*How everything spirals out from everything else?*”. Explain, why Ally says this. Do you believe that everything in the world is connected? Give your own examples to prove your point.
- 5) Comment on the phrase: “*Happiness is found when one is not looking*” (p. 46).
- 6) What is the physiological and psychological state described in the phrase “*my stomach does a little flip*” (p. 28)? Paraphrase the sentence.
- 7) Who is described in the sentence: “*She’s the kind of person who makes you feel drunk just by being around her, like suddenly the world’s edges are dulled*”

and all of the colors are spinning together” (p. 50)? What do you think it means to be popular?

8) Think, why Lindsay calls Kent “*Kent McFreaky*” (p. 31). Do you think there’s something wrong with him? In what way does the phrase “*he acts like the world is one big, shiny present he gets to unwrap every morning*” (p. 30) characterize him?

13. Write down a short **essay** on the topic “*The person I know best*”

ASSIGNMENT 3 (pp. 52-77)

1. Learn the words and word combinations from Assignment 2.
2. Read the text.
3. Point out the phrases and stylistic devices that help you to imagine the main heroes Sam, Lindsay, Kent, Rob, Ellody, Ally, Juliet. What feelings do the heroes arouse in you?
4. Describe the party. Would you like to participate in such kind of parties?
5. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang expressions:

Page	Words and Word Combinations	Translation
52	a clay mask	
	an emergency thousand dollars	
	to break up with smb	
53	an outfit	
	to take a shot	
54	to drive along the street	
	to howl at the top of one’s lungs	
56	to take a sip	
	a feeling at the bottom of one’s stomach	
57	to be packed with	
	to lean back	
	to freak out	
58	to be super cheesy	
	to be three size too big for someone	
60	it occurs to me	
62	to show up	
	around the clock	
63	to make up	
64	to let out sth	
	to pull one’s hair in a ponytail	

65	to get pale	
	to pick up on sth	
66	to make eye contact with smb	
	to hiccup	
	to pull oneself together	
67	high-pitched noise	
	to feel bad for smb	
68	to push one's way out	
	to narrow one's eyes	
70	to wind down	

6. Divide the text into several logical parts. Entitle them.

7. Be ready to retell the text.

8. Prepare a **literary translation** of the passage on pages 53-54 starting with the words "*When I was little...*" and ending with the words "*...and all sing along*".

9. Summarize the text in 5-7 sentences.

10. Comment on the use of the **figures of speech** in the following examples:

- p. 54 "*I get this feeling like I'm floating above everything, hovering above all of the houses and the roads and the yards and the trees, going up, up, up, above Rocky's and the Rite Aid and the gas station and Thomas Jefferson and the football field and the metal bleachers where we sit and scream our heads off every homecoming*".
- p. 54 "*The rain starts when we're almost there, but it's so light it's almost like it's just hanging in the air, like a big curtain of white vapor*".
- p.54 "*The driveway seems to snake on forever*".
- p. 63 "*I'm not sure where the words come from*".
- p. 65 "*a low sound of whispering fills the room, getting louder and more insistent until it's a constant hum, until it sounds like wind or the ocean*".
- p. 75 "*The trees look like stripped skeletons on either side of us, moaning in the wind*".

11. Be ready to answer the following questions:

- 1) Describe Kent's house.
- 2) What is the seniors' attitude to the younger students?
- 3) Why did Juliet come to the party? Do you think she often visits parties? Why?
- 4) What happened with Rob?
- 5) Why did Kent say "Thank's God" to Sam?
- 6) What caused the accident?

12. Questions for discussion:

- 1) Comment on the statement on page 62 “*I know I’m supposed to hate them, like we were hated when we were sophomores at all the senior parties, but I can’t bring myself to care*”. What do you think about the hierarchy at school? Do we have it in our schools or universities? Explain the possible reasons to it.
 - 2) Describe the best way of spending time with friends.
 - 3) Do you often remember your dreams? What about bad ones?
 - 4) Think whether you agree with the following: “*High school is supposed to prepare you for the real world, after all*” (p. 63). Illustrate your point.
13. Write down a short **essay** on the topic “*The best experience I got at school*”.

ASSIGNMENT 4 (pp. 78-98)

1. Learn the words and word combinations from Assignment 3.
2. Read the text.
3. Describe Sam’s psychological state in the morning. Write out the stylistic devices which help to render her emotions. Imagine yourself waking up and realizing it’s yesterday again. Describe your reaction.
4. Point out the phrases and stylistic devices that help you to imagine the main heroes Sam, Lindsay, Kent, Rob, Ellody, Ally, Juliet. What feelings do the heroes arouse in you in this part of the text?
5. Give your understanding of *déjà vu* phenomenon? Have you ever experienced it?
6. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang expressions:

Page	Words and Word Combinations	Translation
78	a comforter	
	to be desperate for	
	to have argument with smb	
79	to bounce	
	to scurry (back)	
	to be tempted to do sth	
81	the towel rack	
	to have the urge to do sth	
82	BO	
83	to force a smile	
	to make fun of smb	
86	flashback	
	to punch (sth) at sth	
	to grab sth	
	to be positive about sth	

87	my point is that...	
	to dig through sth	
	eyes water	
	to split in half	
89	to stop dead	
90	to babble	
91	it reminds me	
	a copycat	
	to bite smb's style	
	to roll in	
92	birth-control pills	
	to be hungover	
	a trampoline	
94	on full-force	
95	to take a deep breath	
	to cut smb off	
96	to picture sth	
97	to let smb down	

7. Divide the text into several logical parts. Entitle them.

8. Be ready to retell the text.

9. Prepare a **literary translation** of the passage on pages 92-93 starting with the words "*The bell rings...*" and ending with the words "...*stammers out an apology*".

10. Summarize the text in 5-7 sentences.

11. Comment on the use of the **figures of speech** in the following examples:

- p. 78 "*when I look around the room everything seems fuzzy and slightly distorted, like I'm not really looking at my room but only at a transparency of my room that's been laid down incorrectly so the corners don't match up with the real thing*".
- p.84 "*The light is weak and watery-looking, like the sun has just spilled itself over the horizon and is too lazy to clean itself up. The shadows are as sharp and pointed as needles*".
- p.84 "*the way it does when you're on an airplane, folding and compressing into itself like an origami figure, until everything is flat and brightly colored—until the whole world is like a drawing of itself*".
- p. 85 "*I know Peter Kourt will be wearing a pair of Nike Air Force 1s he's had for a million years because he wears them every day, even though there are so many holes in them you can see what color socks he's wearing (usually black)*".

12. Be ready to answer the following questions:

- 1) What happened when the girls came late? What changes did it cause?
- 2) What is meant under the phrase “*this is my day*”? What were Sam’s plans for the evening?
- 3) Why did the contents of Rob’s note disappoint Sam? What did she expect?
- 4) What was the reason for Sam’s not taking Kent’s rose?

13. Questions for discussion:

- 1) Why do you think some people write bad things on the walls, fences, doors, etc? What is your attitude to them? Why did Lindsay have to write AC=WT? Who copied this on the toilet’s door and why?
- 2) Why do you think Sam and her friends never run on school grounds?
- 3) Why was it so important for Sam to text her friends “I did it” (p. 96)?
- 4) Read the following abstract on page 85: “*I think: she got the last spot because we’re so late, and I have to squeeze my nails into my palms and repeat to myself that I’ve only been dreaming—that none of this has happened before*”. Have you ever thought that our life depends on small things? Comment on the fact that because the girls were late, Sarah was chosen for the competition.
- 5) Think of the connotation of the following abstract on page 91: “*It’s weird how much you can know about someone without knowing everything. You’d think someday you’d come to the end of it*”. Why do you think Sam didn’t tell her friends that she loved riding?
- 6) On page 91 Ally says: “*It’s so lame. We can’t do anything in this school without everyone doing the same thing*”. What makes children at schools follow older pupils, copy them, especially, doing something bad?

14. Write down a short **essay on the topic “*Personal secrets: circumstances or necessity?*”.**

ASSIGNMENT 5 (pp. 98-123)

1. Learn the words and word combinations from Assignment 4.
2. Read the text.
3. Write out the phrases and stylistic devices which help to understand Sam’s emotional state. What is she nervous about?
4. Point out the phrases and stylistic devices that help you to imagine the main heroes Sam, Lindsay, Kent, Rob, Ellody, Ally, Juliet, Brigdet, Alex. What feelings do the heroes arouse in you in this part of the text?
5. What is the difference between *luv ya* and *love you*? In what way does this phrase characterize Rob and his attitude to Sam?

6. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang expressions:

Page	Words and Word Combinations	Translation
101	to catch off guard	
	to weave one's way	
103	to dab sth with sth	
104	to emerge	
	a take	
106	to roll one's eyes	
	to make a difference	
107	to push smb out of the way	
108	to hold back fears	
109	to cut a class	
111	to focus on sth	
113	to give smb attitude	
	to give smb crap	
115	to drive smb home	
116	to figure sth out	
119	to be in much trouble	
121	to diagnose smb with cancer	

7. Divide the text into several logical parts. Entitle them.

8. Be ready to retell the text.

9. Prepare a **literary translation** of the passage on pages 101-102 starting with the words "*We don't talk about that...*" and ending with the words "*...Unmentionable*").

10. Summarize the text in 5-7 sentences.

11. Comment on the use of the **figures of speech** in the following examples:

- p. 103 "*A feeling of complete aloneness overwhelms me, like a fog*".
- p. 103 "*The black mouth of the woods*"
- p. 104 "*The huge crush of fear has returned. I can feel it pressing on me from all directions, squeezing the breath out of me*".
- p. 106 "*I don't know where the idea comes from*"
- p. 108 "*It feels like my whole body goes to ice in that second*"
- p. 116 "*I'm angry at Elody for dragging me back here and at Ally for always being so clueless. I'm angry at Rob for not caring how upset I am, and I'm angry at Kent for caring. I'm angry at everyone and everything, and in that second I fantasize about the cigarette Lindsay's waving catching on the curtains, about fire racing over the room and consuming everyone.*"

12. Be ready to answer the following questions:

- 1) Did Sam eat anything that day?
- 2) Describe Kent's house.
- 3) Why did Bridget have to ask Sam about the essay assignment?

- 4) What happened to Rob's phone?
- 5) Why was Sam angry?

13. Questions for discussion:

- 1) Why is Sam surprised to see that Juliet is pretty?
- 2) What do you think about the concept of "Unmentionable" in friendship?
- 3) If you were Sam what would you change in her behavior?
- 4) What is the reason for her being stuck in one and the same day?
- 5) Find out in the text the evidences of how the youth spends time at the party. Why is it necessary for them to get drunk? Do you agree with such style of "having fun"?
- 6) What does Sam love Rob for?

14. Write down a short *essay* on the topic "My best party".

ASSIGNMENT 6 (pp. 123-144)

1. Learn the words and word combinations from Assignment 5.
2. Read the text.
3. Write out the phrases and stylistic devices which help to understand Sam's relationships with her mother.
4. Point out the phrases and stylistic devices that help you to imagine the main heroes Sam, Lindsay, Kent, Rob, Ellody, Ally, Juliet, Brigdet, Alex, Sam's mother, Mr. Daimler. What feelings do the heroes arouse in you in this part of the text? Does your attitude change?
5. Read about Sam's memories on page 128 and think what Sam's real feelings for Rob are.
6. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang expressions:

Page	Words and Word Combinations	Translation
123	to stifle a scream	
124	to suck in a deep breath	
	to fight over sth	
125	to swallow the lump in one's throat	
126	to blurt out	
	to fix sth	
127	to root through sth	
	to slack off	
128	to hold back tears	
134	undying love	
	to confess sth	

	to handle doing	
	to chase smb	
136	to flash on sth	
137	brain goes blank	
	to wrinkle one's nose	
	to fake an excuse	
	to get worked up	
138	to be startled by sth	
	to get sth over with	
	speak of the devil	
139	to fluster	
141	to be focused on	
	to spread (rumors, stories)	
142	to go cuckoo	
	to have final say on (decisions)	
	way better	

7. Divide the text into several logical parts. Entitle them.
8. Be ready to retell the text.
9. Prepare a **literary translation** of the passage on pages 123-124 starting with the words "*I wake up...*" and ending with the words "*...the morning news*".
10. Summarize the text in 5-7 sentences.
11. Comment on the use of the **figures of speech** in the following examples:
 - p. 123 "*Is it still falling if it has no end?*"
 - p. 125 "*Maybe when you die time folds in on you, and you bounce around inside this little bubble forever*"
 - p. 125 "*Be honest: are you surprised that I didn't realize sooner? Are you surprised that it took me so long to even think the word –death? Dying? Dead? Do you think I was being stupid? Naive?*"
 - p.135 "*As soon as he mentions the maple trees a memory rises up, expanding, like something breaking the surface of water and rippling outward. We were sitting in this little space in between two enormous roots that curved out of the ground like animal spines*".
 - p. 139 "*I feel like my cheeks are all stuffed with cotton*"
 - p. 140 "*That's what she looks like, actually—like a snowflake being buffeted around in the wind, twisting and turning on currents of air*".
12. Be ready to answer the following questions:
 - 1) What did Sam tell to her mother? Why did she decide to lie?
 - 2) Why is it so weird for Sam to say "I love you" to her mother?
 - 3) What happened to Lauren Lornet?
 - 4) What is Kent's opinion of Mr. Daimler?

5) Who was Sam's childhood friend?

13. Questions for discussion:

- 1) Comment on the utterance *“Try not to judge. Remember that we're the same, you and me”* (p.125). Who is the addressee? What does Sam mean? Do you find any similarities between Sam and young people you know?
- 2) Read Sam's thoughts: *“The worst is knowing I can't tell anybody what's happening—or what's happened—to me. Not even my mom. I guess it's been years since I talked to her about important stuff, but I start wishing for the days when I believed she could fix anything”* (p. 125). Can you discuss your problems with your parents or there are some things that you cannot share with them?
- 3) Do you agree with the statement (p. 125) *“When you're young you just want to be older, and then later you wish you could go back to being a kid”*.
- 4) What does Sam mean saying (p. 138): *“It's like the idea of him is better than the **him** of him”*. How can one tell whether it's love or not? And if not love than *what*?
- 5) Analyze the episode with the red line inside Sam's door. Whose behavior is correct? How would your parent react if you did such a thing?

14. Write down a short **essay on the topic *“An ideal parent as I see him/her”*.**

ASSIGNMENT 7 (pp. 144-174)

1. Learn the words and word combinations from Assignment 6.
2. Read the text.
3. Write out the phrases and stylistic devices which help to understand Sam's relationships with her friends. Why didn't they go to the party? Do you think theirs is the real friendship? Would you do this for your friend?
4. What were the reasons to Juliet's suicide?
5. Point out the phrases and stylistic devices that help you to imagine the main heroes Sam, Lindsay, Kent, Rob, Ellody, Ally, Juliet, Brigdet, Alex, Sam's mother, Mr. Daimler. Characterize their behavior at the end of the Chapter. Is it predictable? What was their reaction to Juliet's suicide?
6. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang expressions:

Page	Words and Word Combinations	Translation
144	to blow kisses	
147	to be in a hustle	
	a high-pitched voice	
151	to toddle	

152	to cheat off smb	
153	to meet smb's eyes	
155	to evaporate	
157	to squeeze one's eyes	
160	to sweep over smb	
	to fill smb from head to toe (feelings)	
	to snor	
	the edge of sleep	
162	to wince	
163	to be called out of a dream	
167	to catch up on	
	to get back at smb	
	black and white	
168	to feel one's way to	
	to fumble	
	to take shape in one's head (an idea)	
170	a flood of positive memories	

7. Divide the text into several logical parts. Entitle them.
8. Be ready to retell the text.
9. Prepare a **literary translation** of the passage on page 160 starting with the words "*Nobody answers me...*" and ending with the words "*...thenterpeeth*".
10. Summarize the text in 5-7 sentences.
11. Comment on the use of the **figures of speech** in the following examples:
 - p. 148 "*when Ms. Winters sits next to Principal Beneter looking like someone just set off a stink bomb directly under her chair*"
 - p. 151 "*I still have to stop by my locker and pick up my Spanish textbook (he told us on the first day that we should treat our textbooks like children. Obviously, he doesn't have any)*".
 - p. 151 "*Ms. Winters and Mr.-effing-Otto. Who would have guessed it in a million, trillion years?*"
 - p. 151 "*I feel exhilarated, kind of like I'm being spun around a whirlpool, circling closer and closer around the same people and the same events but seeing things from different angles*".
 - p. 152 "*The feeling of being caught in a whirlpool returns, but this time it's horrible: I'm being pulled down, down, down, like there's a weight on me*"
 - p. 153 "*I feel like someone's pressed the Reverse button on a vacuum cleaner and all of the junk I've done is spewing back onto the carpet for me to see.*"
 - p. 155 "*the fear crept back in. It's been filling me slowly, like sand running through an hourglass.*"

- p. 155 *“But now my heart feels like it’s being squashed between my ribs and it gets harder and harder to breathe. I’m terrified that in one second—in the space between a breath—everything will evaporate into darkness”*

12. Be ready to answer the following questions:

- 1) What were the girls doing when they were caught?
- 2) What did Lauren ask Sam to do?
- 3) Why didn’t the girls go to the party?
- 4) What happened in the evening?

13. Questions for discussion:

- 1) Comment on the girls’ behavior in TCBY. Have you ever broken rules at home, at school, at a public place? What may be the reason for such behavior?
- 2) Think of the small things you love that your life consists of.
- 3) Comment on the utterance on page 149 *“They’re teenagers. They do the opposite of what you say. That’s part of the deal. Pimples, pubic hair, and bad attitude”*. Do you agree?
- 4) Have you ever felt like the heroine (p. 151): *“it strikes me how strange people are. You can see them every day – you can think you know them – and then you find out you hardly know them at all”*. Explain what she means.
- 5) Consider the following metaphor (p. 154): *“Bridget and Alex and Anna and Sarah Grundel and her stupid parking space and Lauren Lornet and the chem test—it feels like I’ve been caught up in some enormous web and every way I turn I see that I’m stuck to someone else, all of us wriggling around in the same net”*. What do you think about our life being like a net, where every step of yours changes the lives of others?
- 6) Try to characterize Ally’s mom (p. 165): *“I’ve never seen Mrs. Harris look so much like a mother before”*.
- 7) Think of what might have happened between Lindsay and Juliet in their childhood.

14. Write down a short **essay** on the topic *“My perfect day”*.

ASSIGNMENT 8 (pp. 174-211)

1. Learn the words and word combinations from Assignment 7.
2. Read the text.
3. Read about Sam’s “collection of images” (p. 179) of Rob. Comment on their relationships.
4. What made Sam tell Lindsay what she thought about her (p. 180-181)? Comment on the relationships within their company.

5. Point out the phrases and stylistic devices that help you to imagine the main heroes Sam, Lindsay, Kent, Rob, Ellody, Ally, Juliet, Brigdet, Alex, Sam’s mother, Mr. Daimler and Anna. What would you change in their behavior?

6. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang expressions:

Page	Words and Word Combinations	Translation
174	to break from sleep	
178	to see through smb	
	to turn one’s back on smb	
179	to be random	
180	to pour out anger	
	to come to terms with something	
181	to run out of air	
185	to keep one’s eyes on sth	
186	to toss one’s head	
	to be over sth	
187	to feel a surge of irritation	
	to roll up sleeves	
192	to die of sth	
194	to get smb in a lot of trouble	
198	to count on smb	
	to be in a fight	
200	a doorknob	
	half-hearted	
	a joint	
203	to go commando (AmE)	
207	to take it (things) out on smb	
208	to tell on smb	

7. Divide the text into several logical parts. Entitle them.

8. Be ready to retell the text.

9. Prepare a **literary translation** of the passage on page 184 starting with the words “*Here is one of the things...*” and ending with the words “*...to the principal’s office*”.

10. Summarize the text in 5-7 sentences.

11. Comment on the use of the **figures of speech** in the following examples:

- p. 174 “*anger is seething through me like liquid*”
- p. 177 “*it’s a miracle how many kinds of light there are in the world, how many skies: the pale brightness of spring, when it feels like the whole world is blushing; the lush, bright boldness of a July noon; purple storm skies and a green queasiness just before lightning strikes and crazy multicolored sunsets that look like someone’s acid trip*”

- p. 182 “*My heart is racing*”
- p. 192 “*something sharp and deep goes through me, something I can’t understand or describe, a blade running up under my ribs and making me almost gasp for breath*”
- p. 199 “*you can’t judge a book by its steel-toed combat boots*”

12. Be ready to answer the following questions:

- 1) What was Sam wearing? What did her parents tell her?
- 2) Why did the girls quarrel in the car?
- 3) What happened with Mr. Daimler?
- 4) What was Anna doing in the toilet?

13. Questions for discussion:

- 1) p. 174 **Comment:** Here’s the thing: it shouldn’t be me. Lindsay’s the one who drives like she’s in the real-life version of Grand Theft Auto. Lindsay’s the one who’s always thinking of ways to punk people or humiliate them, who’s always criticizing everybody. Lindsay’s the one who lied about being friends with Juliet Sykes and then tortured her all those years. I didn’t do anything; I just followed along.
- 2) Comment on the statement “*Number one rule of best friends: there are certain things that you never, ever say*” (p. 181). Is your friendship like that? Do you agree with the phrase?
- 3) Read the following: (p. 184) *Here’s one of the things I learned that morning: if you cross a line and nothing happens, the line loses meaning.* What do you think regulates our behavior: our “inner stop”, our parents authority, social rules or anything else?
- 4) Do you agree with Kent writing “*You are too good for that*” (p. 191)?
- 5) Pay attention to the episode with M.C. Escher’s pictures. Do you think Lindsay and the girls shared Sam’s interests?
- 6) Have you ever smoked? Do you think it normal or regret trying ever?

14. Write down a short **essay** on the topic “*The role of rules in my life*”.

ASSIGNMENT 9 (pp. 211-234)

1. Learn the words and word combinations from Assignment 8.
2. Read the text.
3. Why do you think Sam behaved so badly? Does it mean she is bad?
4. Point out the phrases and stylistic devices that help you to imagine the main heroes Sam, Lindsay, Kent, Rob, Ellody, Ally, Juliet, Brigdet, Alex, Sam’s mother,

Mr. Daimler and Anna. Are your impressions the same as when you were reading the first part?

5. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang expressions:

Page	Words and Word Combinations	Translation
211	to be subject to sth	
	to have dirt on smb	
212	to set an example	
	to keep an eye out for smb	
214	to run through sth	
218	to accuse smb of sth	
228	jumpy	
229	to figure out sth	
	a dirtbag	
232	to host the party	
	to hiss	
233	to have a coronary from sth	
234	high-pitched laughter	

6. Divide the text into several logical parts. Entitle them.

7. Be ready to retell the text.

8. Prepare a **literary translation** of the passage on page 216 starting with the words “*I hop out of the car...*” and ending with the words “*...And credit cards*”.

9. Summarize the text in 5-7 sentences.

10. Comment on the use of the **figures of speech** in the following examples:

- p. 218 “*Ally Endless-Limit-Credit-Card Harris and Lindsay My-Stepdad-Tries-to-Buy-My-Affection Edgcombe.*”
- p. 224 “*the world streaks past us in a smear of blacks and grays, like a bad painting of itself*”.
- p. 212 “*I feel prickles of heat rising up from my fingers, crawling up my spine*”.
- p. 220 “*a store I never go into unless Ally drags me, since everything costs a billion dollars*”

11. Be ready to answer the following questions:

- 1) What happened in the administration office?
- 2) Who were the Pugs?
- 3) Why did Sam steal the credit card?
- 4) Retell the conversation between Sam and Rob.

12. Questions for discussion:

- 1) Think of the concept of being popular. Do you consider yourself popular?
(p. 213) “*It’s the weirdest thing. I’m popular—really popular—but I don’t*”

have that many friends. What's even weirder is that it's the first time I've noticed".

- 2) Read the following statement (p. 218): *"shopping. It's just not that fun, particularly when you're best friends with Ally Endless-Limit-Credit-Card Harris and Lindsay My-Stepdad-Tries-to-Buy-My-Affection Edgcombe"*. What do you think of parents that buy their children's love?
 - 3) Comment on the phrase Rob says about the shoes: "They don't look like you, babe" (p. 228). Do you think the phrase is symbolic in this chapter?
 - 4) Imagine that there are no consequences of our deeds. Would you behave like you usually do or try to change sth?
 - 5) Do you like your name? Do you know what it means?
 - 6) Do you earn your money? In what way?
13. Write down a short **essay** on the topic *"My hobby"*.

ASSIGNMENT 10 (pp. 234-253)

1. Learn the words and word combinations from Assignment 9.
2. Read the text.
3. What does Sam mean by saying "Typical Kent McFuller" (p. 253). Describe his personality.
4. Point out the phrases and stylistic devices that help you to imagine the main heroes Sam, Lindsay, Kent, Rob, Ellody, Ally, Juliet, Brigdet, Alex, Sam's mother, Mr. Daimler and Anna.
5. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang expressions:

Page	Words and Word Combinations	Translation
234	to snap at smb	
236	to have sth ahead	
241	to tie up one's hair in a ponytail	
242	to ball one's fists	
243	to lock eyes with smb	
	to choke on fear	
245	to gross smb out	
247	to be appealing	
248	to sob	
	to take a gulp	
249	to cry oneself out	
	to sit cross-legged	
	a rush of embarrassment	
252	to hover	

6. Divide the text into several logical parts. Entitle them.

7. Be ready to retell the text.
8. Prepare a **literary translation** of the passage on page 248 starting with the words “*How long have you been...*” and ending with the words “*...ice cubes*”.
9. Summarize the text in 5-7 sentences.
10. Comment on the use of the **figures of speech** in the following examples:
 - p. 235 “*Right after that our food came*”.
 - p. 247 “*Outside, the night looks silvery and frosted, all the trees wrapped in a shroud of ice, like they’ve been built out of plaster*”.
 - p. 249 “*I feel a rush of embarrassment, heat spreading up from my toes*”
 - p. 250 “*the outlines of his face are touched with light, like he’s glowing*”.
11. Be ready to answer the following questions:
 - 1) Did Lindsay and Sam make up?
 - 2) What happened between Sam and Rob?
 - 3) Who did Sam meet in the dark room?
 - 4) What did she ask Kent?
12. Questions for discussion:
 - 1) Do you know anything about anorexia? What are its basic symptoms? What factors may lead to this pathology?
 - 2) What does Lindsay mean saying “*You, guys are my family*” (p. 238)? Describe her personality. How do you imagine her family? Try reconstructing her childhood.
 - 3) On page 251 in Sam’s childhood memories Kent says: “*Don’t listen to them. Keep your head up*”. What may be the reason for teasing? How do you imagine Sam’s childhood? Have you ever been teased or taken part in teasing someone else?
 - 4) Comment on the abstract: (p. 241) “*It doesn’t matter if it’s true.*” *Ally shakes her head at me. “She’s Lindsay. She’s ours. We’re each other’s, you know?”*
 - 5) Do you agree with the following: (p. 239) “*That’s the thing about best friends. That’s what they do. They keep you from spinning off the edge.*”? Who says this and in what context?
13. Write down a short **essay** on the topic “*The most important period in my life*”.

ASSIGNMENT 11 (pp. 253-290)

1. Learn the words and word combinations from Assignment 10.
2. Read the text.
3. What does Sam mean by saying “*Maybe, I’m changing*” (p. 257). Think of her personality. What do you know about her childhood? Do you believe that our childhood can influence us?

4. Point out the phrases and stylistic devices that help you to imagine the main heroes Sam, Lindsay, Kent, Rob, Ellody, Ally, Juliet, Sam's mother, Juliet's parents and sister.

5. Characterize Sam's sister Izzy.

6. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang expressions:

Page	Words and Word Combinations	Translation
254	to bawl one's eyes out	
255	to slink	
	to headbutt	
257	to feel a flicker of hope	
	to feel exposed	
259	to be in a yellow-and-pink phase	
260	to waver	
262	to take pity on smb	
270	to petition smb for	
271	to stagger (through the door)	
272	to go through breakup trauma	
	to get tipsy	
	to wind down	
273	to whip around	
	to thread one's way over to smb	
	to catch a glimpse of sth	
274	to reach out	
	a heart-shaped face	
275	to tilt up one's chin	
	in awe	
279	to sneak out	
281	to do a jog	
283	to make out	

7. Divide the text into several logical parts. Entitle them.

8. Be ready to retell the text.

9. Prepare a **literary translation** of the passage on page 258 starting with the words "*Then, the craziest thing...*" and ending with the words "*...make fun of her*".

10. Summarize the text in 5-7 sentences.

11. Comment on the use of the **figures of speech** in the following examples:

- p. 253 "*I started to think about time, and how it keeps moving and draining and flowing forever forward, seconds into minutes into days into years, all of it leading to the same place, a current running forever in one direction. And we're all going and swimming as fast as we can, helping it along*".

- p. 255 “*when time starts marching forward again*”
- p. 256 “*I push the thought out of my mind*”
- p. 258 “*Is it even possible to go out with someone seriously who doesn’t really know you?*”

12. Be ready to answer the following questions:

- 1) Why did Sam decide to take Izzy into the woods?
- 2) What did they find there?
- 3) Why did Sam go to Juliet’s house?
- 4) Whose was the photo Sam found in Juliet’s house?
- 5) What does the mask symbolize in the book?

13. Questions for discussion:

- 1) What did you do when a child to make your parents do what you want? Do you use such methods now? Who usually has the final say in your family?
- 2) Comment on the following (p. 253): “*My point is: maybe you can afford to wait. Maybe for you there’s a tomorrow. Maybe for you there’s one thousand tomorrows, or three thousand, or ten, so much time you can bathe in it, roll around in it, let it slide like coins through your fingers. So much time you can waste it. But for some of us there’s only today. And the truth is, you never really know*”
- 3) What “being brave” means for you? (p. 259) “*That’s another thing that strikes me as funny: that my eight-year-old sister is braver than I am. She’s probably braver than most of the people at Thomas Jefferson*”.
- 4) Why do people sometimes need to be alone? Why did Sam ask everyone to leave her alone all the time? (p. 260) “*For years that’s been the buzzword of the house: Sam just wants to be left alone . Want some dinner? I’ll bring it up to my room. Where you headed? Just want to be alone. Can I come in? Just leave me alone. Stay out of my room. Don’t talk to me when I’m on the phone. Don’t talk to me when I’m listening to music. Alone, alone, alone.*”
- 5) Read Izzy’s words and comment on them: (p. 266-267) “*But this is my voice.*” *She says it quietly but with insistence. “How would you be able to tell when I was talking?”*
- 6) Do you agree with the following words p. 269 “*It amazes me how easy it is for things to change, how easy it is to start off down the same road you always take and wind up somewhere new. Just one false step, one pause, one detour, and you end up with new friends or a bad reputation or a boyfriend or a breakup. It’s never occurred to me before; I’ve never been able to see it?*”
- 7) Comment on Sam’s words “*I’m like Anna Cartullo deep down*” (p. 270). Do you think that a person chooses his or her life or, v.v., the circumstances drive him or her to some actions and form the character?

14. Write down a short **essay** on the topic “*The person who influences me most*”.

ASSIGNMENT 12 (PP. 290-322)

1. Learn the words and word combinations from Assignment 11.
2. Read the text.
3. Point out the phrases and stylistic devices that help you to imagine the main heroes Sam, Lindsay, Kent, Rob, Ellody, Ally, Juliet, Sam's mother.
4. Characterize Juliet. Do you like her or not? Do you think she had to behave differently? Think, why she committed a suicide?
5. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang expressions:

Page	Words and Word Combinations	Translation
290	to drape	
291	to walk in circles	
	to be oversized	
	to be sober	
292	to be out of earshot	
	to shriek	
293	to shatter	
	to be buddy-buddy with smb	
294	to have a run-in (with smb)	
297	to take charge	
300	to follow smb's footprints	
	to ditch	
	to be desperate to do sth	
	to have trouble doing sth	
301	to be twice the size (one should be)	
303	to huddle / to sit huddled	
310	to shrug out of sth	
	to get smb warm	
311	a snapshot	
	to read smb's mind	
	to be out of one's mind	

6. Divide the text into several logical parts. Entitle them.
7. Be ready to retell the text.
8. Prepare a **literary translation** of the passage on page 209-310 starting with the words "*Nobody moves...*" and ending with the words "*...nothing comes out*".
9. Summarize the text in 5-7 sentences.
10. Comment on the use of the **figures of speech** in the following examples:
 - p. 293 "*A feeling of enormous relief washes over me*"

- p. 296 “*Every second feels like an eternity. It’s the first time I really understand what Einstein said about relativity, how time bends around and stretches out like a gummy bear*”.
- p. 299 “*it’s the kind of cold that goes right through you*”.
- p. 300 “*I’ve never been scared of the dark exactly, but the endless scrapings and groanings of the trees and the constant patter of rain through the branches make it sound like the woods are alive and babbling away, like one of those crazy people you see in New York City who are always pushing grocery carts filled with empty bags*”.
- p. 302 “*acting so freak-tastic*”
- p. 304 “*I reach out and grab her wrist. It feels impossibly tiny in my hand, like this one time I found a baby bird near Goose Point, and I picked it up and it died there, taking its final, gasping, fluttering breaths in my palm. Juliet doesn’t pull away, but she stares at my hand like it’s a snake about to bite her*”.
- p. 306 “*in the back of my head, there’s an idea growing and swelling, a horrible, sickening realization, massing up and taking shape like clouds on the horizon*”.

11. Be ready to answer the following questions:

- 1) Why did Sam go to the party?
- 2) What time of the year is that?
- 3) Who was in the car that hit Juliet?
- 4) Why didn’t Sam want to go home?
- 5) How did Kent help her?

12. Questions for discussion:

- 1) Why do people give charity? Do you give charity? Think of possible reasons.
- 2) Why wasn’t Sam able to call Juliet “Loser” any more?
- 3) What does Sam mean saying that Juliet has a choice (p. 302)? Does Sam have a choice?
- 4) How do you understand Sam’s words (p. 305): “*my inner bull*”? Do you have such kind of “bull”? Or probably some other animal?

13. Write down a short **essay** on the topic “*Charity begins at home*”.

ASSIGNMENT 13 (pp. 323-348)

1. Learn the words and word combinations from Assignment 12.
2. Read the text.

3. Point out the phrases and stylistic devices that help you to imagine the main heroes Sam, Lindsay, Kent, Rob, Ellody, Ally, Juliet, Sam's mother and father.
4. Read Rob's characteristics on pages 337-338. Did you imagine him like this reading the first chapter?
5. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang expressions:

Page	Words and Word Combinations	Translation
324	a bubble of laughter	
	to have the urge to do sth	
	to duck out	
325	to quit school	
	to call smb out on sth	
326	to scurry	
327	to dump smb	
	to teeter	
328	to twirl one's finger	
330	to head towards sth	
332	a snort of laughter	
333	to withstand sth	
336	to zone out	
	to be wound up	
338	to be disappointed in smb	
	to put it together	
339	to keep up one's eye of the bargain	
343	to be lost in fantasy	
	wishful thinking	
344	to be antsy	
345	to duck one's head	
346	to pucker one's forehead	
	insane	
	to fall for smb	

6. Divide the text into several logical parts. Entitle them.
7. Be ready to retell the text.
8. Prepare a **literary translation** of the passage on page 324 starting with the words "*Do you want any breakfast...*" and ending with the words "*...when you really look*".
9. Summarize the text in 5-7 sentences.
10. Comment on the use of the **figures of speech** in the following examples:
 - p. 325 "*I'm filled with love from the top of my head to the bottom of my toes, a bubbly feeling like someone's shaken my insides up like a Coke bottle. Everything—the dishes in the sink, Izzy's bagel, my mom's smile—looks sharp, like it's made out of glass or like I'm seeing it for the first time*".

- p. 327 *“I try to imagine how, in only a few months, the trees will shoot their tiny stems into the sky, the barest spray of flowers and green breathed over everything like a mist. And then, a few months after that, the whole town will be an explosion of green: so many trees and so much grass it will look like a painting still dripping wet. I can imagine it waiting under the surface of the world, like the slides just have to be flipped in the projector and summer will be here”*.
- p. 330 *“Light bounces off the metal wall fixtures and zigzags crazily over the bright white walls”*.
- p. 332 *“and each time it isn’t, my heart does a reverse trajectory down into the very pit of my stomach”*.
- p. 346 *“my head starts spinning wildly like it’s been turned into a gigantic merry-go-round”*.

11. Be ready to answer the following questions:

- 1) Why was Sam in a good mood in the morning?
- 2) What corrections did Sam do in the Rose Room?
- 3) What was Juliet’s reaction to her present? Was it what Sam had expected?
- 4) Why did Sam decide not to give rose to Rob?

12. Questions for discussion:

- 1) Think of all little *“everyday routines you couldn’t live without”* (p. 324). Are they important?
- 2) How do you usually celebrate St. Valentine’s Day? Did you celebrate it at school in class or at University in group? Do you think we need this holiday?
- 3) Read the following words (p. 341): *Elody jumps in. “It was a joke, Sam. Yesterday you said you were scared Juliet would bite you if you went too close. You said she probably had rabies.”* What made Sam behave like this? What made her change in such a short period of time?
- 4) Do you often think about time in this key? (p. 342) *“Everything looks so stupidly, happily normal: everyone just wasting time because they have so much of it to waste”*
- 5) What is called a miracle? What is the miracle for you? Do you believe in everyday miracles? (p. 344) *“And I think of all the thousands of billions of steps and missteps and chances and coincidences that have brought me here, facing Kent, holding a pink-and-cream-swirled rose, and it feels like the biggest miracle in the world”*.

13. Write down a short **essay** on the topic *“So many things become beautiful when you really look”* (p. 325).

ASSIGNMENT 14 (pp. 348-392)

1. Learn the words and word combinations from Assignment 13.

2. Read the text.
3. Point out the phrases and stylistic devices that help you to imagine the main heroes Sam, Lindsay, Kent, Rob, Ellody, Ally.
4. Scan the text and write out all the comparisons Sam gives to Juliet? Describe her appearance how you imagine it.
5. Read Juliet's description of Lindsay (pp. 368-370, 385, etc). Characterize her in your own words. Explain her behavior and think whether you agree with Sam about Lindsay. Compare your impressions with those you had before.
6. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang expressions:

Page	Words and Word Combinations	Translation
348	a flip-down mirror	
	to rehearse	
	to freak out	
349	to beat back the fear	
	a lifeline	
351	to look down one's nose at smb	
362	a locker	
	to be on the verge of sth	
365	to screw with	
368	to wet one's bed	
373	to jolt	
375	flats	
376	to be trapped	
377	to lose one's footing	
386	to stick up for oneself	

7. Divide the text into several logical parts. Entitle them.
8. Be ready to retell the text.
9. Prepare a **literary translation** of the passage on page 367 starting with the words "*this reminds me of...*" and ending with the words "*...Best Friends Forever*".
10. Summarize the text in 5-7 sentences.
11. Comment on the use of the **figures of speech** in the following examples:
 - p. 350 "*I won't be so aware of how weird and tall and awkward I feel, like I'm Alice in Wonderland and have gotten too big for the room*".
 - p. 361 "*it's like something has shut down behind her eyes, a button switching off, and she just stands there staring at me dully*".
 - p. 350 "*Everyone's eyes look bright like doll's eyes*"
 - p. 351 "*Anger bubbles up inside me*"
 - p. 360 "*but I don't even let the first word escape from her mouth*"

12. Be ready to answer the following questions:

- 1) Why was Sam afraid to go to the party this time?
- 2) Why did the party and the people look different to Sam?
- 3) What did Rob tell Sam?
- 4) In what way did Sam get back at Rob?
- 5) What were Juliet's memories of her school life?

13. Questions for discussion:

- 1) Think of the connotation of the title "*The Root and Bud*"
- 2) Do you think there was any other way out for Juliet? How would you act if you were her?
- 3) Read the following: (p. 350) "*Even though I've been in school with all these people forever, they look different, unfamiliar, and when they smile at me I just see teeth everywhere, like piranhas getting ready to eat something. I feel like a curtain has dropped away and I'm seeing people for who they really are, different and sharp and unknowable*". What is your attitude to hypocrisy?
- 4) Comment on the abstract: (p. 363) "*I shiver, thinking about how easy it is to be totally wrong about people—to see one tiny part of them and confuse it for the whole, to see the cause and think it's the effect or vice versa*". Have you ever made wrong conclusions about the people and then changed it? What made you change your mind?
- 5) Read the following: (p. 286) "*I think of all the times I sat in squirming silence, terrified I would say or do the wrong thing, terrified the dorky, lanky, horseback-riding loser inside me would rise up and swallow the new me, like a snake feasting on something. How I cleared the shelves of my trophies and dumped my beanbag chair and learned how to dress and never ate the hot lunch, and, above all, learned to stay away from the people who would drag me down, and carry me back to that place. People like Juliet Sykes. People like Kent*". In what way do these words characterize Sam? Do you believe that living among people is always sacrificing some parts of yourself?

14. Write down a short **essay** on the topic "*My best and worst qualities*".

ASSIGNMENT 15 (pp. 392-420)

1. Learn the words and word combinations from Assignment 14.
2. Read the text.
3. Point out the phrases and stylistic devices that help you to imagine the main heroes Sam, Lindsay, Kent, Rob, Ellody, Ally.
4. List out all the things that Sam changed from the first chapter.

5. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang expressions:

Page	Words and Word Combinations	Translation
394	to grin on smb	
395	to squeeze smb in a hug	
	a hush	
402	to give it one's best shot	
403	to turn over a new leaf	
	all by one's lonesome	
	to hit on smb	
405	to beam up	
406	to rove over	
408	to do sth for a living	
409	to count on smb	
	a flicker of a smile	
410	to lope	
412	to suck in a deep breath	
415	to make the rounds	
416	to go into shock	
419	to choke down a laugh	

6. Divide the text into several logical parts. Entitle them.

7. Be ready to retell the text.

8. Prepare a **literary translation** of the passage on pages 392-393 starting with the words "*The last time...*" and ending with the words "*...in the way that I thought*".

9. Summarize the text in 5-7 sentences.

10. Comment on the use of the **figures of speech** in the following examples:

- p. 402 "*except during quizzes and tests, when the seconds seemed to trip over themselves trying to run away quickly*".
- p. 416 "*her face goes totally blank like the power switch has been flipped off*".
- p. 417 "*I pull out a big book of M. C. Escher sketches and put it on the table next to the bowl of sesame chicken. Or orange beef. Or cooked cat. Or whatever*".
- p. 417 "*Now that the hard part is over I feel a thousand times better*".

11. Be ready to answer the following questions:

- 1) What did Sam give to Izzy and why?
- 2) Did Sarah manage to come in time?
- 3) How did Sam's attitude to Mr. Daimler change? Why?
- 4) What was written in Juliet's note?
- 5) What did Sam give to Anna?

12. Questions for discussion:

1) Read the following words: (p. 400) *“how sometimes you can think you’re doing the right thing, but it’s actually terrible and vice versa”*; (p. 401) *“99 percent of the time you just don’t know how and why the threads are looped together, and that’s okay. Do a good thing and something bad happens. Do a bad thing and something good happens”*.

Do you think that this is the leitmotif of the novel? What is the general message of this novel?

2) Read the description: (p. 405) *“I love the way he slides into his seat without touching his desk. I love the way, when he pulls out his math textbook, a bunch of crumpled sketches come with it. I love the way he keeps nervously fiddling with his hair, running his hands through it even though it swings back into his eyes immediately”*. Whose characterization is this? What stylistic device is used to portray the character? Compare these words with the characterization of this hero in chapters 1, 2, 3.

3) Who is portrayed in the following utterance: (p. 410) *“He rubs his forehead. He always does this when he’s thinking, like the act of actually using his mind gives him a headache”*? Why did Sam change her opinion of this personage? Why did she do it only now?

4) Do your parents make each other any pleasant presents or show their attitude in some other way?

13. Write down a short **essay** on the topic *“Better late than never”*.

ASSIGNMENT 16 (pp. 420-443)

1. Learn the words and word combinations from Assignment 15.

2. Read the text.

3. Point out the phrases and stylistic devices that help you to imagine the main heroes Sam, Lindsay, Kent, Rob, Ellody, Ally.

4. What changed in this chapter? Compare the first and the last chapters. Was the ending predictable for you? How would you end this novel?

5. Translate the following **words and word combinations** and be ready to reproduce them in their context. Find out which ones are slang expressions:

Page	Words and Word Combinations	Translation
420	to be on vocation	
	to show off	
421	to shimmy	
	to be edible	
423	to assume	
424	to readjust	

427	to be impassable	
429	to prevent sth	
	to look/stare pointedly	
434	to blow smb/sth away	
	to miss a beat	
439	to ebb away	
	to swear smb to secrecy	

6. Divide the text into several logical parts. Entitle them.
7. Be ready to retell the text.
8. Prepare a **literary translation** of the passage on pages 420-421 starting with the words *“If I had to pick...”* and ending with the words *“...I wasn’t racing you”*.
9. Summarize the text in 5-7 sentences.
10. Comment on the use of the **figures of speech** in the following examples:
 - p. 420 *“has perfect pitch and the clearest, richest voice you can imagine, like maple syrup pouring over warm pancakes”*
 - p. 427 *“a wall of people, perfume, and sound”*
 - p. 442 *“Words welling up on a tide”*.
 - p. 429 *“Trust me. It’s just been a weird week.” Understatement of the year.*
 - p. 441 *“she looks back, startled, recognition lighting up her eyes”*.
 - p. 441 *“Three faces blooming together like flowers on a single stem”*
11. Be ready to answer the following questions:
 - 1) Who was a very good cook?
 - 2) What colour are Kent’s eyes?
 - 3) When does Sam meet Juliet this time?
 - 4) What are Sam’s last words?
12. Questions for discussion:
 - 1) Who is your favorite personage in the novel?
 - 2) How do you understand the expression “Small world” (p. 438)?
 - 3) If there is a choice to do what you want and to do what is necessary what do you usually choose?
 - 4) Pick one thing that you like about every groupmate of yours. Make a list.
 - 5) Comment on the ending of the seventh chapter (p. 442): *“Why did you save me? Words welling up on a tide: No. The opposite.”*
 - 6) What is meant by the last phrase (p. 443) *“The rest you have to find out for yourself”*?
13. Write down a short **essay** and describe the life of the main heroes after the story.

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