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Английский язык

Методические рекомендации
для работы с книгой по домашнему чтению
«Лунный камень» Уилки Коллинз
для студентов I – II курсов
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Данные методические рекомендации разработаны для студентов I – II курсов специальности «английский язык и литература». Они рассчитаны на 22 часа занятий. Целью методических рекомендаций является развитие фонетических, лексических и грамматических навыков и умений. Знакомство с аутентичным текстом ведет к развитию межкультурной коммуникации. Задания способствуют развитию языковой догадки.

Part I (pages 1-11)

- Read chapters 1-4 + Family letter and write out all the unknown words.
- Learn the following words and make up your own story with them:

capture	treasure	to perform tricks
temple	will (n)	precious stone
to foresee	to disguise	magicians
disaster	at dusk	to have one's revenge on smb.
holy	to whip smb.	to wound
- Analyze these words, point out all prefixes and suffixes, state what part of speech the words are and what part of speech they are derived from, make up your own words (2 words to each model, it's possible to use words from the book):

powerless, madness, excitement, lawyer, incapable, unseen, brighten, suddenly, direction, famous.
- Give synonyms to the following words:

arrangement, narrative, temple, odd, wasted, alarm, deliberately, modestly, horrible.
- Insert prepositions into the word combinations:

...turn, to get hold ..., to go ... in the house, to carry ... the work, to give ..., to look ..., ... an instant, to be ... to do smth., to pass ... the curse.

Present situations with these expressions from this part.
- Find the equivalents to these Russian stable expressions, read and translate sentences with them:

- иметь хорошую память, бросать деньги на ветер, заслуживать второй шанс, стоять кому-либо жизни, быть золотым человеком.

Explain in English what they mean and what characters are described with the help of them.

- Put the events given in the family letter as they happened in reality:
 1. The Sultan fitted the jewel into the handle of his ceremonial knife.
 2. The God Vishnu appeared in a dream to the three priests who guarded the diamond.
 3. The narrator's disagreement with his cousin began in India during the capture of the town.
 4. They entered the palace at dusk the next day.
 5. For centuries the three priests watched over the Moonstone.
 6. Many years went by, Aurungzebe died a terrible death.
 7. The narrator was sent to stop soldiers stealing gold and jewels.
 8. The Indian cried before dying.

Retell the contents of a family letter in a nutshell.

- Name each of these people:
 - A. He is over seventy.
 - B. He is a family lawyer.
 - C. He became manager of Julia Verinder's farms in Yorkshire.
 - D. He put the stone into the bank in Fritzinghall.
 - E. She said Rosanna had fallen hopelessly in love with Mr. Franklin.
 - F. They took guns and searched the garden but found nothing.
 - G. She was grateful for the trust in her.
 - H. He insisted on people's recording the whole matter.
- Act out a dialogue between Mr. Franklin and Gabriel Betteredge.
- Present the genealogy of the Herncastles. (make a scheme)

- Summarize all the information about the main characters appeared in this part: Lady Julia Verinder, Miss Rachel, Gabriel Betteredge, Penelope, Mr. Franklin, Rosanna Spearman.
- Look at the photo depicted on the cover of the book. Who are these people? Explain your guesses. Describe their appearance and mood. Does the picture give you any clues about the kind of the story the writer tells? If so, what?

Part II (pages 11-18)

- Read chapters 5-7 and write out all the unknown words.
- Transcribe the words: *substances, complicated, sacrifice, extraordinary, wandering, interrupted, immediately, bowed, loose, mysteriously.*
- Prepare a good reading of the piece at pages 13-14 beginning with the words “June 21st...” up to the words “there was a sort of cloud over him”.
- Learn the following words and word combinations and use them in the situations from the chapters:

to spoil smth.

to make an offer

to be an expert on smth.

to beg

to be a pleasure to the eyes

to be determined

to sense the competition

to wipe the smiles off the faces

to accept the invitation

just in case

to lack life

to have skin like a duck

- Choose the best translation to these set expressions and use them in your own sentences:
 - to be as busy as a bee, - to break one's word, - to win smb.'s hand, - to have a heated conversation, - to lose one's appetite, - to put oneself in smb.'s way, - there is a sort of cloud over smb., - to be with very long faces.
- Comment on the difference of usage of the same adjective and adverb: *to smell **bad**, to sleep **badly***. Why do we use an adjective in the first case and an adverb in the second? Name other verbs after which we should take

adjectives. Make up your own sentences with them. In class present these sentences in Russian, your fellow students will translate them.

- These are features of character mentioned in this part, what character is described with the help of them, if possible try to comment on these features, proving your point of view, using the contents of all the chapters: *Devilishly stubborn, cheeky, finer looking, false, absent-minded, the queen of the evening, religiously-minded, popular with ladies, a pleasant man, a quiet man with a watchful eye, wise, to have fault, secretive by nature, finest, graceful, to lie, fond of a joke, a public speaker, nervous, beautifully shaped, playful.*
- Speak on or answer the questions:
 1. Describe Miss Rachel, explain if you like her or not.
 2. Chapter 5 is called “Rivals”. Why? Who are rivals? Why? Who has better chances from your point of view?
 3. Why was Mr. Franklin nervous in the morning on the 21st of June?
 4. Did he bring the diamond?
 5. What was the reaction of different people on the presented diamond: Miss Rachel, Mr. Godfrey, Julia Verinder.
 6. What did Penelope see? What happened between Rachel and Godfrey? What did they decide to do?
 7. How did the birthday party go on? What went wrong?
 8. Did the Indians return? Why? What happened?
- Prepare 5 statements which should be true or false according to the contents of this part. Present them in class. Your fellow students should agree or disagree with them, correcting if necessary. Each time use conversational phrases.
- Give a precise retelling of the chapters.

Part III (pages 18 – 28)

- Read Chapters 8 – 10 and write out all the unknown words.

- In this part there are a lot of expressions with figurative meaning. Here you can see words, which these expressions contain and the page where in the book they are given. Try to find all of them:

Sheet (19), metal (20), bees (20), death (21), head (22), heart (22), eye (22), ghost (23), knives (23).

Explain what these expressions mean, make up your own sentences with them.

- Look at the definitions. They are definitions to the words you've come across in these chapters. Try to find the words.
 - a raised level part of a large garden or of a café;
 - a piece of furniture with shelves and drawers;
 - at once, very quickly;

Choose any word you like and define it; present your definition in class, not giving the word itself. Let your fellow-students guess.

- Comment on the formation of the words: *teary-eyed, red-faced, stone-faced, clear-headed*. Compose as many words as possible to describe the characters of this book (use the model).
- Learn the words given below and present situations with them from the chapters:

to frown

to go weak in the head

to drag smb.

to throw light on the affair

to be completely unlike smb.

at first sight

in helpless disbelief

the first sign of interest

to be clear-headed

to examine

to be concerned

to look smb. in the eyes

to suspect (some variants)

to make a bad impression on smb.

a look of complete astonishment

to burst out crying

to turn upside down

to be certain

to lose one's patience

to be insulted

to have (no) business in

to appreciate smth.

- Find sentences with Passive Voice, read and translate them.
- Give antonyms to the following words from this part: *loose, empty, to rush in, to arrest, innocent, to accuse, in private, to ignore smb., upset, to refuse.*
- In this part of the story the author uses a lot of words, concerning police, inquiries, investigation. Let's look at some of them:

Superintendent, to imprison, inquiry, discovery, innocent, investigation, to find a sign of a forced entry, to steal, to search the room, to accuse smb., to question one by one, to decide on the next line on actions, to solve the mystery, to examine the cabinet and the entire room, to approve of smb., to lead smb. to smth.

Go on working with the list of such words, adding all the others given in this part of the story. Make up your own detective story, using as many words from the list as possible.

- Speak on the following topics:
 - A. The night before the theft.
 - B. The reaction of different people in the house on the theft.
 - C. Mr. Seegrave's arrival. His first actions.
 - D. In the library.
 - E. Seegrave's new theory.
 - F. Sergeant Cuff. First impression.
 - G. Sergeant Cuff's first steps in the investigation.
 - H. Attempt to find a smeared dress. Strange conclusion.
- Dramatize a dialogue between Lady Julia and Sergeant Cuff.
- You are superintendent Seegrave. You have to question all people one by one. Get ready with your questions.
- You are Gabriel Betteredge. Say what events, people, people's actions you were surprised at and explain why.
- Rachel was in a state of a shock, great depression. You are a psychologist. Her mother, Lady Julia Verinder, has come to you to ask for a piece of

advice. Tell her what you think she and others should do to help Rachel overcome her state and come back to normal life.

- Guess –work: We are reading a detective story. Let's try to become detectives. Read the story and solve the puzzle (by the way, prepare a proper reading of this piece:

The wet day.

A business was so confident that his meeting would go well, that he almost walked right out into a rainstorm one day. His friend stopped him and said, "You'll get soaked". But the businessman simply replied, "I assure you not a single drop of rain will touch a hair on my head!"

Now, consider this: the man didn't have an umbrella that day. He was not wearing a hat. And he had no help from anyone else. So how could he walk in the rain without getting his hair wet? Can you think of the way?

Part IV (pages 28 – 37)

- Read chapters 11 – 13 and write out all the unknown words.
- Prepare a written translation of the passage at page 28 beginning with the words "Walls have ..." up to the words "... even noticed the girl?".
- Transcribe and intone the following sentences:
 1. "Can't you give that person a name?" I said.
 2. "Yes," said Cuff as we left the village in the dark, "she joined the chains to the case and sunk it in the water or in the quicksand, fixing it to the rocks".
 3. As we approached the bay in the grey of the evening, Cuff said, "I understand your charitable feelings for that poor girl."
- Learn the words, make up your own dialogue, trying to use all of them (this dialogue may not be obligatory based on the contents of the book):

to forbid	to be as plain as the nose on smb.'s face
to give smb. permission	to clear smb. of unfair accusations
to abandon the case	to pass to and fro
to prove	to slip through smb.'s fingers

to sort the business out to make friends with

- Translate the phrase “can’t help doing smth.”. Make up your own sentences with this expression.
- Comment on the proverb: “Walls have ears”. Say whether you agree or disagree with it and when people use this expression.
- In the text you can see some cases of usage of italics. What for do authors use this phenomenon? Choose any case you like and explain the meaning of its usage. (you may take any from the very beginning of the book)
- Also in the book on page 33 (the last passage), the weather is depicted. Try to guess what for the author is used this description. What is the connection between bad weather, which was on the way, and the inner state of the narrator?
- Put these events in the correct order as they appear in the story:
 1. Miss Rachel refuses to have her wardrobe searched.
 2. Rachel and her mother argue.
 3. Sergeant Cuff goes to the fishing village.
 4. Sergeant sees Rosanna in the bushes.
 5. Sergeant Cuff questions all the servants.
 6. Rosanna sends the letter with the butcher.

Extend each item of the plan, adding details to the events enumerated and state what else is very important in the narration given at these pages.

- Retell every chapter in no more than 10-15 sentences, make sure you’ve used some of the words and word combinations:
 - Rosanna: *to search people’s thoughts and actions, the loss of diamond, to be in love with, to notice, to let smb. go, to have a chat with, the sound of a fire, a paint-stained dress, to forbid, to abandon the case, to leave the detective work to, obviously, to try to hide, to press the new dress, to invite, to assure.*

- Rachel's decision: *to pass to and fro, to bet, to decide, to persuade, the cause for putting off the departure, the mystery, to puzzle, to steal, to be released, to search one's mind, terrible threat, to communicate.*
- A letter: *to remind, to possess, to pretend, to intend, to relieve one's mind, to be set free, to steal, to search, to jump up on, to leave, to slip through one's fingers, to post a letter.*

Part V (pages 37 – 44)

- Read chapters 14 – 15 and write out all the unknown words.
- Prepare a good reading of the passage at pages 37 – 38 beginning with the words “We followed ...” up to the words “...the sand keeps for ever”. Try to be emotional to show the inner state of people.
- Ask different types of questions on these sentences (but first state what Tense and Voice they are in):
 1. We followed the footprints to the mouth of the bay.
 2. The note had thrown the whole house into a state of panic.
 3. I'll teach that man a thing or two about roses.
 4. I was walking back through the rose garden when I heard my name called.
- Find in the text the equivalents to the Russian expressions given, present situations from the text where these word combinations were used:

взгляд, полный ужаса	обманывать кого-либо
точно подходить (по размеру)	осмелиться сделать что-то
устье залива	заложить что-либо
казаться смущенным	побудить во всем признаться
довести до самоубийства	отклонять жалобу
- State whether these statements true or false. Use conversational phrases of agreement and disagreement:
 1. Duffy is Gabriel's son.
 2. Yolland led Gabriel away from the place where Rosanna died.

3. Cuff accepted Lady Verinder's dismissal but refused to take the money.
 4. It was the idea of Franklin that Rachel had to pawn the diamond as she had debts.
 5. Lady Verinder was made to believe that her daughter was guilty.
 6. Cuff was sure that soon the Moonstone would be heard about again.
 7. On getting the letter from Lady Verinder, Franklin joined them in London.
 8. Lucy brought the letter and delivered it to Betteredge.
 9. Lucy wanted to commit suicide together with Rosanna.
 10. The doctor advised Rachel to go to a sea resort as it was the best cure for her.
- Answer the following questions:
 1. What did Cuff and Betteredge find near the Shivering Sand?
 2. Rachel was still upset twenty-four hours after losing her diamond, wasn't she? What were Cuff's suppositions about the reasons?
 3. What were three possible ways out of that situation from Cuff's point of view?
 4. What did Lady Verinder agree to do? What did she do in the reality?
 5. Cuff warned Betteredge of three things that should happen. What are they?
 6. Where did Franklin leave for?
 7. What news did Lucy bring?
 8. Where did Rachel and her mother leave for? What did they do there?
 9. What message did Cuff send to Gabriel?
 - You are Sergeant Cuff. Prepare a report about your investigation of the case of the lost diamond. Tell your fellow-students about all the details of the case.
 - Comment on the situations from the book using your life experience:

- “I couldn’t help liking the man, even though I hated him.” Is it possible to like and to hate the person at the same time? What’s your opinion? Did such a situation happened to you in life?
- Lady Verinder was sure that her daughter was innocent up to the very end. (“...she is *absolutely incapable* of doing what you suspect”). Should parents believe their children and help them, no matter what happens? Tell what relations you have with your parents.

Part VI (pages 45 – 54)

- Read chapters 1-3 of part 2 and write out all the unknown words.
- Choose any passage you like from this part and read it properly.
- Prepare a literary written translation of the first passage at page 45.
- Find in these chapters cases of the usage of Sequence of Tenses and comment on them.
- Paraphrase the following sentences from this portion of the book:
 1. After much searching of my soul I decided that it was my Christian duty to swallow my pride, accept his cheque, and help him.
 2. I sent her upstairs to say that I didn’t want to disturb them but as I was passing I wondered whether I could be of any use to them.
 3. Anxious looks kept escaping her in the direction of her daughter.
 4. She gave me a careless look.
 5. I was about to reply when we were disturbed by Rachel.
 6. My reputation can’t be ruined by rumours like that.
 7. Mr. Godfrey attempted to calm her.
 8. A thunderous knock at the door startled us all.
 9. I couldn’t resist telling him the truth.
 10. The new light I had thrown on the subject had obviously disturbed him.

Recollect where these sentences were used and extend them into situations.

- Find the following words in the sentences of the text and make up your own sentences with them:

to witness	a salty story	a receipt
a favour	a victim	to judge
to inherit	to hesitate	steadily

- In this part of the text there were given some adjectives, nouns and word combinations, characterizing people's states, their character. Explain when people can experience them or what people can have such features of character: *plain-looking, as honest and true as steel, with hard and vicious smile, self-forgetfulness, light-hearted, unfair, respectable-looking, puzzled, restless, modest, sinful, smoothness of manner, true greatness and courage.*
- Think and answer:
 - Miss Clack has begun to retell the story now. How your impression has changed (if it has) on the familiar characters: Betteredge, his daughter, Rachel, Lady Julia, Mr. Godfrey.
 - Characterize a new character: Miss Clack. Say all you've found out about her, whether you like her or not, prove your view. Have we come across this character earlier? When? How was she characterized?
 - Mr. Bruff says that Miss Rachel, Mr. Ablewhite, Mr. Franklin are innocent. Do you agree or you have some suspicions? Who do they concern? Share your point of view.
- Role-play: Act out the talk between Mr. Godfrey, Lady Julia, Rachel and Miss Clack, given at the beginning of chapter 2. Try to be as emotional as possible, use conversational phrases, add the information you've known from the rest chapters of this book.
- Comment on the ideas read in these chapters:
The human heart is unsearchable. It's a proverb. Try to find a Russian equivalent to it and express your opinion.

“...I thought of the *true* riches I was given to my wealthy aunt in the form of my good Christian books.” What does the character mean? And your opinion? What’s more important in life: money, love, friendship, ...? Comment on the proverbs “Love makes the world go round” and its modern version “Money makes the world go round”

- The narrator of the story has changed. Does the author show it through the language used? In what way? Present examples.

Part VII (pages 55 – 64)

- Read chapters 4 – 5 and write out all the unknown words.
- Role-reading: prepare a good role reading of the passage given at page 62 beginning with the words “Very well, my dear...” up to the words “...and marched out of the room”. (read the roles of Mr. Ablewhite, Rachel, narrator and Miss Clack). Try to sound as emotional in the situation the characters are in as possible.

- Look at the usage of the Subjunctive Mood in this part. There two frequently used examples are given:

p.55 ...I wish I was at the other end of the earth.

p.59 ... She suggested that I should go to Brighton first to prepare the house.

Analyze these sentences, try to explain the usage of verbal forms and make up your own sentences on these models.

- Learn these expressions and give situations where they were used in this part:

to cloud one’s face (about confusion here or may be used with some other negative emotion), to come into senses, to be rude to smb., to accept one’s apology, to convert smb. to faith, to jump at one’s chance, to consider smth. to be a settled thing, to reject the idea of, to affect smb., to do smth. purposefully.

Translate sentences with them from Russian into English:

1. Мысль о том, что ему придется расстаться с дорогими ему людьми, омрачила его лицо.

2. Секретарь считал свое продвижение по службе делом решенным и очень удивился, узнав, что другой человек станет начальником отдела.
 3. Кажется, никто и ничто не может привести этих молодых людей к вере.
 4. Сын был слишком груб со своей матерью, и она, даже любя его всем сердцем, не смогла принять его извинений и простить.
 5. Том прыгал от счастья и ни сразу пришел в себя от ослепившей его радости.
 6. Несомненно, этот человек влияет на окружающих и, как мне кажется, делает это специально.
 7. Нельзя отрицать мысль о том, что конфликт может быть решен мирным путем.
- Make up a dialogue between Rachel and Godfrey. Learn and try to use the following words:
to break the agreement, to seem like a nuisance to smb., charitable duties, to make one's confession, to do smth. unexpected, a noble person, to be fascinated, to make an effort, wounded heart, to be content, to tempt smb., to slow down.
 - You are Godfrey. Make up a monologue, telling how you suffer, how you were mistaken to try to connect your life with Rachel. Try to be emotional.
 - Answer these questions:
 1. What was the agreement between Rachel and Godfrey mentioned at the beginning of their conversation?
 2. What happened to Lady Julia? Why?
 3. Who became Rachel's legal adviser? What did he (she) do for her?
 4. How did it happen that Clack started to live with Rachel?
 5. How did Clack characterize Mr. Bruff? (try to choose all epithets and phrases, she used, speaking of him)
 6. What happened during the walk of Rachel with Mr. Bruff?

7. What was the attitude of Clack to Godfrey?
 8. How can you characterize the conversation which Rachel had with Mr. Godfrey?
- Think and comment:
 - Godfrey called Rachel a noble person. Whom do you consider to be a noble person? Name some features of character of such. Name some concrete person if you want.
 - “Only Time can heal wounds as deep as yours”. Do you agree that time can heal and we can forget bad things happened to us in life with time, no matter how strong they were?
 - “Of course, like a good Christian, I accepted her apology”. Was Clack really a good Christian? Prove it with the help of the text. What is your attitude towards religion? Do you believe in God? Comment on the proverb “God helps those who help themselves”

Part VIII (pages 64 – 76)

- Read chapters 1-2 of the Second Narrative and chapters 1-3 of the Third Narrative and write out all the unknown words.
- Translate these phrases from English into English (i.e. give definitions to them):

by an extraordinary coincidence, to get hold of, to be undoubtedly unaware, to be rewarded for, at any rate, to be defeated, to fail, to ask after, to keep oneself to oneself, to blame oneself for.
- Guess or try to find who says these things, who to and in what situation:
 - They were annoying Luker, begging at his house.
 - How do we know she didn't steal the diamond?
 - Have you heard from the Indians lately?
 - You still owe me that halfpenny.
 - Is that the usual time in this country?
 - No, I can't see what she saw in him.
 - He lost his memory.

- Don't waste your time on it.
- Yet he knows I'm a lawyer, not a money-lender like him.
- You don't seem to like him.
- You are Mathew Bruff. Make up a speech trying to show all the motives of your deed, explain why you wanted to break Rachel and Godfrey's engagement and why it happened. In your speech use these words:
a proposed marriage, to be terribly upset, a sooth-tongued flatterer, to have proof of one's financial motives, to be out of the question, to oppose smb., to make one's knowledge public, to cope with smb. or smth., to feel uneasy, to be just an excuse, to ask for a loan.
- Make up a dialogue (not a big one) between Mr. Bruff and Mr. Ablewhite. It is not given exactly but we know what these people were talking about. Use your knowledge and imagination.
- Speak on the following things:
 1. The attempts of the Indians to get hold of the diamond;
 2. Franklin's return, his relations with Rachel;
 3. Franklin and Gabriel's meeting;
 4. The next morning;
 5. Instructions;
 6. The Shivering Sand;
 7. Rosanna's letter;
 8. Ezra Jennings.

These are certain items of the plan to this part. Think of your own names of each item. Add some items if you consider in necessary.
- Express your opinion:
 - Franklin wanted to forget Rachel for that he put half of the world between them but he couldn't. What's your opinion on the proverb: "Out of sight, out of mind"?

- Rosanna sacrificed a lot because of love. What do you think of deeds done for sake of love? Comment on the proverb “You can give without loving but you can’t love without giving”.

Part IX (pages 76 – 89)

- Read chapters 4-8 and write out all the unknown words.
- Translate the passages at pages 80 - 82 beginning with the words ”Yes. They were very...” and up to the words “...I have wronged you.” in a written form.
- These are parts of the expressions given in these chapters. Make these word combinations full. Compose your own situation with them trying to use as many as possible (they are given in order they appear in the book):

an interview, persuaded, memory, honesty, to pull, consequences, sincerity, innocence, inexplicable, to trace, a lesson, to recreate.

- Try to find words and expressions in the text which will be synonymic to the underlined expressions given. The number of dashes corresponds to the number or letters in the word:

Scornfully - - - - -

to approach - - - - -

to raise - - - -

to be frightened greatly - - - - -

to get back - - - - -

completely forgotten (2 words) - - - - and - - - - -

to deny - - - - -

brave, courageous - - - - -

Find situations with these words in the text and present them.

- Tell about the meeting of Franklin and Rachel in Indirect speech.
- You are Rachel. Compose a monologue. In it show all the sorrows, pains you had to overcome because of your friend’s betray. Try to persuade your listeners in what you are speaking about.
- Read page 84 again. Act out the conversation.

- Student A: You are Franklin Blade.
- Student B: You are a friend of both Franklin and Godfrey. You haven't seen each other for some time and you meet again in the hall of Godfrey's club.
- Take chapter 7. Prepare 5 questions of your own on the basis of it. Ask your fellow-students in class.
- Take chapter 8. Prepare 5 true/false statements on the contents of it. Present them to your fellow-students in class.
- Think and say:
 - When leaving Rachel, Franklin began to cry. Is it possible for a man to cry? If it is, in what situations?

Part X (pages 89 – 101)

- Read the last chapters of the book and write out all the unknown words.
- Read and translate the following phrases. Make up your own questions with them, taking into consideration the context, in which they were used (mind: your questions should be of different types). In class present your questions, let your fellow students answer them. Make them use these expressions in their answer too:

merciless distrust, to blame oneself for, a night of broken sleep, to see magic shows, during the experiment, to convince smb., a way of pleasure, to be over, reluctantly, to encourage, to fail.

- Word combinations are given in two columns. Combine two parts to make them a notional unity. Learn sentences with these expressions as close to the context they are given in as possible:

out of	over
to stride	up and down
to be	out
to turn	a mess of the case
to treat	up
to disapprove	sense

to lose of the experiment
to turn common politeness
to make like a stranger

- Tell your fellow-students about a strange experiment (your attitude to it, your participation in it) which is going to take place as if you were Franklin Blade, Ezra Jennings, Rachel, Mr. Bruff, Mr. Cuff. Comment on the proverb “It’s better to have done something than not to have done anything at all” and “Everything is impossible for the person who doesn’t try anything”. Can we apply them to the situation?
- You are Gooseberry. Tell all you saw and heard during your observations. Make a plan of your actions and if possible think of a plan.
- Act out the final dialogue (it should be a large and properly prepared dialogue):
Student A: Choose any character from the book you like (it’s preferable to choose different characters).
Student B: You are Sergeant Cuff. Answering your interlocutor questions, try to show all the detail of your investigation and how you managed to discover who the criminal was.
- Before writing down the composition, look through the whole book (just to revise the contents) and your copy-book and write out the words on the following fields:
 - describing people’s appearance
 - describing people’s character
 - describing nature and weather
 - describing police work.
- Check yourself how properly you read the book, try to answer these questions on small details:
 1. What was the favourite song of Sergeant Cuff?
 2. Who was a friend of Rosanna Spearman?
 3. What happened to Dr. Candy? What was the reason of it?

4. Rosanna was grateful to the Verinders, wasn't she? What for?
 5. Who called Sergeant Cuff?
 6. Who was Rachel's legal adviser after her mother's death?
 7. Who met Mr. Bruff in London?
 8. When Penelope first saw the Indians, what were they doing?
 9. What was Rosanna's favourite place?
 10. Where did the Yollands live?
 11. What was wrong with Lucy and Rosanna (from the point of view of health)?
 12. What was very strange in Ezra Jennings' appearance?
 13. Who was an explorer who had spent some years in India and could speak Hindu?
 14. Who had retired after job and enjoyed growing roses?
 15. What did Lady Julia want to give Miss Clack? Did she do it?
 16. Why did Mr. Ablewhite senior consider his private insult that Rachel refused to marry his son?
 17. How was the Moonstone stolen from Godfrey?
- Character description: Do you remember that Rachel's birthday was on the 21st of June? Astrology says that her astrological sign is Gemini (близнецы). People of this sign are clever, energetic, straightforward, decisive, fond of money and unreliable. If to speak about Rachel and her deeds, what do you think can be applied to Rachel and what cannot? Prove your point of view using the text.
 - Take one character you like or dislike most and prepare a good analysis of his personality and actions.

Final composition

Choose any topic for writing the composition.

- Which do you think was the most powerful or dramatic? Explain why.
- Who was the most interesting character in the book? Why? Give reasons for your answer.

- This story is seen through the eyes of different people. How does this contribute to the way the story unfolds and to your understanding of it?
 - This book was very popular when first written, and it has remained popular since. What do you think are the qualities that have kept the story fresh? Why does it appeal to us today too?
 - Could today's methods of crime investigation have solved the mystery more quickly? If so, how?
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- Organize the debate in your group on the topic "All criminals are perverse people".
 1. Prepare your argument for and against this argument.
 2. Divide into two groups – pro and con and conduct a debate.
 3. Appoint the "Chair" of the debate who will give the floor to the speakers of both teams.
 4. Consider all possible causes of people's becoming criminals:
 - psychological and psychiatric (crimes are committed by emotionally unstable people);
 - biological (there are some criminal types of people, they have innate disposition to crime);
 - social environment (the surroundings make the person commit crimes);
 - theological and ethical (the oldest theory, that criminals are perverse people since birthday; evil makes them commit crimes);
 - climatic (some scientist try to prove that quantity of crimes depend on the climatic conditions (temperature, pressure));
 - multiple causation.
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Английский язык

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«Лунный камень» Уилки Коллинз
для студентов I – II курсов
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