

More about Love Story

The multimedia reading comprehensive course
for intermediate students

Barnaul-2010

Welcome to the multimedia reading comprehensive course **More About Love Story**

“**More about Love Story**” is a multimedia reading comprehensive course for intermediate students, designed to motivate them to read in English.

The course

- ✓ *provides multimedia resources that are supposed to inspire students to read in English and improve their results;*
- ✓ *gives them instant marks and immediate feedback on their work;*
- ✓ *contains additional information about the author, Harvard, the history of the book, the influence it had;*
- ✓ *makes it easier to understand the author's appeal.*

The multimedia course is based on the book by a famous English writer **Erich Segal “Love Story”, 1970**, and comes with support material for each chapter of the book, including

- ✓ *pre-reading vocabulary activities;*
- ✓ *post-reading language and comprehension exercises;*
- ✓ *a literary and analysis section;*
- ✓ *essay questions.*

This course will help students' transition from graded Readers to authentic reading, giving them the joy of feeling that they are finally reading and studying literature just as it was written.

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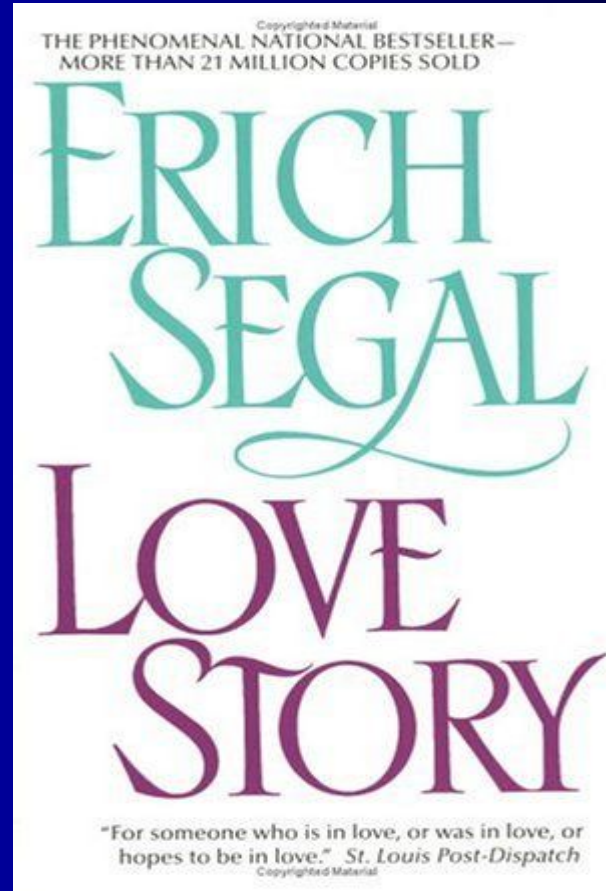
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Love Story by E. Segal

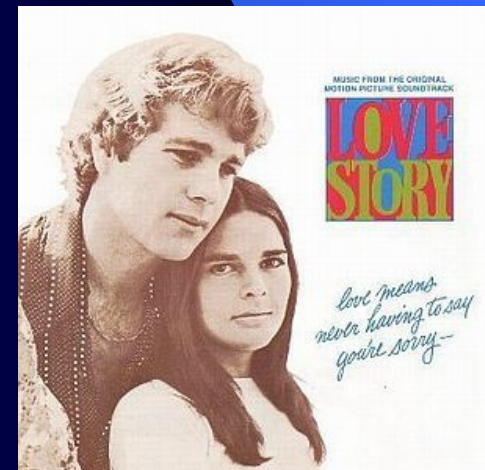
A New York Times No. 1 bestseller, “Love Story”, became the top selling work of fiction for all of 1970 in the United States, and was translated into 33 languages worldwide.



Erich Segal
(born in 1937)



“Where do I begin
To tell the story
Of how grateful
love can be...”



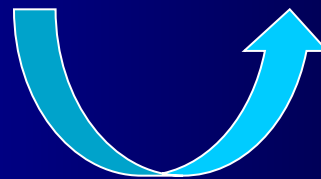
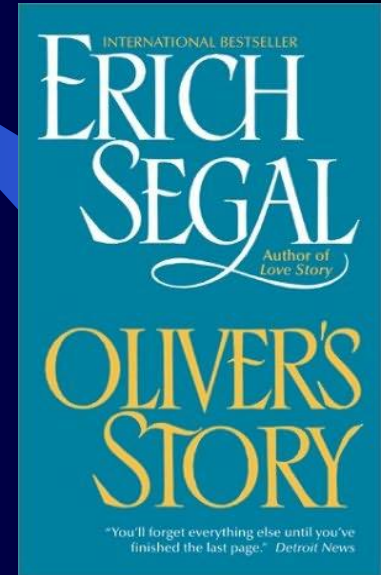
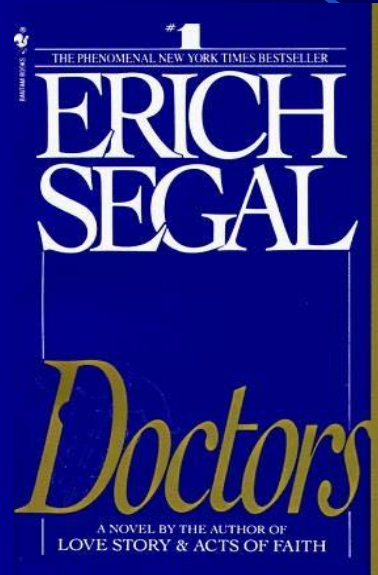
Erich Segal



Erich Wolf Segal (born June 16, 1937 in Brooklyn, New York) is an American author, screenwriter and educator.

Erich Segal

Erich Segal went on to write more novels and screenplays, including the 1977 sequel to *Love Story*, called **Oliver's Story**. "**Doctors**" was another New York Times bestseller from Segal.



Lesson 1 Love Story pp. 3 -14

Vocabulary list

- b) Fill up the gaps with the words from the vocabulary list.
1. to list smb. by smb's first (last) name (3) 1. She ... herself as an artist.
 2. either way (3) 2. Kayo says we ought to and stop complaining.
 3. to grow up (3) 3. I'm sorry, you aren't
 4. to get into the habit of (doing smth.) (3) 4. The ... girl looked shy and lost.
 5. on the list (3) 5. She really had a adventure.
 6. bespectacled (4) 6. Our supplies finally
 7. be 5 times as smart (4) 7. I felt so embarrassed - I just couldn't ... him
 8. for smb's taste (5) 8. I reading before sleep.
 9. run out of conversation (5)
 10. look smb. straight in the eye (6)

Task 1. a) Match a word on the left to the correct definition on the right.

- | | |
|------------------------------|--|
| 1. for smb's taste | h) much brighter |
| 2. either way | b) to exhaust a quantity or supply of |
| 3. in any case | c) customarily practise or use smth |
| 4. to get into the habit | d) whatever happens |
| 5. on the list | e) to enter in a directory, catalog |
| 6. bespectacled | f) to glance or gaze in a manner specified |
| 7. be 5 times as smart | g) agreeable or pleasing to one |
| 8. to list | a) on a sheet exhibiting information in tabular form |
| 9. run out of conversation | i) attain mental or physical maturity |
| 10. look straight in the eye | j) wearing eyeglasses |

c) Give synonyms, using the vocabulary list, make up sentences of your own with them.

1. to grow up -
2. name -
3. become accustomed to -
4. use up -
5. intelligent -

Lesson 1 Love Story pp. 3 -14

Task 2. Look at the activities on the list.

a) Guess who in the book did it.



Jennifer



Oliver

Loved Mozart and Bach, trailed Mozart, had to be number one, looked like a mouse, wore spectacles, shot a glance, needed the book, went to prep school, looked stupid and rich, stared straight, protested, went to the restaurant.

b) Guess who or what in the book was

Beautiful, quiet, less in demand, tennis-anyone type, superior-being type, five times as smart, smart and poor, a bit too Boho, the ugliest structure, not related to the poet, curious, snowy, preferable

c) Now listen and check



Task 3. a) Read chapter II (7-10) and make a list of words on the topic “Sport”

Hockey

b) Read chapter II up to the end. Learn more about

Oliver’s interests. Answer the following questions.

1. Where would Oliver like to have a spiritual home?
2. What was even better than putting on the pads, taking the skates and walking toward the rink?
3. Why did Oliver have a privilege to use a whirlpool?
4. What was wrong with Oliver's knee?
5. Who met Oliver outside?
6. Had Jenny left before Oliver went out?
7. Was Oliver going to call her that evening?
8. What did Oliver feel after he had called Jenny?

Lesson 1

Love Story pp. 3 -14

Task 4. Read the sentences bellow. What do you think the underlined words mean?

1. Either way I don't come first, which for some stupid reason bothers hell out of me, having grown up with the notion that I always had to be number one. (3)
2. The day before one of my history hour exams, I still hadn't gotten around to reading the first book on the list, an endemic Harvard disease. (3)
3. We went to the Midget Restaurant, a nearby sandwich joint which, despite its name, is not restricted to people of small stature. (5)
4. Who did she think she was, e.e. cummings? (5)
5. Tough luck, Barrett. You played a helluva game. (6)
6. I mean, did she remove her glasses during the National Anthem out of respect for the flag? (7)
7. Nate Pusey may revoke my diploma for saying this, but Widener Library means far less to me than Dillon. (10)
8. I wasn't unhappy. Or surprised. (14)

Task 5. a) Find an example of the following tenses in the book.

Past continuous, Past perfect continuous,

Past simple, Past perfect simple.

b) Which tenses are used to do the following?

Find examples from the book.

- describe the main events of the book

- set the scene of the book

- describe events happening before the

- clarify that one event of the book

- describe actions continuing up to a point

events of the book

happened before another

Linking events

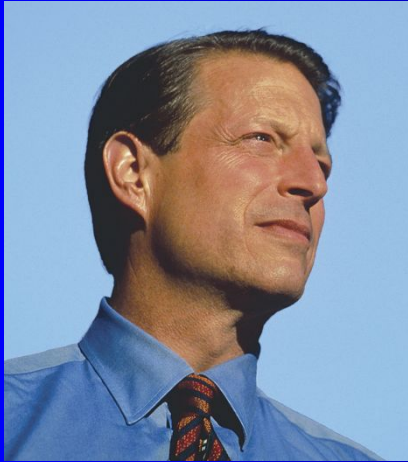
main

in the

Lesson 2

Love Story pp.14 - 25

Welcome to Harvard University

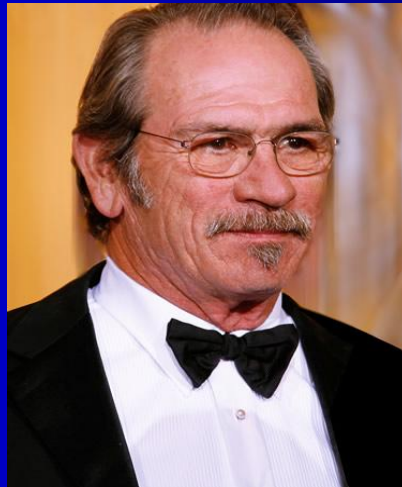


Segal's main character in his debut film, *Love Story*, was a loose basis of his two, later to be well-known, roommates at Harvard: the future Vice President of the United States of America, **Al Gore**, and Oscar winner **Tommy Lee Jones**.



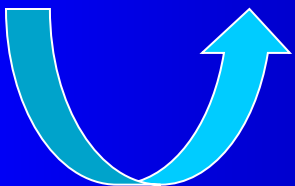
Harvard is the oldest institution of higher learning in the United States, founded 16 years after the arrival of the Pilgrims at Plymouth. Harvard College, established in 1635 was named for its first benefactor, British-born John Harvard of Charlestown.

Who is
who?



Crossword

Match



Lesson 2

Love Story pp.14 - 25

Vocabulary List

1. to be at stake (14)
2. penalty (14)
3. to root (15)
4. a tie (15)
5. to run smth (15)
6. what really counts is (18)
7. decide on smth (18)
8. stale (19)
9. at the wheel (20)

Matching

Read the sentences bellow. What do you think the underlined words mean?

1. To add insult to injury, the penalty was called on me.
2. Not many Harvard rooters had come way the hell up to Ithaca, New York, even though the Ivy ride was at stake.
3. I could see our coach tearing his hair out
4. ... I realized that the whole right side of my face was a bloody mess.
5. Oliver Barrett III was a walking, sometimes talking Mount Rushmore. Stonyface.

Ivy League (Ivies, Ancient Eight)

Established: 1954



The Ivy League is an athletic conference comprising eight private institutions of higher education in the Northeastern United States. The term is most commonly used to refer to those eight schools considered as a group. The term also has connotations of academic excellence.

Complete the sentences with the words and word phrases from the vocabulary list:

1. After all, in sport not the winning but the playing.
2. Not many Harvard rooters had come way the hell up to Ithaca, New York, even though the Ivy ride
3. An extremely busy man with banks to ... and so forth, I have taken the time to come up to Cornell.
4. I haven't definitely ... law school.
5. Sitting among the Harvard rooters – but not ... of course – was Oliver Barrett III.
6. It was a ... now.
7. Not that those many hours ... could be taken as some kind of parental gesture.
8. Even the apple pie was
9. To add insult to injury, ... was called on me.

Lesson 2

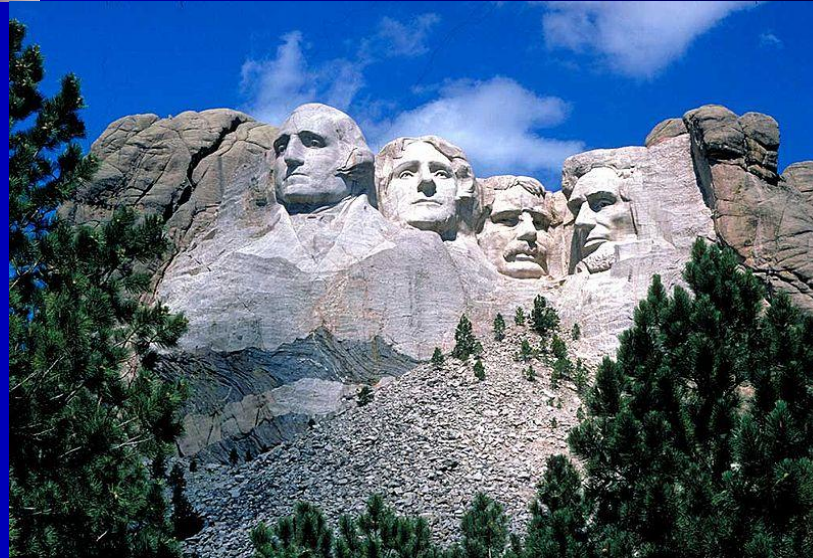
Love Story pp.14 - 25



Stony Face

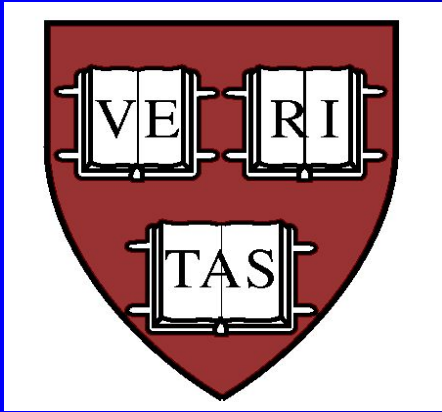
Mount Rushmore - Mount, a peak in the Black Hills of South Dakota that is a memorial (Mount Rushmore National Memorial) having 60-ft. (18-m) busts of Washington, Jefferson, Lincoln, and Theodore Roosevelt, carved into its face between 1927 and 1941, from a design by and under the direction of Gutzon Borglum. 5600 ft. (1707 m).

Hockey Quiz



An agency of the United States government that sends American volunteers to developing nations to help improve living standards and provide training. Created by President John F. Kennedy in 1961, under the auspices of the Department of State, the Peace Corps provides an opportunity to share American wealth, technology, and expertise.

Lesson 2 Love Story pp.14 - 25



The Harvard Crimson, the daily student newspaper of Harvard University, was founded in 1873. It is the only daily newspaper in Cambridge, Massachusetts, and is run entirely by Harvard College undergraduates. Many Crimson alumni have gone on to careers in journalism, and some have won Pulitzer Prizes.

Currently, The Crimson publishes three weekly pullout sections in addition to its regular daily paper: A Sports section on Mondays, a magazine called Fifteen Minutes on Thursdays, and an Arts section on Fridays.

Activities

Say who in the story:

was on the phone, read the Crimson, had been mentioning that she was dating Oliver, couldn't wave more than his baton, stopped ambling, was sensitive and intelligent, were shot down, looked awful, spoke ominously, answered matter-of-factly

Tell your group-mates about the game with Cornell and the events that followed it. **Plan the story as follows:**

A Setting the scene

Where and when did the story take place? What was happening and what were the characters doing?

B Telling the story

How did they react? How did they feel?

What exactly happened to make the person act like that?

C Finishing the story

What happened in the end?

Lesson 3

Love Story pp.25 - 39

Vocabulary list

1. to remember in detail (25)
2. to flunk out (26)
3. harpsichord (29)
4. to keep at smth (30)
5. to look smb in the eye (31)
6. drop-out (36)
7. to size up (36)
8. to follow suit (37)
9. to play ball (38)
10. to pretend (39)

Matching

For sentences 1-6 complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

1. Jennifer said that Oliver was driving like a maniac. (so)
Oliver was driving _____ that Jennifer called him a maniac.
2. Jennifer was impressed by the view of Dover House. (such)
Dover House produced _____ on Jennifer that she asked Oliver to stop the car.
3. Jennifer found the place where Oliver lived very rich. (so)
Dover House was _____ Jennifer wanted to be a member of the most privileged and influential group in American society.
4. Jenny succumbed to a last-minute panic. (such)
Jenny was in _____ that she wanted to run away.
5. Jenny was taken aback by some of the portraits we passed. (so)
The long row of portraits was _____ Jenny was taken aback.
6. The well-polished proof of Oliver's father's victories was now before Jennifer's dazzled eyes. (so)
The athletic trophies in the glass case were _____ they dazzled Jennifer.

Complete each sentence with a word combination from the vocabulary list.

1. How many students have this year?
2. I can remember as a kid, having a lot of falling dreams but this is the only flying dream that I can
3. He ... hard ... work for a week.
4. We often believe a person who ... us... .
5. Bad schoolgirl Raven decides to...of school! The Schoolmaster gives up on reforming her to stay in school, and punishes her at length for...!
6. He tried to the reaction of the audience
7. You'll never master your French until you it.
8. Just ... me ... and say the truth!
9. She ... to go to sleep.
10. The girl jumped over the fence, and her playmates

Lesson 3

Love Story pp.25 - 39



The Bach Society was doing the Fifth Brandenburg Concerto at Dunster House, and Jenny was harpsichord soloist.

Jenny

Dover House



It's at least a half mile in from Groton Street to Dover House proper. I guess it's fairly impressive when you see it for the first time.



“Yeah, but why is it I suddenly wish my name was Abigail Adams, or Wendy WASP?”

Who is who?

Lesson 3

Love Story pp.25 - 39

Answer the following questions. Prove your answers by the facts from the story.

- What was Oliver afraid of?
- Why was Jennifer afraid that Oliver would flunk out?
- Why did Jennifer wear a cross?
- What instrument did Jennifer play?
- Did Oliver like the concert?
- What composition did Jennifer play?
- Jennifer was going to keep at playing in Brandenburg, wasn't she?
- Why did Jennifer decide to go to Paris?
- What was Oliver's reaction to Jennifer's decision?
- Did it take Oliver long to persuade Jennifer not to leave him?

Rewrite these questions in the correct order.

1. Why/ Oliver/ decide to/ to meet /did/ take Jennifer /his parents?
2. Did/why/back up/Oliver/three hundred yards/ of Dover Ho / to the entrance/?
3. Why/Jenny/ask/did/Oliver to/stop the car?
4. What/Oliver/did/feel?
5. Jennifer/did/why/want to run away?
6. Oliver/what/decide to do/did/?
7. What/Jennifer/was/impressed with/inside the house?
8. Who/them/met/at the library?
9. What/Barrett III/look like/did?
10. Why/Oliver's mother/never complete/did/college/?

Prove that some of the following statements are true and some of them are false.

1. Oliver and his parents talked a lot in the library.
2. Jennifer told Oliver's parents about her background.
3. Jennifer wanted to leave before the dinner was served.
4. Oliver obeyed his father and stayed for dinner.
5. At the table all prayed obediently.
6. At dinner the mother saved the situation, keeping the ball running.
7. Oliver was glad to hear that his father was going to be a director of the Peace Corps.
8. The mother was anxious to talk about the father's new post.
9. The father looked embarrassed when his wife broke the news.
10. Jennifer was the only person who congratulated Barrett III on this occasion.

Speak on the following:

Oliver's impulse proposal. (on behalf of Oliver)

Jennifer's first impression of Dave House. (on behalf of Jennifer)

Dinner at the Barretts'. (on behalf of Olive/Jennifer)



Telling a story

Plan the story as follows:

A Setting the scene

Where and when did the story take place?

What was happening and what were the characters doing?

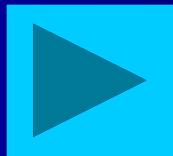
B Telling the story

How did they react? How did they feel?

What exactly happened to make the person act like that?

C Finishing the story

What happened in the end?



Lesson 4

Love Story pp. 39 - 50

Vocabulary list

1. to treat smb (40)
2. to get to smb (40)
3. to stop at smth (40)
4. to bug smb (40)
5. to face smth (41)
6. to rebel (42)
7. to lose one's temper (43)
8. to look forward to (43)
9. to be broke (43)
10. to be in for (45)
11. to fail to do smth (48)

Matching

Gapfilling

Fathers

Rewrite these sentences using the verbs from the vocabulary list: a) so that they have a similar meaning to the given sentence

1. When you're bankrupt, your property, possessions and income are used to pay off your creditors (those you owe money to).
2. Don't provoke the dog, it may try to bite you.
3. Great events make me quiet and calm; it is only trifles that irritate my nerves.
4. He conducted himself well because he rally respected them.
5. They were involved in the business for three years.

b) so that they have an opposite meaning to the given sentence

1. You will not be able to get a diploma if you keep at quitting classes.
2. An experienced specialist is sure to prosper.
3. Helen feared the coming weekend.
4. He tried to run away from his problems as he never had courage to solve them by himself.
5. When he heard the news, he chilled out.

What do you think the underlined words mean?

1. After the debacle of introducing Jennifer to her potential in-laws ...
2. "Do I call them outlaws now?" she asked.
3. I mean, here I would be bucking that lotsa love Italian-Mediterranean syndrome...
4. ... I was obeying all posted speed limits ...
5. I mean, I could not remotely for a moment pass for the hypothetical Olivero Barretto.
6. Which did wonders for my confidence.
7. Aw, listen Oliver, he'll thaw.
8. Jenny explained that the ceremony we had in mind would have the college Unitarian chaplain preside.

Lesson 4

Love Story pp. 39 - 50

Answer the following questions. Give good justifications.

1. Where did Jenny and Oliver go after the family dinner at the Barretts'?
2. What made the young people argue?
3. What did Jenny consider to be another reason for Oliver to marry her?
4. What did Oliver love so much about Jenny?
5. Why did Oliver consider both of them to be imperfect?
6. Why do you think Oliver's father choose Harvard Club for having lunch with his son?
7. Why did Barrett III think that his son rebelled?
8. What did Oliver's father want his son to do?
9. Who made a mistake in this situation to your mind?

Cranston

There remained the matter of Cranston, Rhode Island, a city slightly more to the south of Boston than Ipswich is to the north.

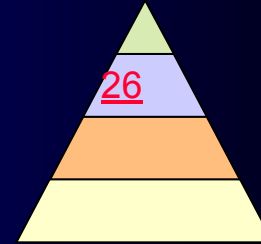


Lesson 4

Love Story pp. 39 - 50

Build the event pyramid:

- a) At “Clams and Oysters”;
- b) Lunch in the Harvard Club of Boston;
- c) The visit to Cranston.



Character's name

Two words describing this person

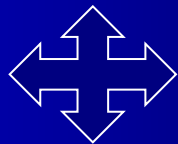
Three words describing the setting or place

Four words describing the event

Five words describing the main idea of the event

Speak on the following:

- a) At “Clams and Oysters”;
- b) Lunch in the Harvard Club of Boston;
- c) The visit to Cranston.



Lesson 5

Love Story pp. 50 - 60

Vocabulary list

1. to be in charge of (50)
2. to be overdue (51)
3. sacred (53)
4. liquid (55)
5. to scrounge (55)
6. to scrape up (55)
7. to be overpriced (56)
8. to pay the rent (58)
9. to make ends meet (58)
10. drastic(ally) (58)
11. to skip smth (59)

Matching

Complete the following sentences with the words from the vocabulary list.

1. Let us listen to the words they have chosen to read on this occasion.
2. I don't remember anything except that the moment was
3. Mr. William F. Thompson Financial Aid.
4. I mean, socially both of our lives changed
5. If a single word can describe our daily life during those first three years, it is
6. The problem was that the final date for financial – aid applications
7. It had originally been a two-family structure, now converted into four apartments, even at its “cheap” rental.
8. We even ... the football games.
9. I mean there were a lot of movies we didn't see, but we were
10. Miss Whitman thought Jenny was being so witty in her remarks about the Barretts having to just like other people.
11. Every waking moment we were concentrating on how we would be able to enough dough to do whatever it was we had to do.

Say who in the story:

needed a scholarship; would be teaching in a private school; had an expressionless expression; was awarded a degree; was not introduced as fiancé; couldn't pry any specific information; was happy to avoid a discussion of love among the atheists; had never seen a Harvard hockey game; sailed on a yacht; were making ends meet; came home exhausted; were considerate; skipped the football games.

Say who in the story said it and in connection with what. Report the sentences.

1. "Yes, but it's rather curious."
2. "He and I have had a sort of disagreement."
3. "I must tell you that I really don't think this office should enter into a family quarrel."
4. "Shall we stick by each other as long as we live?"
5. "He isn't a college graduate."
6. "We are here to witness the union of two lives in marriage."
7. "That's unfair."
8. "You'll be a human being yet, Preppie."
9. "Does that mean yes or no?"
10. "They are probably afraid to walk inside."
11. "He'll take care of it."
12. "You can go without me."
13. "I can use the time to study."

Commencement

Scrounge

Complete the following sentences by the facts from the story.

1. Dean Thompson didn't think that he should enter into a
2. Jennifer and Oliver became academic equals when they were
3. Jennifer's relatives were not invited to the wedding because.....
4. Ray and Phil were sure that the wedding was going to be
5. After the wedding they all went
6. If a single word can describe Oliver and Jennifer's life during the first three years, it was ...
7. Their honeymoon was spent ...
8. Oliver's name on the one hand enabled them to establish a ... , but on the other, it worked to ...
9. They were doing okay with their summer earnings,
10. There were a lot of movies they didn't see, concerts they didn't go to, so socially their lives ...

Lesson 5

Love Story pp. 50 - 60



The Dillon Field House is the center of Harvard Athletics. It is a place that every athlete, past or present, has visited at one point of his or her Harvard career. It has housed locker rooms, coaches' offices, the med. room and the equipment room for over 70 years and is considered one of the many symbols of Harvard Athletics.



“I was almost moved to tell these types that my presence as their leader decisively proved my theory that an hour in Dillon Field House is worth two in Widener Library.”

The **Harry Elkins Widener Memorial Library**, commonly known as **Widener Library**, is the primary building of the library system of Harvard University. Located on the south side of Harvard Yard directly across from Memorial Church, Widener serves as the centerpiece of the 15.6 million-volume Harvard University Library system, the largest university library system in the world. The 320,000-square-foot Beaux-Arts brick building houses 57 miles of bookshelves and 3 million volumes. Widener includes many special collections, including African, American, Asian, Germanic, Judaic, Iberian, Middle Eastern, Modern Greek, and Slavic.



Lesson 5

Love Story pp. 50 - 60

Framed plot chart

Focus on **WHO** and what that person **WANTED**, what **GOT IN THE WAY** of what he or she wanted, and **WHAT HE** or **SHE DID** about it.

In other words: Somebody Wanted ... But ... So ...

See the simple example below.

WHO	Oliver
WANTED	to get a scholarship
BUT	his application was late
SO	he had to work a lot

Make charts of the following characters:

Oliver (to support his family; to go to football games);

Jennifer (teach in a public school; Oliver to go to football games; to stay with her music group; to go to the concert).

Lesson 6

Love Story pp. 60 - 70

Vocabulary list

1. to work smb over (60)
2. to bug (61)
3. to resent (61)
4. to plead (60)
5. to forgive (64)
6. to search (64)
7. to pound (64)
8. numb (66)
9. to wrong (67)
10. to twit (69)

Match

Complete the following sentences with the words from the vocabulary list.

1. Oliver kept working as Jennifer
2. Jenny was sure that one day Oliver would be ... by their future son.
3. Oliver couldn't agree with Jenny that their future son would him some day.
4. Oliver ... his insanity for his actions.
5. Oliver was sure Jenny would never ... him.
6. Oliver went to ... Jenny everywhere.
7. When Jenny was angry, she ... the keyboard.
8. Oliver was ... as he was frightened.
9. Oliver ... Jenny terribly and was afraid to start to speak with her.
10. Oliver was glad Bella Landau was cool looking as he could ... Jenny.

What do you think is the meaning of the following?

1. "For you know very well what."
2. "Does he have to crawl here on his hands and knees?"
3. The point was she should have stopped haranguing me.
4. "Nothing says he'll still be around when you're finally ready for the reconciliation."
5. "... even if we name him Bozo the Clown, that kid's still gonna resent you 'cause you were a big Harvard jock."
6. I allowed that a Radcliffe music major could probably compose a nice little negative RSVP without professional guidance.
7. ... the essence of the message was that we wouldn't show unless hell froze over.
8. "Can you just sit there and let your father bleed?"
9. ... I could have explained once again that stones do not bleed, that she should not project her Italian-Mediterranean misconceptions about parents onto the craggy heights of Mount Rushmore.
10. I plead temporary insanity.


Lesson 6 Love Story pp. 60 - 70

Who in the story did the following?

Ripped the phone, stood still panting, was gone, dashed out, searched everywhere, sounded scared, was casual and friendly, was relieved and panicked at the same time, was numb, spoke quietly, forgot the key, cut off the apology.

How are these events linked in the story?

1. It was July. The letter came.
2. “Onto the boat, Jennifer.” Oliver ordered. He pointed to the boat. The hand held the letter. Jennifer didn’t even notice it.
3. They were neither of them angry. There was lots of wind. They had to shout to be heard.
4. “You were first in the class!” Jennifer guessed. Oliver was almost ashamed to tell her.
5. “Only third?” Jennifer said. “Listen – that still means I make the Law Review.”⁶
6. Jennifer sat there. She had an absolute no-expression expression.
7. Oliver looked at her. He hoped she would break into the smile.
8. Oliver dove right in after Jennifer. The next thing he knew they were both hanging on to the side of the boat. They were giggling.
9. Jenny was still reserving judgment. She could check out two gentlemen. As she put it they had “defeated” Oliver.
10. Oliver was so in love with Jennifer. The moment they got back to Cambridge, he rushed to find out who the first two guys were



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Lesson 6 Love Story pp. 60 - 70

Prove that some of the following statements are true and some of them are false.

1. Jennifer wanted Oliver to reconcile with his father very much.
2. Oliver didn't like gatherings with his parents, so he decided not to go to his father's birthday.
3. Jennifer was sure that all children resent their parents.
4. Oliver hated his father.
5. Jennifer was too pushy.
6. Jennifer ran away as she couldn't understand Oliver.
7. Oliver didn't know where to go and what to do.
8. Jane was a more mature person than Oliver.
9. Oliver was ashamed to tell Jenny that he was third in the class.
10. Jenny wasn't impressed by the letter very much.
11. Oliver worked hard at his research.
12. Jennifer wanted Oliver to be the best.

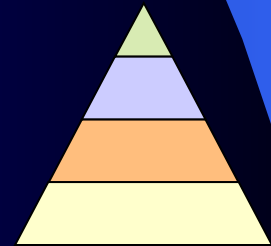
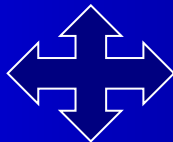
Build the event pyramid:

- a) Jennifer's wish to reconcile Oliver with his father;
- b) Oliver in search for Jenny.

Wronged

Speak on the following:

- a) wronged;
- b) a call to Boston;
- c) the news .



Lesson 7

Love Story pp. 70 - 82

Vocabulary list

1. at hand (70)
2. crass (71)
3. crestfallen (71)
4. to do good (72)
5. to make good (72)
6. to cram (73)
7. bar (73)
8. vapid (73)
9. to disrupt (74)
10. to undergo (76)
11. sick (77)
12. to shoulder the burden (80)



Match

Give synonyms, using the vocabulary list, make up sentences of your own with them.

1. to revise
2. lifeless
3. ignorant
4. to confuse
5. to withstand

c) For sentences 1-6 make up the second sentence so that it has a similar meaning to the first sentence, using the word from the vocabulary list.

1. He has come down.
2. It is inspiring to see them bearing up so well.
3. He looked depressed by the loss of his job.
4. A family in harmony will prosper in everything.
5. You will benefit from her good example.
6. His birthday's coming.

Look at the activities on the list.

a) Say who in the book did it.

b) Choose 3 activities from the list and reproduce the situations from the book.

Made up our minds, eliminated the prestige alternatives, could check out the White House, resurfaced, didn't brag, moved in, picked out, got slightly pissed off, screw up, went through the tests, shouldered the burden.

Lesson 7 Love Story pp. 70 - 82

Who in the story said the following and in what situation:

1. "You could check out the White house, Ol."
2. "You can do good and make good at once."
3. "I don't want to waste two days bullshitting with a bunch of vapid preppies."
4. "I've really grown fond of the name Bozo."
5. "But when he is, Preppie, start running!"
6. "I really wouldn't say 'fault', Oliver."
7. "When do we have to tell her?"
8. "I'd like you to handle it, Oliver."
9. "I don't need Paris. I just want you."
10. "Can he at least read and write?"
11. "That remains to be seen."

Read the sentences bellow. What do you think the underlined words mean?

1. ...but I eliminated the prestige alternatives, like clerking for a judge, and the public service alternatives, like Department of Justice, in favour of a lucrative job that would get the dirty word "scrounge" out of our goddamn vocabulary.
2. "You could check out the White house, Ol."
3. "You can do good and make good at once."
4. "But we are nouveau riche," I insisted.
5. "Because, goddammit, Jenny, I want to be taken advantage of!"
6. "Honestly, Jen, it's the name of a super-jock."
7. "There's nothing in our genes that says two hundred and forty pounds, Oliver."
8. "But when he is, Preppie, start running!"
9. The doctor explained that what therapy they had for Jenny's form of leukemia was merely palliative – it could relieve, it might retard, but could not reverse.
10. He nodded very patiently, knowing full well Jenny's age, but also understanding what agony this was for me.
11. "Oh," I said, knowing that she was trying to inject some levity into the grim proceedings.

Lesson 7 Love Story pp. 70 - 82

Answer the following questions.

1. What kind of job was Oliver trying to find?
2. What do you think Oliver meant saying that he was only third academically?
3. How did the life of the main characters change?
4. What were they dreaming about?
5. Why did they decide to consult the doctor?
6. What was the result of the tests they had undergone?
7. Why was Oliver afraid to go home?
8. What idea came to him once?
10. Was Jenny pleased with the surprise? Why?
11. What did they finally decide to do?

Phrasal verbs

“**Sum it up**” – read chapters XV – XVIII and, as you read, list the main idea words. Write the summary of the chapters using as many of the main idea words as possible. **Sum it up in 20 sentences.**

Lesson 8

Love Story pp. 82 - 93

Vocabulary list

1. to share (82)
2. to be numbered (82)
3. on the double (83)
4. in nothing flat (84)
5. to check in (84)
6. to sense (86)
7. to be tempted to do smth (86)
8. to question (87)
9. to cope with (88)
10. to be on one's mind (88)
11. to stand smth (88)



Match

Fill up the gaps with the words from the vocabulary list.

1. Dinner was finished
2. The fire engines came
3. The sick old man's days
4. He ... to walk out.
5. She can't ... her father.
6. How do you ... all this work?
7. I wonder what there is
8. We ... at the reception desk.
9. The two chemists ... the Nobel prize.
10. She immediately ... her disdain.
11. A 31-year-old man is being ... by police in connection with the murder.

Choose 3 - 4 word combinations from the vocabulary list and reproduce the situation in which they were used in the book.

Lesson 8 Love Story pp. 82 - 93

Say it in your own words, paying attention to the parts italicized.

1. We were once again *sharing everything, even if it was the awful knowledge that our days together were every one of them numbered.*
2. As she just sat there while I threw a few things together for her, I wondered *what was crossing her mind.*
3. So we walked in and *suffered through that painfully nitpicking process of checking in.*
4. Who could have thought of such *trivia? We were too busy buying dishes.*
5. “I was simply saying that there’s really no way of knowing *how long – or how short – she’ll linger.*”
6. *My father did not say, “Show him in.” Instead, his door opened and he appeared in person.*
7. I should at least have said something to the effect that *I knew that on my account very important Boston dignitaries (maybe even Washington) were cooling their heels in his outer office, and yet if we had more to say to one another I could even hang around your office, Father, and you would cancel your luncheon plans... and so forth.*
8. *He did not go to pieces as I feared he might, but calmly closed the house in Cranston and came to live in our apartment.*
9. “You don’t know *about falling off cliffs, Preppie,*” she said. “*You never fell off one in your goddamn life.*”
“Yeah,” I said, recovering the power of speech. “*When I met you.*”
10. “I wish I hadn’t promised Jenny to be strong for you.”

Prove that some of the following statements are true and some of them are false.

1. Jenny’s life didn’t change much after she had learnt about her diagnosis.
2. It was easy to get a cab for them.
3. The cabman was too talkative and it irritated Jenny.
4. It was difficult to check in in the hospital.
5. Oliver rushed to his father to ask him for help.
6. Oliver Barrett III questioned his son a lot.
7. Oliver couldn’t think of a reason for asking such a sum of money.
8. Oliver’s father sensed that there was some serious problem and gave the money immediately.
9. It was immensely difficult for Phil Cavillery to cope with his grief.
10. Phil really hoped that Jenny would come back home after hospital.
11. Jenny discussed her funerals with her father because he was stronger than Oliver.
12. Oliver blamed himself for Jenny’s misfortune.
13. Jenny’s death reconciled Father and son.

Lesson 8 *Love Story pp. 82 - 93*

STORY MAP

Title:

Author:

Setting

Characters

Problem

Events and episodes

Resolution