

**STUDENT'S
GUIDE**

TO HOME READING

Міністерство освіти і науки України
Житомирський державний педагогічний
університет імені Івана Франка

ПОД КОРИТО В А о.п.

ДОМАШНЬОГО

**(ДО РОМАНУ ТОНІ
МОРРИСОН «ЛХІОБИЗЧЯА»)**

Житомир, 2004

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навчальний посібник для студентів вищих навчальних
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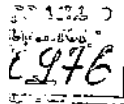
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Посібник є розробкою структурно-семантичних та стилістичних
особливостей мови роману Т.Моррісон "Любима". Складається з вправ та
завдань до кожної глави роману. В кінці кожного завдання пропонуються
проблемні питання для дискусії та вправи для поглибленого розуміння
стилістики та художньої манери автора. В посібнику студенти знайдуть
інформацію щодо краєзнавства, реалій та особливостей мови країни, описаної
в романі.

Посібник адресується студентам-гстаршик -леурсів інститутів та
факультетів іноземних мов; . ' i * ц ; £ Д { :



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INTRODUCTION

Students Guide to Home Reading ("Beloved" by Toni Morrison) is intended for the students of the IV and V years of study at the faculties of foreign languages.

The object of the Guide is to assist the students' individual (home) and class activity aimed at the consolidation of the active linguistic units that will enable the students to study the novel profoundly, to analyze and discuss its imagery and the peculiarities of the author's artistic manner of writing.

The aim of the Guide is to enable the students to feel the atmosphere of the novel, to penetrate deep into the realia of the time and the events described, and to develop accuracy and precision in the use of language.

Exercises to the Guide have been directed at enlarging, enriching and consolidating the students' vocabulary. They focus the students' attention on those parts of "Beloved" that are important to a clear understanding of the author's train of thought and ideas.

The Guide consists of 28 Assignments and Revision Assignment. Each of them falls into the following exercises, which are closely interrelated:

- exercises to be prepared at home;
- exercises to be done in class.

The exercises to be prepared at home include vocabulary work that is aimed at helping the students to make themselves familiar with the vocabulary of "Beloved" in accordance with the following plan:

- identifying new words and word combinations (making use of English-English dictionaries) to be able to use these vocabulary units in class in the same linguistic context as those of T.Morrison:
- paraphrasing;
- commenting on different points of the chapters;
- translating passages from the novel into Ukrainian;

- entitling the chapter under discussion, etc.

The further memorising of the active vocabulary will be continued in class. This part of exercises includes:

- answering the teacher's questions on the use of the active vocabulary;
- making up situations of their own using the active units;
- answering questions on the chapter;
- speaking on different items of the chapter;
- evaluating the facts, the events and the characters' motifs;

Class exercises include the interpretation of the chapter under discussion:

- pointing out EM and SD in the chapter;
- discussing the effect they create;
- discussing other peculiarities of the chapter (the structure, the author's manner of writing, etc.)

These exercises will encourage the students to re-read the text for a more profound understanding of the text, revealing the implications, teaching the students to penetrate into the author's message, to fathom the essence of facts and details to be able to appreciate and enjoy the author's talent, the wealth of her unique expressive means in "Beloved".

Topics for Discussion are aimed at developing the students' power of their spontaneous speech.

Revision Assignment suggests that the students should sum up what they have learned, specify the facts and details, generalize certain points and give their own evaluations, having in mind the author's major points and the message.

The Guide presupposes that additional information pertaining to the theory of literature, linguistics, stylistics, interpretation, text structure, its idea, symbols, history, etc. should be prompted and hinted by the teacher in the course of the analysis and discussion of the novel.

ITEMS FOR DISCUSSION

1. What is narrative for Toni Morrison?
2. What does the old woman think of language?
3. What is meant by the phrase "the systematic looting the language? What does it lead to?"
4. Enlarge on the idea of the Tower of Babel story.
5. In what does the vitality of language lie? In what is the force of language?
6. What were the motifs of the youngsters?
7. Did the old woman know of their motifs? How do you know of that?
8. Comment on the long silence of the old woman,
9. How do the young sound? What are their questions like?
10. What do the young mean by the phrase "you trivialize us and trivialize the bird"?
11. Is the community spirit achieved in the story? How? Think of "Beloved". Did the community shun Sethe because they "knew" her motif?
12. Point out the words, phrases and sentences that convey the key idea of the speech. Discuss them.
13. In what is the healing power of story telling?
14. How does Toni Morrison's Nobel Speech reflect the major message of "Beloved"?
15. Give your own evaluation of the Nobel acceptance Speech.
16. Have you heard such kind of stories from the folklore of your own people?

LIST OF SOURCES USED:

Encyclopedia Britannica.

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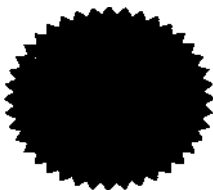
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Certificate of Achievement

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For successful completion of die online seminar Toni Morrison's *Betoved* A Contemporary Slave Narrative. February 21 - Match 10, 2000.



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of State, Chicago
Chicago, Illinois

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Навчальне видання

ПОДКОРИТОВА ОЛЕНА ПАВЛІВНА

ПОСІБНИК З ДОМАШНЬОГО ЧИТАННЯ

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