

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ
ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
«САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

Кафедра английской филологии

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INDIVIDUAL READING DIARY

*Утверждено Редакционно-издательским советом университета
в качестве рабочей тетради*



Самара
Издательство «Самарский университет»
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С 42

Рецензент старший методист Офиса английского языка Посольства США
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Рабочая тетрадь по индивидуальному чтению состоит из трех разделов: первый раздел содержит методические указания по выполнению заданий; второй – задания для самостоятельной работы с книгой; третий – итоговое задание, которое выполняется студентом по прочтении всей книги. Ежемесячный формат отчетности позволит добиться максимально эффективного сотрудничества преподавателя и студента.

В целях повышения мотивации студентам предлагается выбрать книгу для чтения самостоятельно. В Приложении приводится полный список художественной литературы на английском языке, находящейся в фондах библиотеки Самарского государственного университета.

Разработанный комплекс заданий способствует формированию и развитию базовых компетенций, обеспечивающих адаптацию и самореализацию выпускника филологического факультета в условиях рынка труда современного информационного общества.

Предназначена для самостоятельной работы студентов I-V курсов специальности «Английский язык и литература».

УДК 2/3
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Dear Student

This workbook was specially designed to optimize and perfect your individual reading skill. The **aims** of the workbook are: to help you absorb and recycle the vocabulary you get from the book you chose for individual reading and to help you better understand the book itself.

The workbook gives some advice and suggestions on how to choose the book, where to find it and how to read the book you chose in order to get the most of it.

The second part of the workbook is called **The Individual Reading Diary**. It is the main tool in your work with the book. It has a regimented structure with some tasks to do monthly and it also includes **The Final Assignment** which you need to complete after having read the book and which is the main indicator of your comprehension of the book.

The basic **requirements** for your individual reading activity are:

1. The 1st-year and the 2nd-year students are to read 250-300 pages a term; the 3^d-year and the 4th-year students are to read 300-350 pages a term (assuming that there are approximately 350-400 words on a page). Usually it's one book per one term.
2. The book must be written by British or American writers, preferably in the second half of the XXth or in the XXIst century.
3. You are to report on your progress in individual reading to the teacher monthly (using the Individual Reading Diary).
4. The Individual Reading Diary as well as The Final Assignment may be completed in handwriting or typed.
5. **No plagiarism!** In the Final Assignment you must express **your own** ideas and thoughts, *not copied from the Internet or any other sources (in this case the work won't be given a pass).*

- I find television very educating. Every time somebody turns on the set, I go into the other room and read a book.
Groucho Marx
- A wonderful thing about a book, in contrast to a computer screen, is that you can take it to bed with you.
Daniel J. Boorstein
- Never read a book through merely because you have begun it.
John Witherspoon
- Reading is to the mind what exercise is to the body.
Richard Steele
- Resolve to edge in a little reading every day, if it is but a single sentence. If you gain fifteen minutes a day, it will make itself felt at the end of the year.
Horace Mann
- I've traveled the world twice over,
Met the famous; saints and sinners,
Poets and artists, kings and queens,
Old stars and hopeful beginners,
I've been where no-one's been before,
Learned secrets from writers and cooks
All with one library ticket
To the wonderful world of books.
Unknown
- Some books are to be tasted, others to be swallowed, and some few are to be chewed and digested.
Francis Bacon
- Readers may be divided into four classes:
 - 1) Sponges, who absorb all that they read and return it in nearly the same state, only a little dirtied.
 - 2) Sand-glasses, who retain nothing and are content to get through a book for the sake of getting through the time.
 - 3) Strain-bags, who retain merely the dregs of what they read.
 - 4) Mogul diamonds, equally rare and valuable, who profit by what they read, and enable others to profit by it also.
Samuel Taylor Coleridge

What to read

In contrast to the home reading classes where you read the book given, you can choose the book for the individual reading *yourself*. Here are some tips to help you make the choice:

- **Something fun.** It needs to be so much fun that you will *look forward* to reading it every day. It does not have to be intellectual, it does not have to improve your knowledge of science or history. Remember: you want to convince yourself that reading in English is fun. Don't feel guilty about reading detective stories, romances, etc.
- **Something challenging, but not too challenging.** What does it mean? There should be some words that you don't know, because you want to learn something. However, there shouldn't be too many difficult words, because you don't want to use your dictionary 10 times in one sentence. There's a simple rule here: if you're not enjoying the text, switch to an easier one.
- **Something with the kind of sentences that you want to write or say yourself.** When choosing a book, choose one with modern language and lots of dialogue. If you read a book written in obsolete English with lots of literary descriptions, you won't be able to use too many of these phrases in your own sentences (unless you write books in English). You need useful sentences that you can imitate.

Where to find

- You may **BORROW** the book for your individual reading from a library.

*(See **Appendix 1** for the list of the English books that can be borrowed from Samara State University Library)

- You may **DOWNLOAD** the book for your individual reading on free websites.
- You may **BUY** the book for your individual reading online or in the bookshops of Samara.
- Finally, you may **BORROW** the book for your individual reading from your friend.

How to read

After you read a few books in English, you will see that your English has become better. You will start using new vocabulary and grammar in your essays, speeches, and e-mail messages. You will be surprised, but English phrases will just come to you when you are writing or speaking! Things like the past simple tense and how to use the word "since" will become part of you. You will use them automatically, without thinking. Correct phrases will just appear in your head.

It will be easy to use English, because your brain will only be repeating the things that it has seen many times. By reading a book in English, you have given your brain thousands of English sentences. They are part of you now. How can you make a mistake and say "I feeled bad", if you have seen the correct phrase ("I felt bad") 250 times in the last book you've read?

To promote and develop this process of "remembering" new vocabulary and grammar, the workbook *Individual Reading Diary* was designed. The Individual Reading Diary is intended for one book. After you've read the book you need to complete the *Final Assignment* which you must hand in to the teacher.

Individual Reading Diary (IRD)

The first page of the IRD is the **Individual Reading Calendar** where you mark the pages read every month of each term.

The second page of the IRD is the **List of Characters**. Here you mark the peculiar features of the main characters which will later help you to analyze the book in general.

The next 8 parts of the IRD contain tasks for every month of each term:

1. **Words to write out and remember.** Every month write out 20 words or phrases from the book you read. Use English-English dictionary to write down their definitions. Use at least **50 %** of these words and phrases while retelling the part of the text you've read to the teacher.
2. **Summary.** Summarize the part of the text you read that month. You may use this summary in oral retelling.
3. **Quotations.** Write out quotations that are interesting/unusual/have peculiar lexical or grammatical structures.

4. **Translation.** Translate a passage from the book (20-25 lines). Be ready to read out this passage (in English) with proper intonation and pronunciation.
5. **Stylistic Devices.** Write out sentences containing different stylistic devices, mark them and comment on the most striking ones. **This task is for 4th-year students only!**

For tasks 1,3 and 5 use "**pause and think**" **method**:

1. Stop at interesting (not obvious) things: a new word, how a word was used, a grammatical structure, a preposition, an article, a conjunction, the order of words, a stylistic device, etc. **Spend a while to think** about the fact that the sentence contains. Perhaps the sentence uses the present perfect tense where you would have expected the past simple. Perhaps the word order is different than in your first language.
2. If the sentence contains a useful phrase, ask yourself: **Could you produce a similar phrase yourself?** Would you use the right tenses, articles and prepositions? Would you use the right word order? If you're not sure, practice saying a similar phrase aloud or in your mind. The idea is to move the phrase to your "active vocabulary".
3. If necessary, or if you feel like it, use an English-English **dictionary** to find definitions of words in the sentence and get more example sentences. This will help enrich your "feel" of the word.
4. Add the phrase to your Individual Reading Diary to make sure it will stay in your memory. Of course, only useful phrases should be added.

If you don't like to stop reading (to look up a word in your dictionary or add a phrase to the Diary), you can write down all the interesting sentences, or you can underline them in the book with a pencil. This way, you can handle these sentences later.

Another important piece of advice is that **you don't have to use the above strategy all the time**. Reading in this mode can be quite exhausting, so don't do it when you're tired after a long reading session. Also, do not try to give equal attention to every sentence. Some sentences in books (e.g. long poetic descriptions) do not contain phrases or structures that are useful for building your own sentences. Some characters in books use weird slang expressions which aren't very useful either.

Finally, the "pause and think" technique will not always make you remember the exact way to say something. But perhaps **you'll remember that this particular type of sentence is "weird" or "difficult" in English**. If you remember that, it will at least make you stop before you write that sentence, and look it up instead of making a careless mistake.

An example of use "pause and think" method

Former President Jimmy Carter will visit Venezuela next week to mediate talks between the government and its opposition, which have been locked in a power struggle since a failed coup.

- "Former President" — not "The former President", so I guess we say "President Carter" and not "The President Carter", even though we say "The President will do something" when we don't mention his name.
- "to mediate talks" — not "to mediate in the talks" or something like that. I wonder if that would be OK, too...
- "power struggle" — I think I've seen this phrase before.
- "since a failed coup" — so I can say "He's been paralyzed since an accident" (preposition use), not only "He's been paralyzed since an accident happened" (conjunction use).
- "since a failed coup" — not "since the failed coup". The author does not assume we know about the coup.
- "coup" — hey, I know this is pronounced [ku:]!

Final Assignment

The Final Assignment is a set of tasks that you do after you've finished reading the book. You hand in this paper to the teacher to get the final mark for your work during the term/year.

The Final Assignment has 7 tasks:

1. **The author(s) of the book.** Write only that information that you consider important for your further analysis of the book.
2. **Use three words to describe the book.** Be creative and original.
3. **Give a review of the book to convince other students to read or not read it.**

Here you can mention:

- your impressions of the book
 - your comments on the language of the book (new words/phrases you've learnt; the brightest stylistic devices; slang, etc.)
 - brilliant quotations from the book etc.
4. **Write about the most interesting/important/exciting part of the book.** Justify your choice.
 5. **Tell about the character(s) you like best and why.**
 6. **Compare the book with a movie/TV version of the same book.** (If there is one of course). Did you like it? Did you like it more than the book? How did it vary from your vision of the book?
 7. **Fulfill ONE of the following tasks.** You're to choose **one** of the 18 tasks given.

Individual Reading Diary

Book:

by

Student:

Group:

Individual Reading Calendar

Week	Pages
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Total:	

September - December

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Total:	

February May

List of Characters:

Character	Details (age, appearance, nature, manner of speech, quotations etc)

№	Word / Phrase	Page	Phonemic script	Meaning(s)
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Summary

Quotations

	Page

October

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Summary

Quotations

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Summary

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Final Assignment

Book:

by

Student:

Group:

**4. Write about the most interesting/important/
exciting part of the book.**

5. Tell about the character(s) you like best and why.

6. Compare the book with a movie/TV version of the same book.

Title, Year:

Film Director:

Country:

Actors:

[This section contains multiple horizontal lines for writing.]

7. Fulfill ONE of the following tasks:

1. Design front and back covers for the book, with a drawing on the front and a summary on the back. An alternative to drawing would be to make a collage.
2. Construct a model of an important object or scene from the book.
3. Paint a mural/draw illustrations/do a cartoon version of the book or of one part.
4. Compare the book with another you have read of the same genre, by the same author, on the same topic, or with the same theme.
5. Design a poster to advertise the book.
6. Draw/use a map to show important places/routes in the book. Explain why they are important.
7. Tape record an important segment of the book with the necessary introduction.
8. Write a poem inspired by the book.
9. Write letters to one of the characters or from one character to another.
10. Write a newspaper article, with a headline, about the events and characters in the book.
11. Imagine you are a character in the story. What will you do and how will you do it?
12. Write an outline of a sequel to the story.
13. Write an outline of a prequel to the story.
14. Design a bookmark to suit the book.
15. Write a short note to the next reader of the book, e.g., you might want to explain something that will help the next reader better appreciate the book.
16. Create a timeline of events in the book, perhaps with some text to help people understand the events in the timeline.
17. Use the knowledge gained from the book to do something. Explain how the book helped you.
18. Write a letter to the author(s) of your book.

Appendix 1

(The list of the English books that can be borrowed from Samara State University Library)

A

Adams, Henry(Адамс, Генри). The Education of Henry Adams / H. Adams. - Oxford : New York : Oxford University Press, 1999

Aiken, Joan(Эйкин, Джоан). The Wolves of Willoughby Chase / J. Aiken. - London : Red Fox Book, 2004.

Aldiss, Brian(Олдисс, Брайан). Non-stop / B. Aldiss. - London : Orion Publishing Group, 2000.

Amis, Kingsley(Эмис, Кинсли). Lucky Jim / K. Amis. - London, New York : Penguin Books, 2000.

Amis, Martin(Эмис, Мартин). Success / M. Amis. - London : Vintage Books, 2004.

An Anthology of Elizabethan Prose Fiction / Edited by P. Salzman. - Oxford : New York : Oxford University Press, 1998.

An Anthology of Seventeenth-Century Fiction / Edited by P. Salzman. - Oxford : New York : Oxford University Press, 1991.

Anderson, Sherwood(Андерсон, Шервуд). Winesburg, Ohio / S. Anderson. - Oxford, New York : Oxford University Press, 1999.

Arnold, Matthew(Арнольд, Меттью). Culture and Anarchy / M. Arnold. - Oxford, New York : Oxford University Press, 2006.

Austen, Jane. Persuasion. - London : Penguin Books, 1994.

Austen, Jane. Pride and Prejudice. - Harmondsworth, Middlesex : Penguin books, 1994.

Austen, Jane(Остин, Джейн). Emma / J. Austen. - Oxford, New York : Oxford University Press, 2003.

Austen, Jane(Остин, Джейн). Mansfield Park / J. Austen. - Oxford, New York : Oxford University Press, 2003.

Austen, Jane(Остин, Джейн). Northanger Abbey, Lady Susan, The Watsons, Sanditon / J. Austen. - Oxford : New York : Oxford University Press, 2003

Austen, Jane(Остин, Джейн). Persuasion / J. Austen. - Oxford, New York : Oxford University Press, 2004.

Austen, Jane(Остин, Джейн). Pride and Prejudice / J. Austen. - Oxford, New York : Oxford University Press, 2004.

Austen, Jane(Остин, Джейн). Sense and Sensibility / J. Austen. - Oxford, New York : Oxford University Press, 2004.

В

- Bach, Richard(Бах, Ричард). *The Bridge across forever / R. Bach* . - London : Pan Books, 1985.
- Baldwin, James(Болдуин, Джеймс). *Go Tell It on the Mountain / J. Baldwin* . - London : New York : Penguin Books, 2001.
- Barker, Pat(Баркер, Пэт). *Regeneration / P. Barker* . - London, New York : Penguin Books, 2007.
- Barker, Pat(Баркер, Пэт). *The Eye in the Door / P. Barker* . - London : New York : Penguin Books, 1994.
- Barker, Pat(Баркер, Пэт). *The Ghost Road / P. Barker* . - London : New York : Penguin Books, 1996.
- Barnes , Julian(Барнес, Джулиан). *Arthur and George / J. Barnes* . - London : Vintage, 2006.
- Barnes, Julian(Барнс, Джулиан). *A History of the World in 10 1/2 Chapters / J. Barnes* . - London : Picador, 1990.
- Barnes, Julian(Барнс, Джулиан). *Letters from London / J. Barnes* . - London : Picador, 2005.
- Barnes, Julian(Барнс, Джулиан). *Talking It Over / J. Barnes* . - New York : Vintage International, 1991.
- Barton, Mary. *Elizabeth Gaskell* . - London : PENGUIN BOOKS, 1994.
- Bawden, Nina(Бауден, Нина). *Carrie's War / N. Bawden* . - London, New York : Puffin Books, 2005.
- Beckett, Samuel(Бекетт, Сэмюэль). *Waiting for Godot : A tragicomedy in two Acts / S. Beckett* . - London : Faber and Faber Limited, 2006.
- Behn, Aphra(Бен, Афра). *The Rover; The Feigned Courtesans; The Lucky Chance; The Emperor of the Moon* . - Oxford, New York : Oxford University Press, 1998.
- Bellamy, Edward(Беллами, Эдвард). *Looking Backward : 2000-1887 / E. Bellamy* . - London : New York : Penguin Books, 1986.
- Bellow, Saul(Беллоу, Сол). *Humboldt's Gift / S. Bellow* . - London : New York : Penguin Books, 2007.
- Bellow, Saul(Беллоу, Сол). *Seize the Day / S. Bellow* . - London, New York : Penguin Books, 2001.
- Bennett, Arnold(Беннетт Арнольд). *Ann of the Five Towns / A. Bennett* . - London : New York : Penguin Books, 2001.
- Bennett, Arnold(Беннетт Арнольд). *The Old Wives's Tale / A. Bennett* . - London : New York : Penguin Books, 2007.
- Betjeman, John(Бетджеман, Джон). *The Best of Betjeman / J. Betjeman* . - London : Penguin Books and John Murray, 2006.
- Blake, Stephanie. *Scarlet Kisses* . - London : The Sheridan Book Company, 1994. - 252c.

- Blake, Stephanie. *Unholy Desires*. - London : The Sheridan Book Company, 1980. - 271c.
(Блэйк С.Порочные желания)
- Boswell, James(Босвелл, Джеймс). *Life of Jonson : Unabridged / J. Boswell*. - Oxford : New York : Oxford University Press, 1998.
- Bowen, Elizabeth(Боуэн, Элизабет). *The Collected Stories / E. Bowen*. - London : Vintage Books, 1999.
- Bowen, Elizabeth(Боуэн, Элизабет). *The Death of the Heart / E. Bowen*. - London : Vintage Books, 1998.
- Bowen, Elizabeth(Боуэн, Элизабет). *The Heat of the Day / E. Bowen*. - London : Vintage Books, 1998.
- Boyd, William(Бойд, Уильям). *A Good Man in Africa / W. Boyd*. - London : New York : Penguin Books, 1982.
- Boyd, William(Бойд, Уильям). *Brazzaville Beach / W. Boyd*. - London : New York : Penguin Books, 1991.
- Boyd, William(Бойд, Уильям). *On the Yankee Station / W. Boyd*. - London : New York : Penguin Books, 1988.
- Brennan, Frank(Бреннан, Фрэнк). *The Fruitcake Special and other stories / F. Brennan*. - Cambridge : Cambridge University Press, 2003.
- Bronte Charlotte. *Villette*. - London : Penguin Books, 1994.
- Bronte, Emily(Бронте, Эмили). *Wuthering Heights / E. Bronte*. - Oxford : Bookworms, 1993.
- Bronte, Charlotte(Бронте, Шарлотта). *Jane Eyre / C. Bronte*. - Harmondsworth, Middlesex, England : Penguin Books, 1994.
- Brontë, Charlotte(Бронте, Шарлотта). *Shirley / Ch. Brontë*. - Oxford, New York : Oxford University Press, 2007.
- Brontë, Anne(Бронте, Энн). *The Tenant of Wildfell Hall / A. Brontë*. - Oxford; New York : Oxford University Press, 1998.
- Browning, Robert(Браунинг, Роберт). *Robert Browning's Poetry : [Authoritative Texts, Criticism] / R. Browning*. - 2-nd ed. - New York : London : W.W. Norton & Company, 2007.
- Browning, Robert(Браунинг, Роберт). *The Major Works : [including Pippa Passes and courtship correspondence] / R. Browning*. - Oxford, New York : Oxford University Press, 2005.
- Bunyan, John(Буньян, Джон). *The Pilgrim's Progress / J. Bunyan*. - Oxford, New York : Oxford University Press, 2003.
- Burchill, Julie. *No Exit / Author of 'Ambition'*. - [London] : Sinclair-Stevenson, 1993. - 289c.
- Byatt A.S.(Бьятт, А.С.). *Possession: A Romance / A.S. Byatt*. - London : Vintage Books, 2002.
- Byron, George Gordon. *Selected Poems / Dover Thrift Editions*. - New York : Dover Publications, 1993. - 106c.

Byron, George Gordon(Байрон, Джордж Гордон). The Major Works : including Don Juan and Childe Harold's Pilgrimage / G. G. Byron. - Oxford : New York : Oxford University Press, 2000.

C

Carroll, Lewis. Alice's Adventures in Wonderland. - England : PENGUIN BOOKS, 1994.

Carroll, Lewis(Кэрролл, Льюис). Alice's Adventures in Wonderland and Through the Looking-Glass and What Alice Found There / L. Carroll. - London : Vintage Books, 2007.

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