

Liubov Teplova

Reader's Guide

to

RESTLESS

by

William Boyd

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ТЗ4

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Данное учебное пособие представляет собой сборник заданий и упражнений к роману современного английского писателя Уильяма Бойда *RESTLESS*. Пособие содержит 14 разделов (согласно количеству глав в романе), в каждом из которых представлены по два блока заданий, нацеленных на проверку понимания фактического содержания и правильности извлечения информации (Comprehension Tasks), а также на понимание языковых явлений и снятие языковых трудностей (Language Focus).

Выполнение заданий блока Comprehension Tasks в ряде случаев предполагает не только работу с текстом романа, но также и привлечение дополнительных источников лингвострановедческой информации.

Пособие предназначено для лиц, изучающих английский язык как иностранный, и достигших уровня владения не ниже B 1 по CEFR и может быть использовано при обучении носителей разных языков. Отдельный раздел посвящен заданиям, разработанным специально для русскоязычных студентов. Пособие может быть использовано как на аудиторных занятиях под руководством преподавателя, так и для самостоятельной работы.

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Иллюстрации художников Алины Медведевой и Алисы Поповой

Foreword

Literature has been long and successfully used in teaching English as a foreign language as learning language through literature contributes to better understanding of the cultural heritage of the country where the language is spoken as well as of the language itself.

Restless by William Boyd which was published in 2006 is an engaging novel and I hope it will provide a challenging read for EFL students. The language of the novel is both simple and sophisticated at the same time. The plot of the novel and the problems raised fit well into the university foreign language learning context.

The structure of the novel is rather unusual: the first twelve chapters (out of fourteen) consist of two parts each. The first parts of each chapter are set in 1976 and all the second parts are entitled *The Story of Eva Delectorskaya* and are an account of some colourful events during World War II.

The Reader's Guide contains both Comprehension and Language Focus tasks for each chapter. The Comprehension Tasks concentrate on factual information about the chapter and are designed to elicit from the students the social, cultural and historic dimensions of the text. The key idea of the Language Focus tasks is to show how the words function in the text as well as to provide students with useful lexical sets of words from the text which will hopefully lead to later activation. The idea behind this guide is to show how a novel may be used as a tool for foreign language acquisition rather than as an object for literary studies and explains why the guide lacks any tasks for

discussing stylistic devices or the detailed comprehensive analysis of specific chapters.

The guide was written first of all with Russian speaking students in mind, but may be used in teaching English to speakers of other languages as well. For these purposes the main part of the guide contains tasks not related to any specific language. In the appendix there are tasks for finding Russian equivalents for certain words and phrases. This design also meets the needs of those teachers whose methodological bent prevents them from using the students' native tongue in the classroom.

I wish to express my sincere gratitude to Mr David Watkins who happens to share my passion for William Boyd's novels, has proofread and edited the Reader's Guide and contributed a lot of valuable advice.

Liubov Teplova

Chapter 1

Into the Heart of England

I. Comprehension tasks

Characters and setting

Task 1. Answer the questions

1. When and where does the action take place? Is the tiny village of Middle Ashton a real place in England or a fictional one? What do you think?
2. Who are the characters? What is their gender, age, nationality, occupation, appearance, relation to other characters, etc.?
3. Where does Sally Gilmartin live?
4. Where does Ruth live?
5. How often did Ruth visit Middle Ashton? Why did she visit this place?
6. Who is Eva Delectorskaya?

Middle Ashton and Ashton House

Task 2. Mark the sentences true (T) or false (F)

1. Middle Ashton is a mountain village.
2. Ashton House is in the centre of Middle Ashton.
3. Ashton House is a modern building.
4. Trefor Parry, the original builder of Ashton House, still lives there.

5. Generations of Parrys were not successful at keeping their manor house in good condition.
6. Some efforts to restore the building have been undertaken.
7. There was a massive church in Middle Ashton.

Task 3. Match the adjectives and their definitions

| | |
|--------------|--|
| 1. vain | a. lacking harmony or melody |
| 2. damp | b. gray or white with age |
| 3. dark | c. making you feel sad, bored; depressive |
| 4. cheerless | d. lacking or having very little light |
| 5. hoary | e. slightly wet |
| 6. greasy | f. not yielding the desired outcome; fruitless |
| 7. atonal | g. oily in appearance, texture, or manner |

The author uses these adjectives to describe Middle Ashton and buildings in the village. Find in the text the lines with these words. What mood does the description of Middle Ashton produce?

Task 4. Cross out the places that were not mentioned in Middle Ashton.

Manor house, church, bakery, pub, railway station, post-office, shop, school

Mrs Sally Gilmartin's cottage and garden

Task 5. Study the part of the text describing Mrs Sally Gilmartin's cottage and garden.

a) Find the following words and fill in the gaps with adjectives from the text.

e.g. undulating hedge



My mother's cottage sat amidst dense, thronging vegetation.

- 1. _____ lawn
- . _____ roof
- . _____ windows
- . _____ windows
- . _____ doorway
- . _____ half-
columns

/ . _____ pediment

b) Give equivalents in your language to these word combinations

Task 6. Answer the questions

- 1. Who was the previous owner of the house?
- 2. Was the cottage recently rebuilt?
- 3. Why did Sally Gilmartin annoy the other people in the village?
- 4. Do you know what a typical English garden looks like? What did Sally Gilmartin's garden look like?

Task 7. Comment on the phrases and answer the questions

1. “... *we both stood there, immobile, astonished.*” What caused Ruth’s astonishment when she saw her mother on that day? What had happened to Sally?
2. “*I wasn't feeling the concern that perhaps I should have experienced...*” What made Ruth suspicious about her mother’s real state?
3. “*I concealed my disappointment and my selfish irritation...*” What caused Ruth’s irritation?
4. “*Now, for the first time I felt a real small pang of worry...*” What procedure with the phone did Sally ask Ruth to follow? What did Ruth suspect?
5. *I'd like you to read this...* What did Sally give Ruth to read?

II. Language Focus

Task 1. Match the words from the chapter with the headings

Trees and plants:

Sounds:

beech, chestnut, creak, creeper, elm, groan, ivy, oak, sigh, squeal, thud, whisper, yew

The Story of Eva Delectorskaya

I. Comprehension tasks

Task 1. Answer the questions

1. The time and place of this part of the chapter are quite different from those in the first part. What is the time and place of the action?
2. What is called “the saga of Delectorskis’ journeying”?
3. What did Kolia do for a living?
4. How many times did Eva and Lucas meet in Paris before her departure to Scotland?
5. What did they discuss each time?
6. Where did they meet each time?
7. How was he dressed each time? What were Eva’s feelings towards the way Romer dressed?
8. What language(s) did Romer speak? How is his English accent described?
9. What language(s) did Eva speak?
10. How long had Kolia been working for Lucas Romer?
11. Where was Kolia killed?
12. Eva didn’t want to work for Lucas Romer but finally she agreed. Can you explain why?
13. How did Eva happen to be in Edinburgh?

Task 2. Comment on the following personal names used in the chapter. Who are these people and in what context are they mentioned in the chapter?

Irene, Maria, Spain, Bukharin, Lermontov, Pushkin, Turgenev, Gogol, Chekhov, Dalton

Task 3. The following sentences are false. Correct them according to the content of the chapter.

1. Eva was born in England.
2. Eva's mother was Russian.
3. In 1939 Eva was 19.
4. Eva's mother died when giving birth to Kolia.
5. Madame Argenton adored her stepson.
6. It was Kolia who introduced Eva to Mr Lucas Romer.
7. When Eva arrived at Edinburgh nobody met her.

II. Language Focus

Task 1. a) Match the words in the description of Mr. Lucas Romer

| | |
|----------|--|
| eyebrows | |
| hair | |
| forehead | |
| jaw | |
| stubble | |
| eyes | |

Black; dense; high; incipient; insistent; like two black horizontal dashes; muddy bluey grey; solidly metallic; swept back; thinning; uncurved; wavy

b) Describe Mr. Lucas Romer



Romer was wearing his uncongruous trilby

Eva thought, immediately, that this Mr Lucas Romer did not look particularly English at all.

2. The following words and phrases are not English. Identify the language they come from and if possible find English equivalents to

them referring to the internet or bilingual or multilingual dictionaries. Explain the reason for these non-English insertions into the text.

'Mange, Serge, 'bois – il faut boire.'

épicerie

sole bonne femme

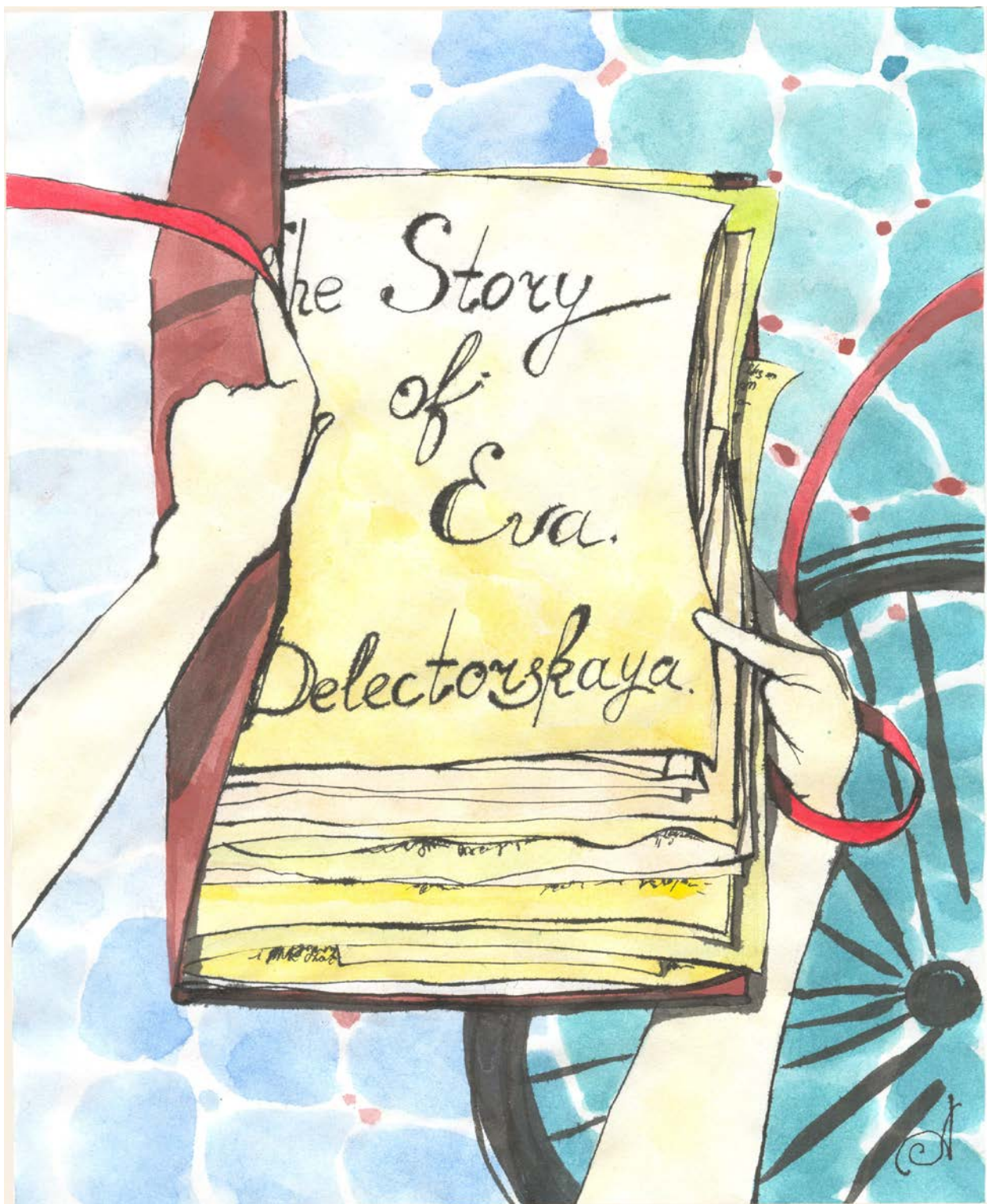
tarte tatin

eau-de-vie

Je Suis Partout

Gare du Nord

Task 2. The following -ing-forms (*putting, patting, removing, tapping, pulling, lighting, inhaling, exhaling*) are used in one paragraph. Find this paragraph and explain the reason for using so many homogeneous forms in one paragraph.



My mother came down the stairs – effortlessly, it seemed to me – carrying a thick buff folder under her arm. She held it out for me.

'I'd like you to read this,' she said.

I took it from her. There seemed to be some dozens of pages – different types, different sizes of paper. I opened it. There was a title page: The Story of Eva Delectorskaya.

Chapter 2

Ludger Kleist

I. Comprehension tasks

Task 1. Answer the questions

1. What did Ruth do for a living?
2. How many students did she have? Name the students of Ruth who are mentioned in the chapter. Who were these people? Why did they learn English?
3. Is Ruth satisfied with her job? Give facts from the chapter to say why or why not.
4. What aspects of English grammar were discussed in her classes that day?
5. What textbooks did she use? What is her attitude to these textbooks? Do you always like the textbooks when you are taught English?

Task 2. Fill in the gaps with proper nouns used in the chapter

The Story of Sally Gilmartin

Sally Gilmartin, née _____¹, was born in _____². Her father was a timber merchant. In the 1920s Sally lived in _____³ where her father had gone to work. Back to _____⁴ she worked as a secretary. Her parents died prior to the war and her brother _____⁵ was killed in _____⁶ in 1942. Other relatives emigrated to _____⁷ or _____⁸.

During the war Sally met _____⁹ Gilmartin. They married in _____¹⁰ but later moved back to England and settled in _____¹¹. Their daughter _____¹² was born in 1949.

Task 3. *New characters*

a) Match the characters and information about them (the first and the second columns). Fill in the last column in the table.

| Name | Who s\he is | Relation to other characters |
|------------------------|---|-------------------------------------|
| 1. Hugues Corbillard | a) a dentist | |
| 2. Berangere Wu | b) a lab technician | |
| 3. Veronica Briggstock | c) a nurse at the John Radcliffe Hospital | |
| 4. Ian | d) a petro-chemical engineer | |
| 5. Avril | e) a young executive in a low-cost French supermarket chain | |
| 6. Mr Scott | f) a young man with dark brown hair | |
| 7. Hamid Kazemi | g) an employee in a furrier's in Monte Carlo | |
| 8. Ludger Kleist | h) a pupil of a nursery school | |

b) Make the following sentences complete using names from Task 3 (a) as subjects

1. _____ hated the Shah of Iran with special fervour.
2. _____ let part of his house.
3. _____ tried to avoid spending weekends with his daughter.
4. _____ was being brought up by her mother alone as her parents had divorced.
5. _____ was half-Vietnamese.
6. _____ was obliged by senior management to improve his English.
7. _____ was supposed to be dead.
8. _____ was the first person Ruth shared the story of Eva Delectorskaya with.

II. Language Focus

Task 1. Choose the correct definition for the term. What are the other two words defined?

tenant

- a) person renting a house or flat;
- b) person living next door;
- c) person you share your room or flat with;

solicitor

- a) a lawyer admitted to plead at the bar in a high court;
- b) a lawyer who advises clients and represents them in a lower court;

c) a public officer authorized to hear and decide cases in a court of law;

solvency

a) financial soundness;

b) an amount of something, especially money or food, given or allocated usually at regular intervals;

c) a fixed amount of money or compensation paid to an employee by an employer in return for work performed;

Task 2. Word formation. Fill in the table with corresponding nouns and adjectives. Then find the words in the chapter and check:

| <i>Noun</i> | <i>Adjective</i> |
|-------------|------------------|
| | perfect |
| revelation | |
| | normal |
| | intimate |
| mother | |
| | solvent |
| otherworld | |
| family | |
| | rapid |

Task 3. Match the words from the chapter under the headings

Colours:

Fabric:

Satin, tawny, denim, tarpaulin, cashmere, charcoal, verdant

Task 4. Fill in the gaps with prepositions where necessary



The four of us sauntered towards our homes

a) I leant back against the gatepost and rubbed my shoulders ...¹ it.

b) Veronica – never Vron, never Nic – was a nurse ...² the John Radcliffe Hospital, divorced ...³ her husband, Ian, a lab technician in the university chemistry department.

c) She's always checking ...⁴ things, other people.

d) My father had two brothers

and two sisters – there were a dozen ...⁵ cousins

e) I was caught in the EFL trap, all too familiar a pitfall to many ...⁶ an Oxford postgraduate.

f) It'll be fine to leave Jochen – he can stay ...⁷ the night, if you like.

g) Half ...⁸ the students ...⁹ Oxford English Plus were Dusendorf engineers.

h) 'I quite like it,' I said, 'but ...¹⁰ those sunglasses and black jeans you look like you're a special agent ...¹¹ SAVAK.'

i) Hamid was an engineer who worked ...¹² Dusendorf, an international oil engineering company.

**Task 5. Add the appropriate negative prefixes to the words below.
Find the words in the chapter and check**

| | |
|---------------|--|
| usual | |
| comprehension | |
| clean | |
| defined | |
| known | |
| stabilising | |
| consciously | |
| logical | |
| thinking | |
| finished | |
| intended | |
| possible | |

The Story of Eva Delectorskaya

I. Comprehension tasks

Task 1. Answer the questions

1. Read the first sentence of the chapter and explain where Eva Delectorskaya was. How did she end up in this valley? What for?
2. What is Lyne Manor?

3. What did she learn there?
4. Why did Eva go to Edinburgh twice a week? Who accompanied her on these trips?
5. How can you characterize her English?
6. What did Mr. Dimarco teach her?
7. What were all these skills for?
8. What can you say about social life at Lyne Manor?
9. Some people or groups of people are referred to as “the laird”, “guests”, “ghosts”, “crows”, “shadows”. Who are these people?
10. How did Romer assess her training? In what way did he test her?
11. What documents did Romer provide Eva with? What for?
12. What is AAS?

Task 2. Match parts of the questions (columns 2 and 3) and answer them

| | | |
|-----|--------------|--|
| WHY | 1. did Law | address Eve as Eva? |
| | 2. was Law | advise to go out the door one had come in? |
| | 3. did Romer | blindfold Eva when he drove her to some unknown place? |
| | 4. did Law | go to the staff room at Jenners? |
| | 5. did Eva | untypically chatty while bringing Eva to that place? |



She turned her coat inside out and stepped out through the staff entrance and on to Rose Street. She knew she'd lost them. She had always lost them but this was the first time she'd beaten a six-man follow

Task 3. Mark the sentences true (T) or false (F)

1. At Lyne Eva was taught unarmed combat.
2. When Eva arrived at Lyne she spoke English with a Russian accent.
3. She was given extensive training in French.
4. Romer convinced Eva that parachuting should be an essential part of her training at Lyne.
5. Romer regularly visited Eva at Lyne.
6. To cover up a trail Eva stayed at the North British Hotel for two days.
7. The most important of Romer's rules consisted of suspecting and mistrusting everybody

Task 4. Make lists of the following

1. Things Eva was taught at Lyne Manor as parts of general training at this eccentric boarding school:

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____

2. Things others studying at Lyne were taught but Eva wasn't:

- a) _____
- b) _____

3. Courses only she was taught but others weren't:

a) _____

b) _____

4. Romer's rules

a) _____

b) _____

5. Eva Delectorskaya's identities

a) _____

b) _____

c) _____

II. Language Focus

Task 1. Use words from A and B to make a compound noun

| A | B |
|---------|--------|
| country | bag |
| ear | book |
| fair | ground |
| guide | gun |
| hand | hand |
| hand | ring |
| hand | scarf |
| head | shake |
| pine | side |
| short | wood |

Task 2. Which words from the list are originally Scottish? Use a dictionary to identify them.

Glen, eerily, midges, pebbly, bothy, herd, keep, hoot, gaggle, laird

Task 3. The language differentiates between proper and common nouns. With the course of time some proper nouns come to be used as common ones (e.g. *rubber boots* are called *wellingtons* after

the Duke of Wellington). Who or what are the following objects called after?



Eva strode on down to the river

She had a *mackintosh*
Some cheese *sandwiches*
wrapped in greaseproof paper
Man in a *tweed* suit

Task 4. They played complicated versions of Kim's Game. Do you know what kind of game it is? Play a linguistic version of the game suggested by the teacher.

Chapter 3

No More Naked

I. Comprehension tasks

Task 1. Rearrange the events and descriptions in the order they appear in the chapter.

Hamid coming to his lesson

Hamid talking to Ruth about Ludger

Jochen coloring in his colour book

Ludger having breakfast

Ruth talking to Jochen about Ludger

Ruth talking to Sal Gilmartin

Ruth's dreams about her own death

The interior of the Dining Room

Task 2. What nouns are substituted by the pronouns in bold?

1. **It's** a bit sad.
2. Normally I'd have teased **him** about this.
3. **He** seemed very unlike his usual self.
4. **They** had had no time to become better acquainted.
5. So why is **he** staying here?
6. If **she'd** spent just a little of her considerable brain power thinking logically about what I have told her, she would have realised in about thirty seconds that I'd never play such a wicked trick on her.
7. I want **it** to be as good as possible.
8. Didn't **he** suspect?
9. Why did you think **he** was?
10. **He** put his arms around my neck and kissed me on the cheek.



I WOKE EARLY, DISTURBED and angry after my familiar dream – the dream where I'm dead and I'm watching Jochen cope with life without me – usually perfectly and completely happily. <...>

I slipped out of bed and padded through to his bedroom, to check on him. He was sitting up in bed, colouring in his colouring book, a fritter of pencils and wax crayons around him.

II. Language Focus

Task 1. Read the extract from the text starting with '*Veronica agreed to take Jochen home for supper*' up to '*I think someone is trying to kill me.*' Find in this extract idioms which have the same meaning as the following phrases (the phrases are given in the order that the idioms appear in the text).

1. allowed any opportunity
2. to understand how to deal with something
3. suddenly and without warning
4. to understand or accept (new ideas or responsibilities, etc).
5. to make somebody alert and concentrated
6. to make a fresh start

Task 2. Fill in the gaps with prepositions or postpositions *where necessary*.



1. I'm watching Jochen cope ... life without me.
2. I slipped ... of bed and padded through to his bedroom, to check ... him.
3. Ludger was sitting there ... the kitchen table.
4. 'So,' I said sitting down ... my desk.
5. There was no possibility of explaining the reality ... this situation.
6. I opted ... a simple introduction.

7. Hamid tried to disguise how happy he was ... this news.
8. One thing ... a time. You'll find out everything.

The story of Eva Delectorskaya

I. Comprehension tasks

Task 1. Fill in the profile of *Agence d'Information Nadal*

Company name: _____¹

Address (street, town, country): _____² _____³ _____⁴

Customers: _____⁵

Number of subscribers: _____⁶

AAS unit: Leader _____⁷

Members: _____⁸

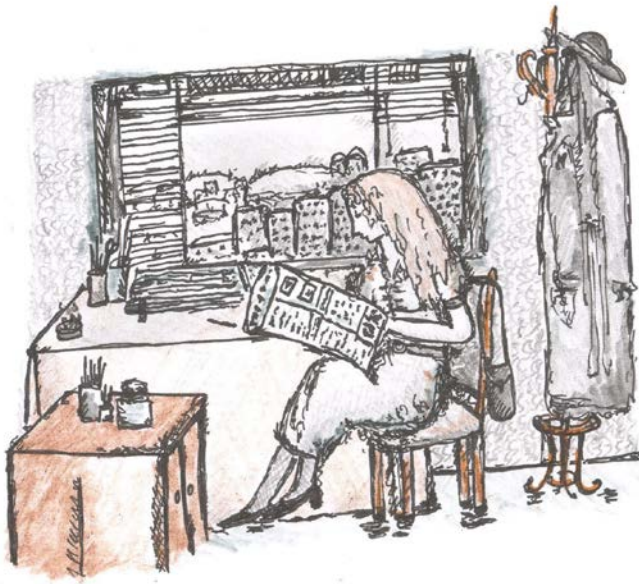
_____⁹

_____¹⁰

_____¹¹

_____¹²

Task 2. True/false sentences



Eva was flicking through newspapers.

Dead sailors piece

1. Several newspapers picked up Eva's piece.
2. Eva used a very reliable source of information to write the article about Icelandic sailors washed up in a remote Norwegian fjord.
3. The information was aimed to prove that Norwegian territorial

waters had been mined by British ships.

4. The British war office denied the information.
5. German intelligence usually didn't pay any attention to such stories as they were not sure about the reliability of the source.
6. It was not the first time Eva produced invented stories for the media.
7. Romer was sure that there is no such thing as neutral information.
8. It was not difficult to tell genuine information from false one.
9. AAS worked for German intelligence.

Task 3. Answer the questions

One day trip to Brussels

1. Who did Eva go to Brussels with?
2. Why did they go there?
3. Who organised this event?
4. What was the purpose of the conference?
5. What role was Eva to play at the conference?
6. What reason did Morris provide to explain why the A.I.Nadal worked in Ostend but not in Brussels?
7. Who waited for Eva in her flat in Ostend? Why was she surprised at seeing him?
8. Where was she to go that night?

Prenslo incident¹

1. How did Eva and Romer get to Prenslo?
2. What SIS mission was due to take place in Prenslo?
3. Why was Prenslo chosen for this meeting?
4. Why did Romer want to be in Prenslo?
5. Why did he take Eva? How did he define her role there?

¹ This is based on real event which is known as the Venlo incident. <http://ww2warstories.tripod.com/id7.htm>



Opposite was the cafe, the Cafe Backus, a large two-storey modern building with two petrol pumps and a glassed-in veranda with distinctive striped awnings – chocolate brown and orange – to cast shade.

Task 4. Fill in the table with the information provided below.

Prenslo incident.

| Where Eva went | What she did | Who she saw | What she witnessed |
|---------------------------------|--------------------|--------------------|----------------------------------|
| First visit to the Cafe Backus | _____ 1 _____ 2 | _____ 3 | _____ 4 |
| Return to the Hotel Willems | _____ 5 | | |
| Second visit to the Cafe Backus | _____ 6 _____ 7 | _____ 8 _____ 9 | _____ 10 _____ 11 _____ 12 |
| In the pinewoods | | | _____ 13 _____ 14 |

- a) exchanged passwords with Joos
- b) half a dozen men running into the café
- c) Lt. Joos
- d) Lt. Joos being shot in the exchange of fire
- e) ordered breakfast
- f) ordered lunch
- g) the British agents
- h) the two British agents being marched over to the Mercedes
- i) the two British agents going into the conference room
- j) told Romer about the two men and the conference room
- k) two cars crossing the border from the German side
- l) two young men evidently waiting for somebody in the conference room
- m) two young men in suits and ties
- n) went to the lavatory to unlatch the window

II. Language Focus

Task 1. *French words.*

The English language amply borrowed French words. Some of these words have assimilated, entered the lexicon and are registered in English dictionaries. Others retain their French identity. Still others coincide with English words in form but not in meaning. Consult French-Russian and English-Russian dictionaries and fill in the table as in the example.

| French – Russian dictionary | | English – Russian dictionary | |
|-----------------------------|--|------------------------------|----------------------|
| French | Russian | English | Russian |
| <i>épicerie</i> | <i>бакалея, продовольствен ный магазин</i> | <i>not registered</i> | |
| <i>eau-de-vie</i> | <i>водка</i> | <i>eau-de-vie</i> | <i>коньяк, виски</i> |

rue, chaussée, fête, suave, museau de porc, foie gras, mademoiselle,

Task 2. Decode the acronyms used in the chapter

GP, SIS, AAS, GC&GS

Task 3. Word-formation. Use derivatives of the words in brackets to fill in the gaps.

Eva looked at the Swedish text, recognising certain words. It was a story she had suggested at a conference a few days before: the idea of twenty _____ (ICELAND) sailors washed up in a remote

_____ (NORWAY) fjord, alleging that their fishing boat had sailed into _____ (HEAVY) mined waters off the port of Narvik. Eva knew at once that it was the sort of story Romer loved. It had already provoked an _____ (OFFICE) denial by the British War Office that (Norwegian _____ (TERRITORY) waters had not been mined by British ships) – more to the point, as Romer would say, it was loose intelligence: a fishing boat sunk by a mine – where? – and it was information _____ (USE) to the enemy. Any further _____ (DENY) would be either _____ (BELIEVE) or be too late – the news was out there in the world doing its _____ (DIRT) work. German intelligence officials monitoring the world's media would note the alleged presence of mines off the Norwegian coast. This would be conveyed to the navy; maps would be taken out, amended, altered. It was, in essence, the ideal _____ (ILLUSTRATE) of how Romer's unit and A.I. Nadal was meant to work. Information wasn't neutral, Romer _____ (CONSTANT) repeated: if it was believed or even half believed, then everything began subtly to change as a result – the ripple effect could have consequences no one could foresee. Eva had had previous small successes during the four months she'd been in Ostend – news of _____ (IMAGE) bridges being planned for, of Dutch flood defences _____ (FORCE), of trains being _____ (ROUTE) in northern France because of new military manoeuvres – but this was the first time the international press had picked up one of her stories. Romer's idea, like all good ideas, was very simple: false information can be just as useful, _____ (INFLUENCE), as telling, transforming or as damaging as true information. In a world where A.I. Nadal fed 137 news outlets, twenty-four hours a day, 365 days a year, how could you tell what was genuine and what was the product of a clever, _____ (DEVIATE) and determined mind?

Task 4. Fill in the gaps with prepositions or postpositions *where necessary*

1. The woman was clinging on to the sides of the rowing boat ... fear of falling in.
2. She saw the fading posters ... last summer's races – strange reminders ... a world that was then ... peace.
3. She climbed ... the stairs ... the top floor.
4. Romer had bought it ... its founder.
5. She made ... her desk.
6. He would call immediately ... statistics about the increase ... sheet metal production in French foundries.
7. Your refulgent femininity more than compensates ... the preponderance of males.
8. Anyway, why am I ... this trip? You're the Belgian expert.
9. She was now an expert ... Morse code.
10. She knew that it would be suspicious to ask ... a more precise answer.
11. They arrived ... Prenslo ... 4.00 a.m.

Chapter 4

The Shotgun

The Story of Eva Delectorskaya

I. Comprehension tasks

Task 1. Answer the questions.



1. Where did Ruth go?
2. Who is Robert York?
3. Why did she feel confused and guilty after she had talked with Bobbie York?
4. Who did she meet in the town centre?
5. What was Sally Gillmartin doing in Oxford?
6. What did she want Ruth to do for her?

Task 2. Robert York showed subtle displeasure in his letter to Ruth. Write a letter of reproach to make Robert's discontentment more pronounced.

Task 3. Answer the questions

The story of Eva Delectorskaya

1. Who did Eva give an account of the events in Prenslo to?
2. Where did Romer intend to submit her report?

3. Why did Romer leave Eva in Prenslo?
4. What was the fatal mistake of Lt. Joos?
5. Why didn't Eva Delectorskaya warn the two British agents?
6. What was the outcome of the "Prenslo Incident" for British intelligence?
7. Why did Romer feel uneasy in Belgium?

II. Language Focus

Task 1. Match the words and their definitions

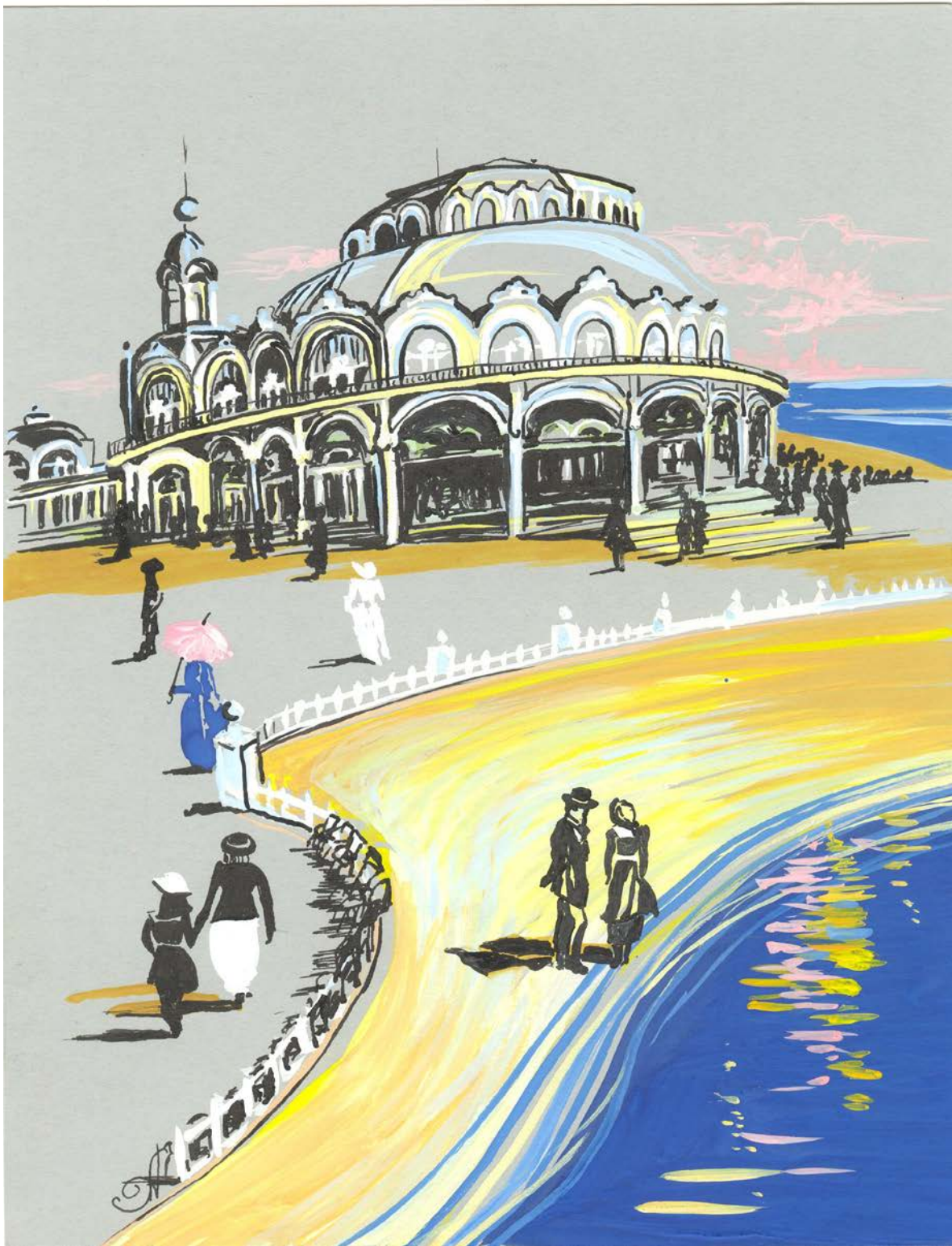
| | |
|----------------|--|
| 1. traduce | a) a severe, formal or official reproof; reprehension, private or public |
| 2. reprimand | b) irritatingly pleased with oneself; self-satisfied. |
| 3. contemplate | c) one of an array of compartments for sorting post, messages etc. at an office, or college |
| 4. pigeon-hole | d) to devastate or destroy something |
| 5. smug | e) to malign a person or entity by making malicious and false or defamatory statements |
| 6. ravage | f) to search something which contains many items hastily by carelessly turning things over or pushing things aside |
| 7. rummage | g) to think deeply about something; to ponder or consider |

Task 2. Match the words to make collocations

| | |
|---------------|--------------|
| 1. subtle | a) disgust |
| 2. gratifying | b) ignorance |
| 3. flippant | c) remark |
| 4. squally | d) reprimand |
| 5. genuine | e) respite |
| 6. smug | f) shower |
| 7. tight | g) suit |
| 8. vast | h) town |

Task 3. Fill in the gaps with prepositions *where necessary*.

1. We arranged to meet ...¹ the following evening at his rooms in college.
2. I had done no work ...² my thesis for months.
3. Just don't shoot yourself ...³ accident.
4. The smatter of rain made the sound of fine thrown gravel ...⁴ the window panes.
5. Eva repeated ...⁵ a low voice.
6. Romer was already ...⁶ his way back to Ostend.
7. He seemed to be brooding ...⁷ British incompetence.
8. He shook his head ...⁸ a genuine disgust.
9. We are ...⁹ war with Germany.
10. I was almost killed ...¹⁰ the war.
11. The best we can do ...¹¹ the circumstances.
12. She thought about what she had done and risked in Prenslo ...¹² his behest.



They caught a tram and it took them to the Digue, Ostend's lengthy and imposing sea-wall-cum-esplanade, with its grand hotels and boarding-houses, dominated at one end by the vast oriental bulk of the Kursaal, with its domes and tall arched windows giving on to its gaming rooms, its ballroom and concert-hall, at the other extreme of the gentle curve of the promenade, sat the solid bulky presence of the Royal Palace Hotel.

Chapter 5

Red Army Faction

I. Comprehension tasks

Task 1. True/false sentences

1. The study of Robert York was typical for an Oxford don.
2. Robert York invited Ruth to discuss her progress on thesis writing.
3. Ruth brought a draft of her PhD thesis.
4. Bobbie York and the Lady Ursula lived in a vast villa in London.
5. Bobbie York and the Lady Ursula had grandchildren.
6. Robert York used to live in Austria.
7. Robert York's contribution to historical scholarship was very modest.
8. One of Robert York's graduates worked in the upper house of Parliament of the United Kingdom.
9. Bobbie York helped Ruth to find information about Lucas Romer.
10. In 1953 Romer was ennobled.

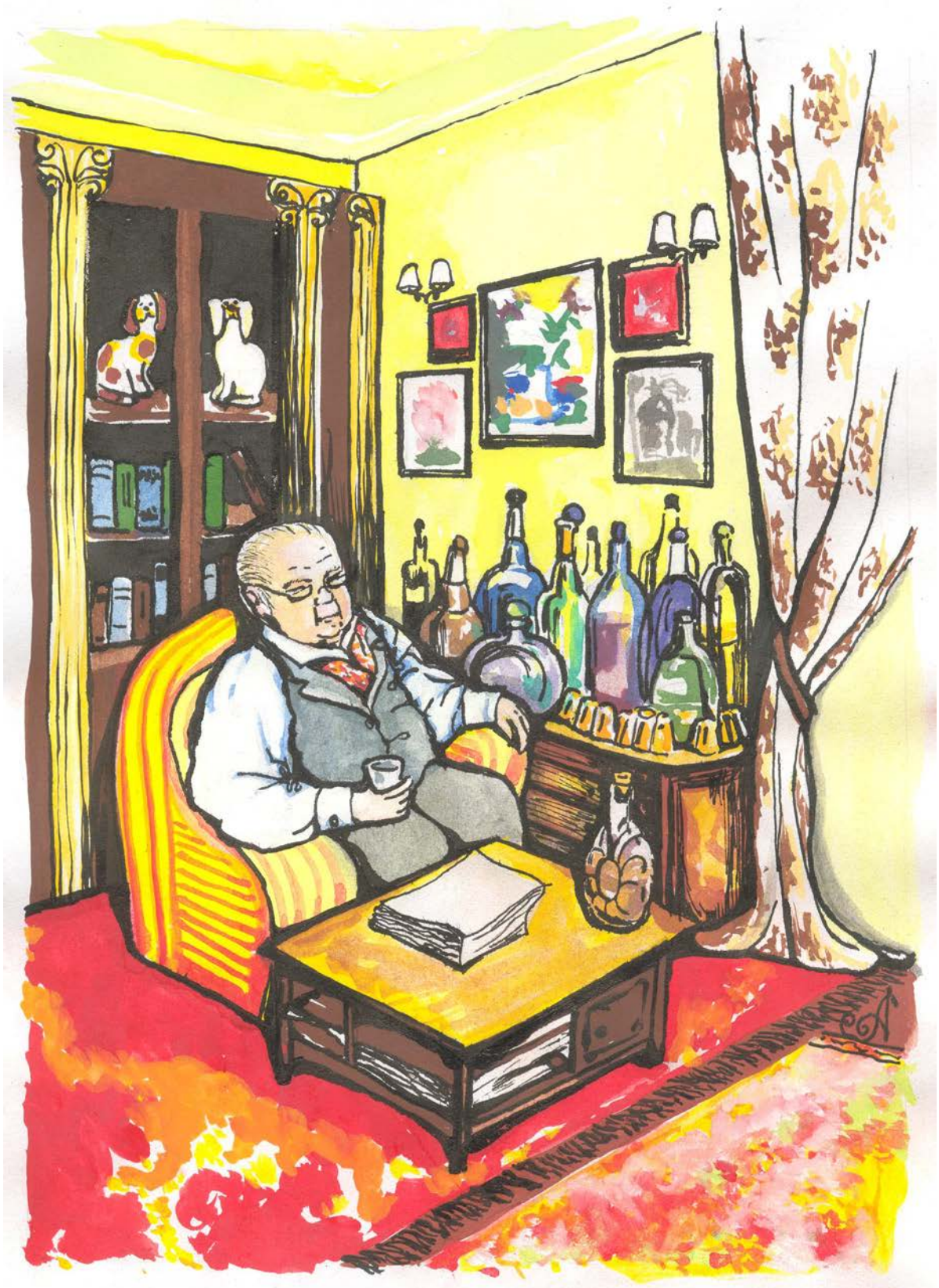
Task 2. Mark the following statements with L if they refer to Ludger, H to Hamid, K-H to Karl-Heinz

1. ... invited Ruth to dinner.
2. ... talked to Ruth over the phone.
3. ... had a disagreement with his elder brother.
4. ... escaped from Germany.
5. ... accused his brother of stealing money.
6. ... said that he hadn't made any promises to Ruth.

7. ... was mixed up with a terror group.
8. ... is Jochen's father.
9. ... acted in films.

Task 3. Proper names. Match the names and descriptions.

| | |
|-------------------|---|
| 1. Manhattan | a) a county in South West England |
| 2. Peploe | b) a landlocked county in the West Midlands region of England |
| 3. Staffordshire | c) a nursery school in Oxford |
| 4. Debrett's | d) a Scottish Post-Impressionist painter |
| 5. Bodleian | e) genealogical guide to the British aristocracy |
| 6. Dorset | f) Germany's terrorist group |
| 7. Browns | g) restaurant and bar group |
| 8. Baader-Meinhof | h) the main research library of the University of Oxford |
| 9. Grindle's | i) the most densely populated of the five boroughs of New York City |



Robert York MA (Oxon) was, I had calculated, in his late fifties or early sixties. He was a tall portly man with a head of thin grey hair, the strands of which were swept back and kept under control by some pomade or unguent that smelt powerfully of violets. His room, winter or summer, was redolent of violets. He wore handmade tweed suits and heavy orange brogues and he furnished his large study in college like a country house<...>

II. Language Focus

Task 1. Analyse the following sentences and find the words that match the definitions given below.

A. University people.

Robert York (MA (Oxon) had gone back to Oxford as a young don in 1945, married the Lady Ursula, published his slim book and had been a member of the History Faculty and a Fellow of his college ever since.

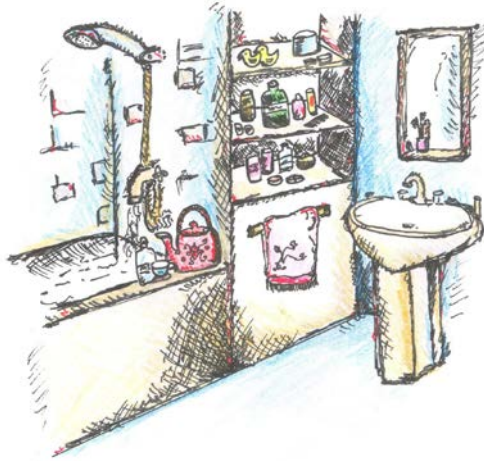
..... – a head, tutor, or fellow at a college of Oxford or Cambridge.

..... – a member of the governing body of a college, who is usually a member of the teaching staff

..... – an academic degree conferred on application after the twenty-first term from matriculation at Oxford (i.e. ordinarily after seven years' seniority as a member of the university)

B. Verbs of movement

1. He approached me from the drinks table with my whisky and his, set my drink down on a side-table and eased himself carefully into an armchair opposite.
2. Bobby had surged and struggled in his chair at my request but had not managed to leave it.



3. Now he heaved himself out of his armchair.

4. We left the pub and strolled towards Keble College.

5. Ludger stirred in his seat when the picture of a man's face came up on the screen.

6. I turned to refill my mug and knocked the teapot over, badly scalding my neck and left shoulder.

- a)to come or go near or nearer to
- b)to move about actively
- c)to move about strenuously
- d)to move around
- e)to move like a heavy sea
- f)to move or maneuver slowly and carefully
- g)to raise or lift, especially with great effort or force
- h)to walk along or through at a leisurely pace

The Story of Eva Delectorskaya

I. Comprehension tasks

Task 1. Answer the questions

1. Why did Romer's team move to London?
2. While traveling into work Eva was reading a newspaper. What information did she find there? How did she assess this information?

3. How was the Agence in Ostend run?
4. What companies did Angus Wolf and Lucas Romer work for in London?
5. What was Eva's attitude to their work in London?
6. What was the reason for Eva and Romer's visiting the Savoy?

Task 2. a) Fill in the table with the information provided below.

| The way he looked | The way he was dressed | What he said | Comments made by Romer |
|-------------------|------------------------|----------------------------------|------------------------|
| _____ 1 | _____ 2 | | _____ 3 |
| _____ 4 | | _____ 5 _____ 6 | |
| | _____ 7 | | |
| _____ 8 | | | |
| _____ 9 | _____ 10 _____ 11 | _____ 12 | |
| | _____ 13 | | |
| _____ 14 | | _____ 15 _____ 16 _____ 17 | |

- a) 'A complete arse'
- b) a grey pin-striped suit
- c) a small trimmed moustache and sleek gingery hair
- d) a spry elderly man with a silver moustache spoke
- e) a tall jowly man
- f) 'Did Lt. Joos's answer seem to you like the response to a password, or was it a casual, natural remark?'
- g) 'How was it you came to be in the Cafe Backus during that day?'
- h) 'How would you describe Lt Joos's response to your second question "Where can I buy French cigarettes?"?'
- i) in a naval uniform, with many gold bands on his wrists
- j) like a banker or a lawyer
- k) like a banker or a lawyer,
- l) wearing a pair of round tortoiseshell spectacles
- m) wearing a polka-dotted bow-tie
- n) 'What happened at Prenslo?'
- o) 'What would you have done, if Lt. Joos had given the correct password?'
- p) Who gave you the details of the double password?'
- q) with a stiff collar

b) Rearrange the questions in the order they were asked. Supply the questions with answers.

c) Act out a dialogue: S1 – an interrogator (all questions are asked by one student), S2 – Eva



That evening Eva dressed with more diligence and thought than usual. She washed her hair and curled its ends, deciding to surprise Romer by leaving it down. She teased a lock over her eye, Veronica Lake-style, but decided that was going too far: she wasn't trying to seduce the man, after all.

Task 3. Complete the sentences choosing the correct alternative

1. Mrs. Dangerfield was
 - a) an administrator of AAS
 - b) Romer's mother
 - c) a woman Eva rented a room from

2. The last time Eva visited her safe house in Battersea was
 - a) more than a week ago
 - b) more than a month ago
 - c) more than a year ago

3. Eva kept her valuable possessions
 - a) beneath the floor
 - b) in the chest of drawers
 - c) in the wardrobe

4. Eva went to King's Lynn
 - a) to visit her friend
 - b) to accomplish a task she had been given by Romer
 - c) to send a letter

5. Mrs. Dangerfield knew that Lilly Fitzroy worked for
 - a) the War Office
 - b) AAS
 - c) a news agency

Task 4. Proper names. Match the names and descriptions.

| | |
|--------------------|---|
| 1. Fleet Street | a) a county in central Scotland |
| 2. Hyde Park | b) a hotel located on the Strand, a British icon since 1899 |
| 3. Marble Arch | c) a port city in southwestern France. |
| 4. Holborn Viaduct | d) a public school for boys aged 13 to 18, one of the original nine English public schools |
| 5. the Strand | e) a street in the City of London, the origin and home of British newspapers until the 1980s. The term continues to be used as a metonym for the British national press |
| 6. the Savoy | f) an area in London, an entertainment district, originally a hunting ground. Legend has it that Soho got its name from hunters crying out ' <i>So ho!</i> ' as they rode through the fields. |
| 7. Churchill | g) British Prime Minister, the emblematic British wartime leader |
| 8. Buddleia | h) famous for its Speakers' Corner. |
| 9. Soho | i) famous for statues representing commerce, agriculture, science and fine art |
| 10. Perthshire | j) historically the chief entrance to Buckingham Palace, nowadays an entrance to Hyde Park. |
| 11. Bordeaux | k) one of the historical streets of London, formerly the water-side road, whence its name. |
| 12. Eton | l) one of the most widely grown shrubs in British gardens. Its common name, the Butterfly Bush, refers to the insects that it attracts |

II. Language focus

Task 1. The following words and phrases are not originally English. Identify the language they come from and if possible find English equivalents to them referring to bilingual or multilingual dictionaries. Explain the reason for these non-English insertions into the text.

Blitzkrieg (although this word is commonly used now in English)

Luftwaffe (although this word is commonly used now in English)

froideur

porte-cochère

sotto voce

petit-bourgeois

Task 2. Match the words and their definitions. Note that some words are polysemantic (i.e. have more than one meaning).

| | |
|---------------|---|
| 1. lodgings | a) a distinguishing characteristic |
| 2. summon | b) a place to live or lodge |
| 3. defiance | c) an expression of affection |
| 4. covert | d) an official marking made by a trusted party, usually an assay office, on items made of precious metals |
| 5. gaunt | e) half-hidden, disguised, secret, surreptitious |
| 6. endearment | f) lean, angular and bony |
| 7. hallmark | g) seemingly or apparently valid, likely, or acceptable; credible |
| 8. plausible | h) sleeping accommodation |
| 9. starter | i) bold resistance to an opposing force or authority |

| | |
|--|---|
| | j) the first course of a meal, consisting of a small, usually savoury, dish |
| | k) to ask someone to come |
| | l) (<i>in plural</i>) furnished rooms in a house rented as accommodation |

Task 3. Suffix *-er* signifies a person or an object (thing). Analyse the meaning of the following words in the context and put them in column A if they refer to a person and in column B if they refer to an object or thing.

| A (person) | B (object/thing) |
|------------|------------------|
| | |

workers; bombers; drawer; provider; denier; buzzer; transmitter; screwdriver; lighter; starter; lover

Task 4. Fill in the gaps with prepositions or postpositions *where necessary*.



1. She looked out ...^a the silvery barrage balloons plumply flying ...^b the pale blue sky.
2. She opened her newspaper as the bus approached ...^c Marble Arch.
3. She was becoming something ...^d an expert

...^e recognizing them.

4. She stepped off her bus as it paused ...^f traffic lights ...^g Fleet Street.

5. Eva began to type out a story she was working ...^h about 'ghost ships; in the Mediterranean.

6. He seemed ill ...ⁱ ease.

7. She was paid three months ...^j advance and was perfectly happy ...^k the arrangement.

Chapter 6

A Girl from Germany

I. Comprehension tasks

Task 1. Answer the questions.

1. Where did Ruth and Jochen go on Saturday morning?
2. A small square at the foot of Queen Street is called the most eclectic public space in Oxford. Why?
3. Who did they meet there?
4. What action was taking place at the moment Ruth and Jochen were passing by?
5. What was this demonstration timed to?
6. The chapter is called 'A Girl from Germany'. Who is this girl?
7. Ruth decided to avoid this girl staring at her. How did she do it?
8. How is Mr. Scott? What experience did he have in Singapore Harbour? What impact did it have on him?

Ruth tells life stories

Task 2. Romer's story

a) Fill in Romer's CV

Personal information

Name _____

Title _____

Address _____

Date of birth _____

Optional Personal Information

Marital Status _____

Spouse's Name _____

Children _____

Education

Degree in _____ (____ year)

_____ University (_____ years)

Employment History

Awards _____

Honours/Titles _____

b) Answer the questions

1. Who did Ruth tell the story of Romer?
2. Why did it take a long time to gather information concerning Romer?
3. Where did Ruth take this information from?
4. What did Sal Gilmartin want Ruth to do for her?

Task 3. Ruth's story

a) Answer the questions

1. Ruth left Jochen with her mother and returned to Oxford. What for?
2. To whom did Ruth relate the story of her life?
3. Why did she decide to tell her story?

b) Complete the text. Use not more than three words to fill in each gap.

In 1970 Ruth Gilmartin graduated from ____¹. She had a first-class degree in ____². But her happiness and better hopes for the future were darkened by her father's suddenly death from ____³.

It had a profound impact on her as she was attached to ____⁴ more than to her mother. Sally Gilmartin acted rather strangely. In a week after the ____⁵ she put ____⁶ on the market and with the money she made, bought ____⁷ in Oxfordshire. Ruth felt that their family life was over and the mother and the daughter would go ____⁸. To get away from her mother and from ____⁹ of her father Ruth decided to go to Germany. She went to university in ____¹⁰ to write a thesis on the ____¹¹ after the First World War.

The professor supervising ____¹² was Karl-Heinz Kleist. Ruth ____¹³ with him and then their son Jochen was born.

Karl-Heinz was ____¹⁴. Ruth had a small ____¹⁵ where they lived. Karl-Heinz helped her with the ____¹⁶. They went on holidays together – to Vienna, to Copenhagen, to Berlin. Then he got ____¹⁷ and started having ____¹⁸ with one of the producers of his television show. As soon as Ruth ____¹⁹, she left Hamburg with Jochen and ____²⁰ to Oxford to finish her thesis.



...I found myself remembering that first meeting with Karl-Heinz. His dark, shadowy room was filled with towers of books, leaning against the wall – there were no bookshelves. There were cushions scattered on the floor – no seats ... He was a tall man with fine blond hair which fell to his shoulders... He had big emphatic features: a long nose, full lips, heavy brows – not so much handsome as unignorable.

Task 4. Match the halves of the sentences.

| | |
|--|---|
| 1. A Saturday Cornmarket was | a) a first-class degree in French and German from Oxford University. |
| 2. A small square with an obelisk at the foot of Queen street was | b) a first-class degree in history in 1923. |
| 3. Gerald Arthur Romer taught classics | c) a life-peer by Churchill's government and called himself Lord Mansfield of Hampton Cleeve. |
| 4. Having spent three and a half years as a prisoner of the Japanese, Mr Scott had made the decision | d) a little more information about Romer. |
| 5. Karl-Heinz Kleist was Ruth's professor | e) at "The Institute for Social Conscience." |
| 6. Romer obtained | f) at Farmingham Hall. |
| 7. Romer spent two years | g) at Sorbonne. |
| 8. Romer was made | h) in Germany. |
| 9. Ruth Gilmartin spent four years | i) in reality the sticky bus-and-tourist-clogged hell. |
| 10. Ruth Gilmartin had | j) possibly the liveliest and most eclectic public space in Oxford. |
| 11. Ruth lied to Ludger that | k) that nothing in life was ever going to bother him again. |
| 12. The visits to the Bodleian Library has furnished Ruth with | l) there was a clause in her lease allowing not more than one person to stay. |

II. Language focus

Task 1. Colloquial language

a) Fill in the gaps with the given words.

1. What's theI have a
2. I was just ...
3. no ...
4. I ...you
5. ... not, ... not
6. ...away
7. ... point
8. Well ...

a) bet; b) done; c) fair; d) favour; e) fire; f) point; g) sweat; h) want; i) waste; j) wondering

b) Match the phrases from Task 1 (a) with the Russian equivalents (see Tasks for Russian speaking students)

Task 2. Make sentences complete with the correct form of the verbs.

1. Hamid was ... photographs of the demonstrators.
2. I ... a bit of an effort for Hamid
3. I had had a photocopy ... and I handed it over to my mother.
4. I... got a date
5. Maybe the restaurant ... air-conditioning

6. Shall I ... a taxi?
7. She sat ... an eye on Jochen
8. They are ... an affair

have×3, bring, keep, take, make×2

The Story of Eva Delectorskaya

I. Comprehension tasks

Romer's team in New York

Task 1. Find in the chapter the information about the two radio stations Eva “ran” and fill in the profiles.

1st station

Name _____

Location _____

Manager _____

2nd station

Name _____

Location _____

Manager _____

Task 2. Answer the questions

1. What services did Eva provide for the radio stations she ‘ran’?

2. How did she pass news to Wilburn Johnson?
3. What was the purpose of Romer's travelling to America in late summer 1940?
4. When did his team follow him?
5. What is Transoceanic team?

Task 3. Fill in the table with information about Romer's team.
 (The symbol ********* means the information is not given)

| Name | Company | Position |
|-------------------|---------|----------|
| Lucas Romer | | |
| Sylvia Rhys-Meyer | | ***** |
| Angus Woolf | | ***** |
| Morris Devereux | | |
| Eva Dalton | | |
| Alfie Blytheswood | | ***** |

America's attitude towards the war

Task 4. True/false sentences

1. Eva produced a story about eleven American sailors being killed by a German U-boat.
2. Eva's story about the destroyer USS *Kearny* badly damaged by a German submarine provoked much shock.
3. Angus Woolf was involved in a set-up against America First Committee, the pressure group against the American entry into WWII.
4. America showed no enthusiasm to join the war in Europe.

5. London tried to keep Washington out of the European war.
6. Russia and Great Britain decided to unite their efforts in the war against Nazis.
7. Roosevelt put entry to the war to vote in Congress.
8. During his election campaign Roosevelt promised not to bring America into the war.

Full circle of a made-up story

Task 5. Rearrange the steps of Eva's story circulation from originating as fabrication to being published in a reliable source.

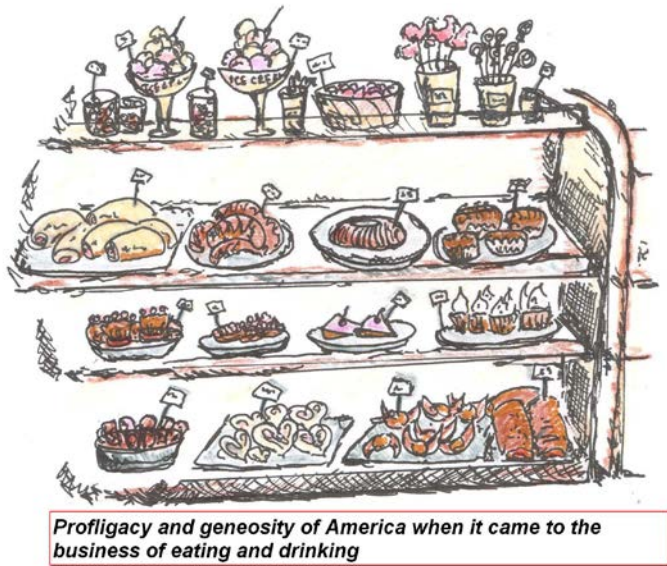
1. American newspapers and news agencies pick it up.
2. Another member of Romer's team places the story with one of American newspapers.
3. European newspapers and news agencies pick it up.
4. He disbelieves the story.
5. In a conversation with a Russian correspondent in New York Eva let slip the information on a new type of depth charge.
6. It appeared in Russian newspapers.
7. Now it is a story widely covered in the American press.
8. The Russian correspondent reads the story and sends it to Moscow.

Alexandr Nekich.

Task 6. Answer the questions

1. What post did A. Nekich hold in Moscow?
2. When and why did he arrive in the USA?
3. What post did he hold in the USA?

4. What did he teach?
5. Why were American intelligence interested in Alexandr Neckich?
6. What did Morris Devereux want to discuss with Alexandr Neckich?
7. Why didn't they meet?
8. Why was Morris Devereux suspicious about the suicide of Mr. Nekich?



New Task for Eva

Task 7. Choose the correct alternative

1. Romer wants Eva to go to
 - a) New York
 - b) Washington
 - c) Prenslo
2. Eva was to get to know
 - a) Harry Hopkins
 - b) Hoover
 - c) Mason Harding
3. The person Eva was to get to know worked
 - a) in Hopkins press office
 - b) in Hopkins University
 - c) in the FBI

4. Harry Hopkins was NOT
 - a) Secretary of Commerce
 - b) adviser to the USA President
 - c) BSC officer

5. Romer gave Eva
 - a) Mason Harding's telephone number
 - b) Mason Harding's address
 - c) the address of the hotel where Mason Harding was to wait for her

Task 8. What do these abbreviations stand for?

BSC; NBC; ONA; U-boat; T-bone; FDR; TASS; FBI; NKVD

II. Language focus

Task 1. *Colloquial English*. In colloquial speech words tend to be omitted when they are easily understood. The same happens with sayings and proverbs: some part of it may be omitted as the whole structure of the utterance can easily be restored by the listener. **Restore the omitted parts in the utterances from the chapter.**

1. Can't lie here all day
2. Celebrating
3. No need to defend yourself
4. Got to do our best
5. Eat, drink and be merry
6. Means nothing to me
7. Ever heard of him?'

Task 2. Match the words from A and B into pairs of synonyms

A: Angry, expert, filthy, gentle, modest, generosity; neighboring, talkativeness, to escape, to make a mistake, to vibrate, to walk, uncommunicative, unthinkingly, wastefulness,

B: saunter, taciturn, humble, profligacy, to judder, to dodge, adjacent, irate, unreflectingly, volubility, pundit, blunder, sordid, debonair, largess,

Task 3. Fill in the gaps with prepositions or postpositions *where necessary*.

1. In the *Tribune* was a cyclostyled news release from a news agency called Transoceanic Press, the news agency that Eva worked ...^a
2. He preferred to accompany her ...^b these trips out of town, to benefit ...^c their provincial anonymity.
3. He happened to be married ...^d an Englishwoman.
4. Eva admitted ...^e a real disappointment about the response to the *Kearny* attack.
5. Eva continued to worry that she had given ...^f information about her and Romer.
6. She sympathised and empathised ...^g Britain and her struggle ...^h survival.
7. He had been an associate professor of international politics ...ⁱ Johns Hopkins University.

Chapter 7

Super-Jolie Nana

I. Comprehension Tasks

Task 1. Answer the questions



Mr Scott was doing his exercises like a Rumpelstiltskin

1. What did Hamid and Hugue discuss when they met at Ruth's?

2. What did Hugue value in women?

3. What do you think Hamid valued in Ruth?

4. Why did Hamid decide to request a new tutor?

5. Ruth visited his supervisor Bobby York. Why was he surprised at her visit?

6. What advice did Ruth want from Bobby York?

7. How did she decide to approach Lord Mansfield?

Task 2. Finish the sentences using not more than four words to fill in each gap.

1. It was the second time in one week that Ruth came _____

2. Ruth wanted his advice on how to arrange a _____

3. Booby York suggested Ruth write a letter and _____

4. Ruth came up with an idea to say to Lord Mansfield that she was writing an article for _____
5. Bobbie was sure that mentioning the *Telegraph* or *The Times* would _____
6. Ruth chose the *Telegraph*, thinking this was more likely to appeal _____
7. That night Ruth wrote a letter to Lucas Romer requesting an interview for an article about the British intelligence _____.

II. Language focus

Task 1. Hugue inserts French phrases when speaking English. Consult a French dictionary to identify the meaning of the phrases below. Give English equivalents.

'Bonjour

Ça va?'

Super-jolie nana

Task 2. Fill in the gaps with prepositions or postpositions *where necessary*.

1. We stood ... the sun
2. My new furniture was set out ... the end under the big sycamore
3. I rested my rump ... the balustrade.
4. Head down, he might have been mounting ... a scaffold
5. I know you don't feel the same ... me.
6. Just write a letter and ask ... an appointment.
7. I was very brief and ... the point



*On uncanny cue, there was a knock on the door.
Ilse pushed it open and said, 'Sorry, Ruth. Where is tea? I am looking but
Ludger is sleeping still.'*

The Story of Eva Delectorskaya

I. Comprehension tasks

Operation Eldorado

Task 1. Secret dossier of Mr. Harding. The following are the facts from Mr. Harding's dossier. Provide the appropriate heading for each fact.

- a) _____ – easily attracted to women
- b) _____ – married, wife, two children
- c) _____ – a good contact in Hopkins's office, access to the White House
- d) _____ – father-in-law's financial hold over him
- e) _____ – adultery
- f) _____ – photographs, a copy of the booking

Task 2. Mark the sentences true (T) or false (F)

- 1. Mason Harding was well aware about Transoceanic and its work.
- 2. Mason Harding suggested Eva call him by his first name on the first day of their acquaintance.
- 3. Mr. Harding was an under-secretary of state for Agriculture.
- 4. Eva moved from Washington to Baltimore to meet Harding there.
- 5. Eva moved from Washington to Baltimore alone.
- 6. Adultery was a common thing in Mason's life.
- 7. Eva felt uneasy when she learned about Mason being “activated”.

Task 3. Chain of events. Match the events of Operation Eldorado and the days.

1st day –

the next day –

Saturday –

Monday –

Tuesday –

the next day –

a) ELDORADO is over.

b) Eva arrives to Washington and calls Mason Harding requesting an interview with Mr. Hopkins.

c) Eva goes to Baltimore.

d) Eva meets Harding.

e) Eva meets Harding. Hopkins is still unavailable.

f) Harding tours Eva around the city's key sights.

Task 4. Answer the questions.



1. How long did Eva plan to stay in Washington? (For how long did she reserve an apartment in the London Hall Hotel?)

2. How long did she actually stay there?

3. Why was Hopkins unavailable (as explained by Mason Harding)?

4. What role was assigned to Bradley in Operation Eldorado?

5. Eva wanted to know how

Romer would feel about her doing this dirty job. How did he explain his attitude to it?

America's attitude to the war

Task 5. Two speeches. The chapter has got information about two speeches: an Irish-American priest speaking at an America First rally and a belligerent speech of Roosevelt.

a) Who said it? Read the arguments and say whose speech they could be from. Arrange the arguments under the headings.

Irish-American priest speaking on behalf of America First: _____

US President Franklin Delano Roosevelt: _____

1. *Don't waste American money and American lives.*
2. *England is finished.*
3. *Hitler proposes to reorganize South America into five new puppet states, one which includes the Republic of Panama and our great lifeline, the Panama Canal.*
4. *I have in my possession a secret map, made in Germany by Hitler's government.*
5. *It's clear that the Nazi design is targeted not only against South America but against the United States as well.*
6. *The "shooting war" has begun.*
7. *The United States are safe from attack.*
8. *The vast majority of Americans are against entering this war.*
9. *There is no need to help England again.*
10. *We can't stand on the sidelines now.*
11. *We can't deny the war is getting closer. Panama is our back yard.*
12. *We've got long memories. America entered the First World War and gained nothing except the Depression.*
13. *Why should we meddle in a war 3,000 miles away*

b) Answer the questions

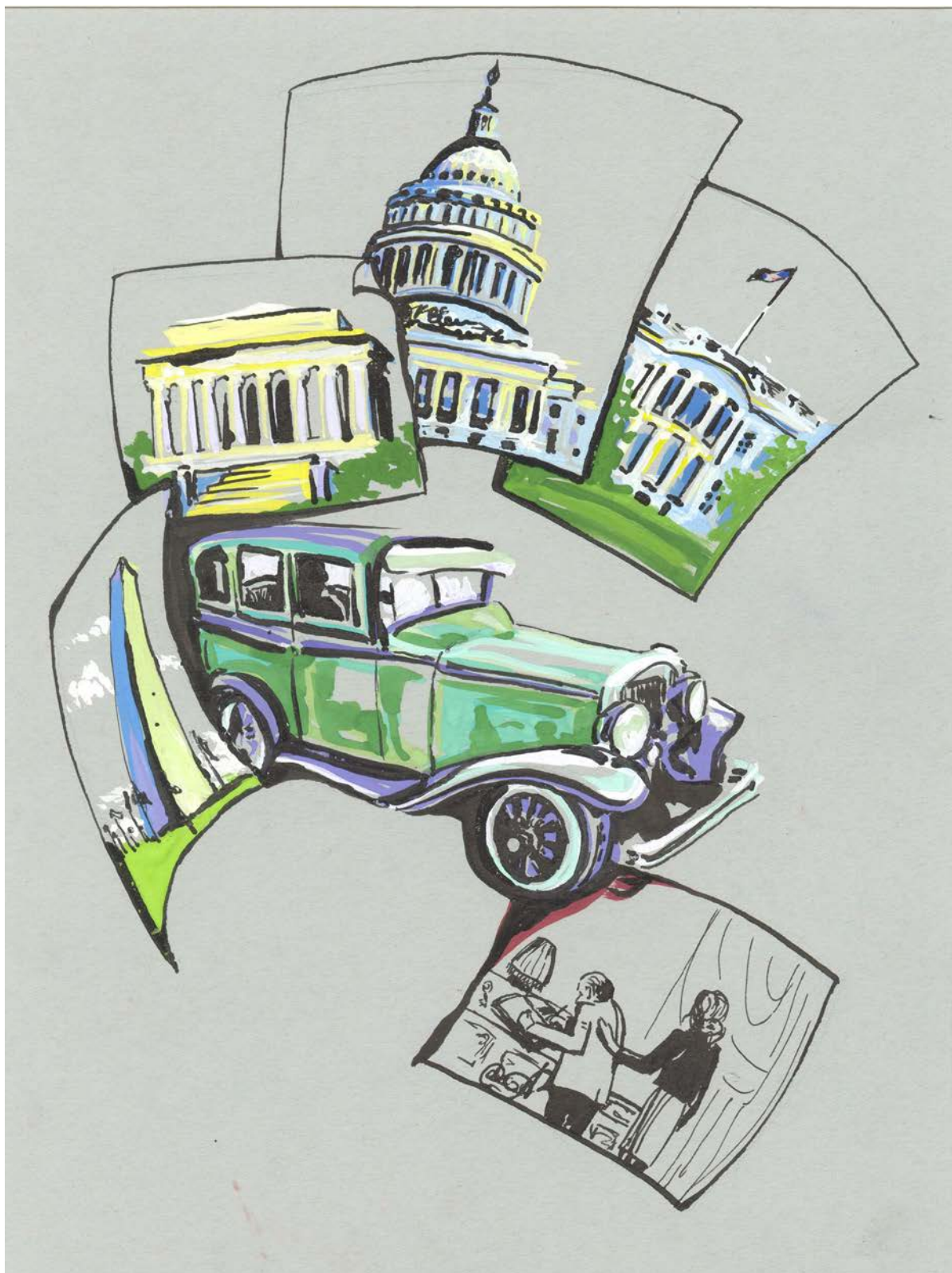
1. What goal did the priest pursue?
2. What was Roosevelt's speech aimed at?
3. During his election campaign Roosevelt promised not to bring America into the war. What made him change his mind?

Task 6. The following are the titles of newspaper stories. Find this information in the chapter and fill in the gaps with PROPER names.

1. The Germans sunk another American destroyer – _____. One hundred and fifteen dead.
2. German naval manoeuvres off the _____ Atlantic coast.
3. **German courier crashed his car in _____.**

Task 7. Answer the questions

1. One member of Romer's team was leaving them. Who was he/she? Why was he/she leaving?
2. What was the purpose of Eva's story picked up by *Critica*?
3. Eva and Romer met in New York. For seeing a person or for arranging a meeting Romer used one of the tricks both he and Eva knew. What trick is it?
4. How did a secret map become public?
5. How was the Canadian Broadcast Company connected with the origin of the map?
6. Did Romer explain Eva the origin of the map?
7. What was the main task of BSC in America in 1941?



So, on Saturday, Mason picked her up in the morning outside the London Hall Hotel in his smart green sedan and toured her around the city's key sights. She saw the White House, the Washington Monument, the Lincoln Memorial, the Capitol and finally the National Gallery.

II. Language focus

Task 1. Match the words from A and B into pairs of synonyms

A: boldness; determination; hint; irritation; push; reprimand; smug; to announce; to decrease; to ease; to enjoy; to horrify; to pull; trustfulness;

B: pluck; resolve; to savour; to abate; rebuke; to tug; to herald; petulance; innuendo; hunch; complacent; to appal; to assuage; gullibility;

Task 2. What do the phrases in italics mean? Make any changes in the sentences to make the sense of these phrases more explicit.

1. She *had her opening*.
2. She felt that adultery was not *run-of-the-mill* in Mason Harding's life.
3. He put two-thirds of his sandwich down, *admitting defeat*.
4. Romer looked at her with mild rebuke in his eyes, as if she were being too slow, *lagging behind the class*.
5. I was very reluctant to go down that road but our friends seem to *have bought it wholesale*.
6. Eva took down *in shorthand* everything that Romer listed.
7. From the bus station she walked to the Narragansett Inn – she *had no shadow* as far as she could tell – she was rigorously obeying Romer's instructions.

Task 3. Fill in prepositions

1. She introduced herself, saying that she worked ... Transoceanic Press in New York.
2. The United States was safe ... attack.
3. As the rain abated, they dashed ... his car.
4. When they sat down she reached surreptitiously ... his hand.
5. Mason spent most of the meal denigrating his wife and her family and their financial hold ...him.
6. Although she tried to tell herself to treat such instinctive reactions with suspicion she couldn't prevent them ... blossoming in herself.
7. This would provide yet another story, or a series of stories, for Transoceanic to distribute ... its wire services.
8. "Right", she said, watching him bite ... his vast sandwich.
9. Eva rummaged in her handbag ... notebook and pencil and took down in shorthand everything Romer listed.

Chapter 8

Brydges'

The Story of Eva Delectorskaya

I. Comprehension tasks

Brydges'

Task 1. Answer the questions

1. Ruth wrote a letter to Lord Mansfield. What answer did she receive?
2. Sally Gilmartin happened to be at her daughter's the day Ruth received an answer from Lord Mansfield. What did she ask Ruth to do after Lord Mason's refusal? Did it work?
3. Where was Ruth to meet Lord Mason?
4. Who visited Ruth Gilmartin this day? Why?

Task 2. Act out the two telephone conversations between Anna Orlogi and Ruth.

Task 3. Answer the questions

1. Where did Romer suggest meeting?
2. What "winter sunshine" did Romer mean while speaking to Eva?
3. It was BSC courier job, wasn't it? Eva worked for another organization. Why should she do this job?
4. What job was she to do?
5. What secret name was this operation given?



I opened the door to find Mr Scott standing there, beaming, as if – through the floor – he'd heard me say 'twinge of toothache' and had bounded upstairs to minister to me. But behind him was a hot, short-haired young man in a cheap dark suit.

II. Language Focus

Task 1. Phrases to show emotions. Match the feelings and phrases used to express them.

Regret:

Surprise, disbelief:

Approval, praise, admiration:

Agreement:

Christ; Good girl; How marvelous; Right; Shame

Task 2. Analyse the following sentences and find the words that match the definitions given below.

a) verbs of looking

1. My mother crossed the room and took the sheet from me, scrutinising it with unusual concentration.
2. 'Just a few questions,' he said taking out and flicking through his notebook.
3. I paused at the door and peered through the crack by the hinge.
4. He had no idea I was watching.
5. He looked at her in a manner as if to say: we simply can't talk to each other like this.

- a) to direct the eyes toward an object; to observe with the eyes
- b) to look at something critically or searchingly
- c) to look closely or intently at something that may be difficult to see.
- d) to look or observe attentively or carefully
- e) to look through something quickly

b) verbs of walking

1. Jochen and Avril came bounding out of the school and the four of us wandered back up the Banbury Road.
2. I walked back through the hall, wondering where Jochen was.
3. ... the rangy, handsome woman who had been pacing about my sitting-room a few hours ago.
4. She sauntered down towards the great edifice of the museum.
5. They strolled around the park.
6. He stood up, turned and walked away, striding down the path.

- a) to walk up and down in a small area many times, especially because one is feeling nervous or angry
- b) to walk slowly around or to a place, often without any particular sense of purpose or direction
- c) to move along on foot
- d) to walk somewhere in a slow relaxed way
- e) to walk with long steps in a particular direction
- f) to walk at a leisurely pace

Task 3. British vs. American English. Study the paragraph and give the American English words.

e.g. lift (Br.) – elevator (Am.)

She took the subway to 86th Street and walked down Fifth, crossing the road from the grand apartment buildings to be closer to Central Park. It was a cold breezy day and she tugged her hat down over her ears and knotted her scarf higher round her throat. There was

a scatter of autumn leaves on the pavements – or fall leaves on the sidewalks, as she should learn to call them – and the chestnut sellers were out on the street corners, the salty, sweet smoke from their braziers wafting by her from time to time as she sauntered down towards the great edifice of the museum.

tube (Br.) – _____ (Am.)

block of flats (Br.) – _____ (Am.)

autumn (Br.) – _____ (Am.)

pavement (Br.) – _____ (Am.)



To be in New York in November in 1941, going to meet her lover on the steps of the Metropolitan Museum seemed the most normal and natural of activities in the world – as if her whole life had somehow been steering her in the direction of this particular moment.

Chapter 9

Don Carlos

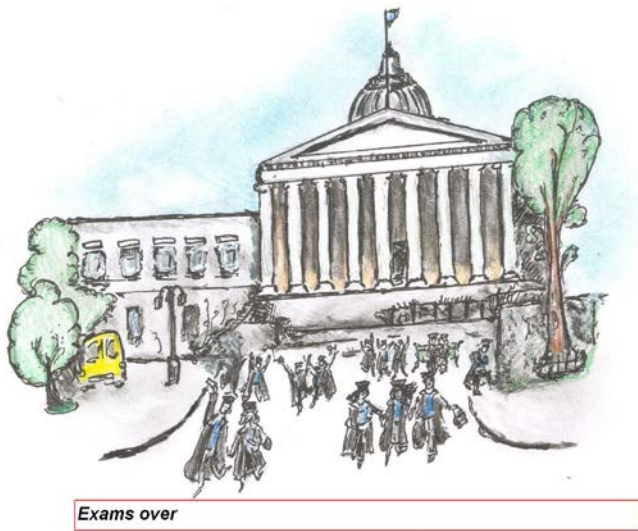
I. Comprehension Tasks

Task 1. True/false sentences

1. Ruth felt she needed some background information about the British Secret Service before meeting Lord Mason.
2. Bobby York provided Ruth with all necessary information about British intelligence activities in WWII.
3. Bobby York arranged for Ruth to meet an expert on the history of the British Secret Service.
4. Timothy Thoms was working on his doctorate.
5. Timothy Thoms mentioned *Transoceanic Press* in his book.
6. There was nothing new for Dr Thoms in the information Ruth gave about the SIS.
7. Robert York felt that Ruth and Timothy Thoms would match each other.
8. Timothy Thoms did like Ruth.

Task 2. a) Circle the words you would use in describing Timmoty Thoms, b) Describe Timmoty Thoms using the words you have circled.

Strawberry blond, in his late twenties, curly hair, short hair, neatly trimmed beard, three-piece suit, clean shaven, burly, slim, brown hair, straight hair, T-shirt and jeans, extremely young.



Task 3. Complete the sentences

1. One of the very few advantages of living in Oxford is....
2. Thoms had written his doctorate on
3. He was now writing a 'vast book' for ... on

4. The greyest of grey areas is ...

Task 4. Decode the following acronyms

SIS, SOE, BSC, FBI, MI

II. Language focus

Task 1. *Colloquial English.*

a) Find in the chapter the sentences with the same meaning and replace the words in *italic* with the appropriate collocations.

1. People will think we are *having a romantic relationship*.
2. I just feel I need to be *better informed*.
3. *I don't know exactly*, to tell the truth. As soon as I know *I'll provide you with information*.
4. *Your source owns something very valuable*.
5. *As far as I understand* you're not married.
6. I unlocked my car and sat down behind the wheel, *feeling sad*.

b) In colloquial English some words are omitted (when they are easily understood) or shortened. Restore the sentences using omitted words and the full forms of the shortened ones.

1. Fancy going to the pub for a drink
2. That Verdi bloke, innit
3. Want to come and see it?'
4. 'Fraid not. How to arrange a meeting with Lord Mansfield of Hampton Cleeve.'

Task 2. Fill in the gaps with prepositions or postpositions *where necessary*.

1. 'I'm to meet him on Friday – ... his club.
2. Bobbie went to his desk and searched ... some papers.
3. He reached ... his telephone.
4. I knocked ... Dr Thoms's door
5. I have a source who worked ... this man.
6. I can't decide whether the hair doesn't go ... the beard or the beard doesn't go ... the hair.
7. I made ... my car.

The Story of Eva Delectorskaya

I. Comprehension tasks

Task 1. Rearrange the events in the order they take place in the novel.

She saw the trajectory of her journey across America as a thrown stone, heading westwards, slowly falling on New Mexico.

- a. Eva and the Mexican drove through Las Cruces and took Highway 80 heading for the Texas line.

- b. Eva promised to give the Mexican another ten thousand dollars.
- c. Eva took a turn on a gravel road sign-posted to Leopold.
- d. On the next section of her journey she spotted the crows in the observation platform.
- e. She arrived in Las Cruces in the late afternoon and found the Alamogordo Inn.
- f. She drove back to the Mesilla Motor Lodge.
- g. She drove south to Las Cruces.
- h. She found the new motel her guidebook had promised – the Mesilla Motor Lodge.
- i. She had left New York and travelled to Chicago.
- j. She had to lose shadows and couldn't go straight on to Santa Fe and Albuquerque.
- k. She handed the map and the money to the Mexican.
- l. She met her first contact in a booth in the cocktail lounge, received instructions and a map.
- m. She met her second contact in the lobby of the Alamogordo Inn.
- n. She rented a cabin and hid the map in the back of the wardrobe.
- o. She stashed 3,000 dollars with the map.
- p. She took a bus to Colorado Springs, four stops down the line to Santa Fe.
- q. She took a train to Albuquerque.
- r. She went into the first hotel she found – The Commercial – and paid six dollars in advance.
- s. She went to her cabin and saw a man there.
- t. She went to the Hotel de Vargas, her original destination where she was to meet her first contact.
- u. The Mexican made Eva drive the car.
- v. The next day she traveled to Kansas City.



Task 2. Answer the questions

1. Eva Delectorskaya arrived a day later than she planned. Why?
2. How did she get rid of the shadows in Denver?
3. Why did she take two hotels in Albuquerque?
4. What instructions did she receive from her first contact?
5. What made Eva think that the map she received was inferior material?
6. How did Eva use as a weapon against the Mexican?
7. What did she do with the car and with the body of the Mexican?

Task 3. *The calls to the Transoceanic headquarters.* Why did Eva call and what information did she receive? Match the calls and the sentences.

1st call

2nd call

3rd call

- a) She suddenly wanted to hear Romer's voice.
- b) Morris Devereux answered and she knew that Romer had been called away
- c) She decided to clear up some points about the map.
- d) Angus Wolf answered, then he called Morris Devereux.
- e) She said that she was going to Las Cruces.
- f) Devereux answered.
- g) Eva wanted to speak to the boss.
- h) Eva wanted to get some instructions about her future actions.



The fingers of her right hand that were in her hair touched the rubber eraser on the Mesilla Motor Lodge pencil that she had slipped in amongst her bunched and gathered folds of hair – one of the half-dozen new, sharpened, complimentary pencils that had been laid out on the blotter beside the notepaper and the postcards. New and newly sharpened with the name Mesilla Motor Lodge, Las Cruces, stamped in gold along their sides.

II. Language focus

Task 1. Match the words with the headings

Places to stay in:

Rooms:

Areas and spaces:

Cabin; compound; courtyard; dining-room; hotel; inn; lane; lobby;
lodge; lot; lounge; plaza; porch; quadrangle; walkway

Task 2. Words for sounds. Analyse the following sentences (1 – 6) and find the words that match the definitions given below (a – f). Note that these words are different parts of speech.

1. Her room looked out over a small faux-Pueblo courtyard with a pattering fountain.
2. Seconds later Moustache and Lantern-Jaw thundered up the stairs.
3. She experienced a strange form of inertia, an almost palpable heaviness, as if the world had stopped turning and only the swish of the Indian's broom on the cement floor was marking the passage of time.
4. A door slammed and the engine stayed running.
5. The man gave a kind of gasp-inhalation and dropped his gun with a clatter.
6. The car toppled over the gulley rim and she listened to the heavy thump and tear of metal as it nosedived to the gulley floor.

- a) a loud noise produced by hard objects knocking together;
- b) soft sound made by something moving quickly, especially through the air;
- c) the sound that is made by something repeatedly hitting a surface quickly and lightly
- d) a loud dull sound when something heavy hits the ground or another object;
- e) to make a very loud deep noise like the one you hear after a flash of lightning, during a storm;
- f) to shut, or to make something shut, with a lot of force, making a loud noise;

Chapter 10

Meeting Lucas Romer

I. Comprehension Tasks

Task 1. *Romer's portrait.* Complete the table with the words given below.

| | |
|-------|--|
| nose | |
| hair | |
| mouth | |
| lips | |
| beard | |
| eyes | |

big hooded; conspicuous; full; heavy; incipient; not relaxed; pale grey-blue; rather slack; set; thinning at the front

Task 2. Answer the questions



Ladies' Drawing Room at Brydges'

1. Ruth Gilmartin was to meet Lucas Romer at the gentlemen's club. Where did she go before meeting him?
2. Where did she wait for Lucas Romer in the club?

3. *I want to ask you a question, if you don't mind, Miss Gilmartin, before we begin our fascinating interview.* What question did Lucas Romer ask Ruth?
4. At what moment during the interview did Romer decide not to grant it?
5. What names was Ruth to mention in the interview?
6. Why did Romer decide not to give this interview? How was it explained by Sally Gilmartin?
7. Was Ruth disappointed by the outcome of the interview?
8. Why did she go to her mother that evening?
9. What information did Sally Gilmartin manage to obtain after the interview?

Task 3. Mark the following turns with *L* if it is said by Lucas Romer or *R* if it is said by Ruth.

1. My uncle was involved in BSC.
2. I admit nothing.
3. Because I don't believe a word you've told me.
4. I've been completely honest with you.
5. Your privilege.
6. I hope I haven't wasted too much of your time.
7. I have an excellent lawyer.
8. Is that a threat?

II. Language focus

Task 1. a) Which word is odd?

Lapel, pocket, fringes, ledger

Maroon, crisp, verdigris, chartreuse,

Fanlight, ogees, clipboard, entrance,

Celery, carpet, shades, sconces,

b) Match the headings to the four groups of words (Task 1 (a))

Architectural details

Details about dress

Colours

Interior details

The Story of Eva Delectorskaya

I. Comprehension Tasks

Task 1. *Proper names*. Match the names and descriptions.

| | |
|--------------------|--|
| 1. Elias Belmonte | a) a group that opposed entry of the United States into World War II |
| 2. Belmonte Letter | |
| 3. Machiavelli | b) an American Nazi organization established in the 1930s |
| 4. Hoover | |
| 5. Hopkins | c) an Italian historian, philosopher, humanist and writer, a founder of modern political science |
| 6. The Bund | |

| | |
|-----------------------|---|
| 7. America First | d) Bolivia's Military Attache in Berlin and an ardent pro-Nazi, involved in a German plan for a coup d'etat in Bolivia |
| 8. William Stephenson | e) Britain's intelligence chief in the Western Hemisphere during World War II f) one of Franklin Delano Roosevelt's closest advisers g) the document to Bolivia's German Minister Wendler intercepted by BSC h) the first Director of the Federal Bureau of Investigation (FBI) of the United States |

Task 2. *Eva's returning to New York.* Arrange the events in the order they occur.

- a) Eva calls BSC.
- b) Eva decides to speak to Romer at the station.
- c) Eva instructs Romer how to meet her.
- d) Eva reaches Romer and asks him to follow her.
- e) Romer tries to convince Eva that nobody from their team could sell her out.

Task 3. Fill in the gaps. Use not more than two words to fill each gap.

- 1. It took Eve _____ days to get to New York.
- 2. She phoned Transoceanic and it was _____ who answered the call.

3. Eva said that she would call on _____ number the _____ day.
4. Eva could use her passport for _____.
5. If she went to _____ it would be easier to be inconspicuous.
6. In _____ otherwise she'd _____.
7. The best place for her to disappear was _____ for she could bury herself underground in a sizeable _____ community.
8. She could not make up her mind before telling _____ what happened.

The Events in Las Cruces and their consequences

Task 4. Match the halves

| | |
|---|---|
| 1. Eva called the police and | a) anonymously reported a crashed car. |
| 2. Eva didn't plan to kill de Baca | b) had died due to an unlucky accident or had been killed |
| 3. The dead body of the Mexican detective de Baca | c) from BSC |
| 4. The Events in Las Cruces provided London | d) from the FBI |
| 5. The Events in Las Cruces turned suspicion away | e) she only wanted to immobilize him and run. |
| 6. The investigation couldn't explain whether de Baca | f) was found near the border with a sizeable amount of cash and a portion of a map. |
| 7. The map reached President Roosevelt | g) with some extra arguments aimed at involving America into the war. |



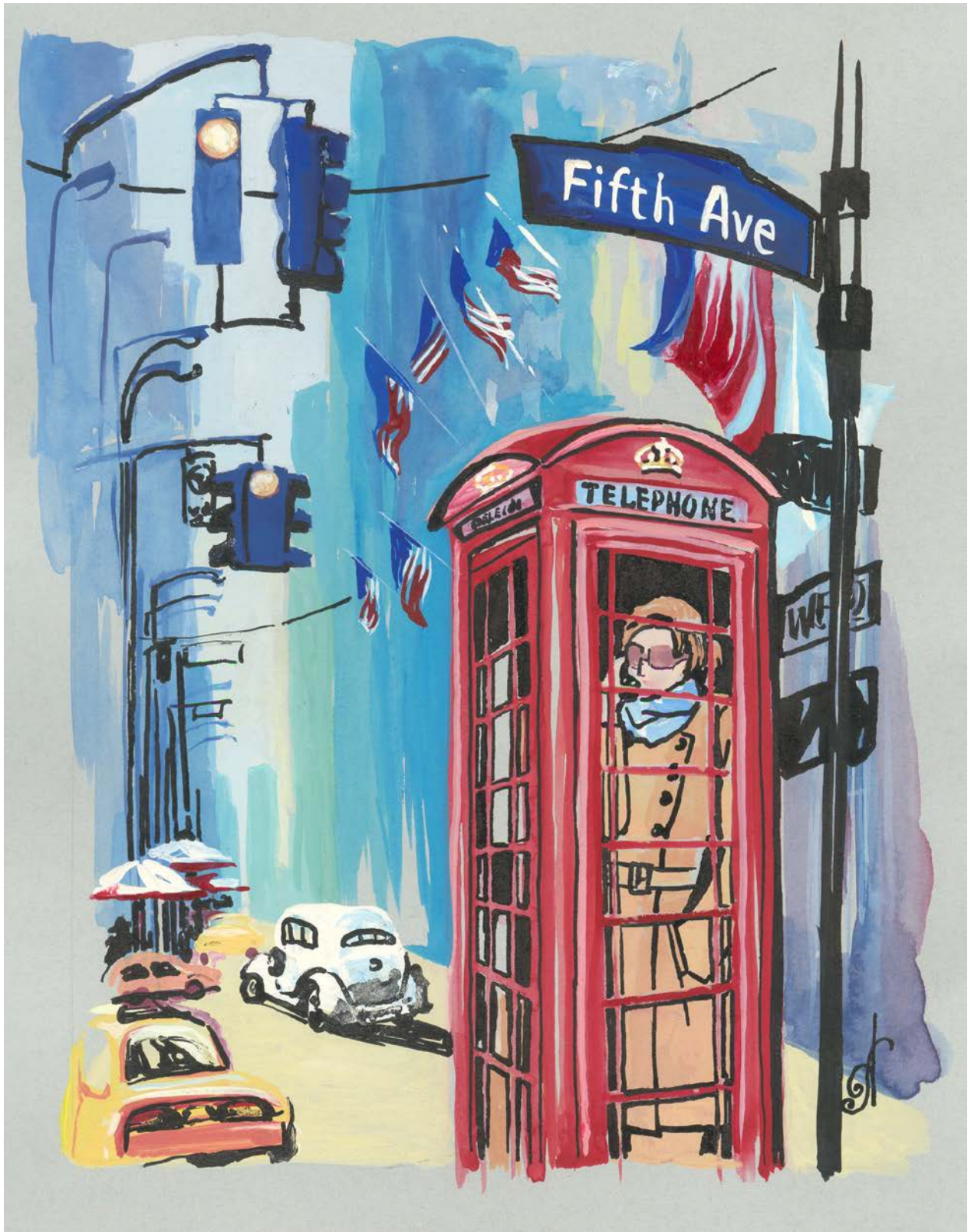
But first I went to the ladies' lavatory and considered myself in the mirror. What did this portrait say of the sitter? My hair was down, thick and long and freshly washed, I was wearing a pale pink lipstick and my usual dark eyeshadow. I had on a newish black trouser suit with ostentatious white stitching on the seams and the patch pockets – and I had my platforms on under the trousers. I was tall – I wanted to be tall today – and I thought I looked pretty damn good. The worn leather briefcase I was carrying added a nice incongruous touch to the picture, I felt.

Task 5. True/false sentences

1. Eva was meant to be found dead in the desert with a map of Mexico and 5,000 dollars.
2. The crows following Eva in Denver were standard FBI agents.
3. Eva believed standard FBI agents to be very professional.
4. The crows in Las Cruces were too good to be from the FBI.
5. Morris was sure that the crows in Denver and Las Cruces were two separate lots of agents.
6. Eva was instructed to check the map before giving it to Raul.
7. The aim of German-American Bund was to involve America in the war against Germany.
8. The aim of the crows in Las Cruises was to compromise the BSC.
9. Morris Devereux suspected that there was a ghost form the German Security Service in BSC.

Task 6. *Morris's Death*. Answer the questions

1. Why did Morris want to see Eva? Could he speak to her over the phone?
2. Morris didn't appear at the cartoon theatre and it didn't make Eva concerned. Why?
3. How did Eva get into the apartment block where Morris lived?
4. How did Romer explain Morris's death?
5. What mistake did Eva make?
6. What made Eva understand that Romer would get rid of her?
7. How much time did she have to escape?
8. Why did Eva start a row at the station?
9. Where did Eva decide to fly to?
10. How did she get to Canada?



She called Sylvia's number at BSC exactly at 4.01 p.m. She was standing at a pay phone outside the entrance of the Rockefeller Center on Fifth Avenue.

II. Language focus

Task 1. Choose the appropriate explanation for the sentences

1. Take your time.

- a. You should do everything in time
- b. You shouldn't waste your time
- c. You shouldn't rush

2. We're tight.

- a. It is very difficult to become a member of this organization
- b. A leakage of information is impossible
- c. The organization is very secret

3. It was a very close-run thing.

- a. It is a very risky situation. (The situation almost ended badly)
- b. She was followed very closely.
- c. It is difficult to understand.

4. It doesn't add up.

- a. It doesn't make sense.
- b. It doesn't fit me.
- c. I don't like it.

Chapter 11

Begging with Threats

I. Comprehension Tasks

Task 1. Answer the questions

1. Why did Ruth decide to examine the room where Ludger and Ilse lived?
2. What did she find there?
3. What did Hamid bring when he came for his lesson?
4. Why did Ruth phone Constable Frobisher?
5. Who did Ruth go to the demonstration with and who did she meet there?

Task 2. The information in the following sentences is incorrect. Change the sentences so that they correspond to the context of the chapter.

1. Ilse was wanted by the police because she was a thief.
2. After the demonstration Frobisher told Ruth the police was sure that Ilse was in Oxford.
3. Ilse didn't like Oxford and wanted to return to Dusseldorf as soon as possible.
4. Jochen liked both Ilse and Ludger.
5. Hamid was going to Iran.
6. Reading the story of Eva Delectorskaya made Ruth feel like a spy.
7. Ruth phoned Constable Frobisher and promised to inform the police about suspicious foreign students.

8. The demonstration outside Wadham Colledge was unusually small.
9. English students participating in the demonstration were very outraged and rebellious as they understood that their freedom and independence were at stake.

II. Language Focus



The place looked as if refugees had been holed up there.

Task 1. Arrange the words into pairs of synonyms

banter; bother; cogent,
clandestine; connoisseur;
covert; expert; frolic;
harass; lark; pedantic;
persiflage; priggish;
provenance; source,
persuasive

Task 2. Word-formation. Use derivatives of the words in brackets to fill in the gaps.

The place looked as if _____ (REFUGE) had been holed up there for a month or so. There were two _____ (INFLATE) mattresses on the floor with _____ (ZIP) sleeping-bags on them that served as beds. There were small stashes of food and drink here and there as if the _____ (OCCUPATE) were expecting to _____ (GO) a short siege of some kind. In one corner I saw a _____ (BULK) rucksack – ex-army – that I supposed was Ilse's.

I very carefully noticed its position against thinking that she might have placed some snares. 'Snares,' I said out loud, and forced an _____ (IRONY) chuckle: I was spending too much time in my mother's past, I thought to myself – and yet had to admit that here I was indulging in a clandestine search of my _____ (LODGE) room. I _____ (DO) the buckle and rummaged inside. I found something the size of a half-brick wrapped in kitchen foil. I knew what this was and smelt it: dope, marijuana. I _____ (PEEL) a corner of the foil and saw a dense dark-chocolate mass. I felt strange _____ (SECRET) investigating other people's _____ (BELONG).

Task 3. Analyse the following extract and find the words that match the definitions given below.

Suddenly the police started to call and gesture to each other. All traffic was stopped and a motorcade of cars led by two outriders with flashing lights came at some speed down Broad Street. The noise of the jeering and the shouting became shrill as the cars stopped and the bodyguards stepped out, shielding a small figure in a silk turquoise dress and short jacket. I saw dark, lacquered bouffant hair, big sunglasses and, as she was ushered quickly towards the porters' lodge and the nervous dons in the welcome committee, the eggs began to fly. I thought that the sound of their cracking open as they hit was like distant gunshots.

- a) _____ – (of a person's hair) in a style that raises it up and back from the head in a high round shape;
- b) _____ – a greenish-blue colour;

- c) _____ – a person who rides a motorcycle or a horse in front of or beside the vehicle of an important person in order to give protection;
- d) _____ – a teacher at a university, especially Oxford or Cambridge;
- e) _____ – to take or show somebody where they should go²;

The Story of Eva Delectorskaya

I. Comprehension Tasks

Task 1. Answer the questions

1. When did Eva Delectorskaya cross the Canadian border? What war event took place on that day?
2. Where did she go on the 8th of December?
3. What identification document did she use?
4. How did she explain the fact that she, a British citizen, happened to be in Canada?
5. Why did she decide to work for the Ministry of Supply?
6. Where did she live?
7. How much time did she spend in Richmond House?
8. When and why did she leave Richmond House?
9. Who is Mr Comeau?
10. Why did Mr Comeau try to persuade Eva to stay in Ottawa?
11. What help did Eva received from Mr. Comeau?

² Definitions are taken from *Oxford Advanced learners' dictionary*//
<http://oald8.oxfordlearnersdictionaries.com/dictionary>

Task 2. Choose the correct alternative

1. From the border village Sainte-Justine Eva went to
 - a. Ottawa
 - b. Toronto
 - c. Montreal
2. Eva learned about Pearl Harbor
 - a. the very day the attack happened
 - b. the next day after the attack
 - c. in a month after the attack
- 3 Eva/Mary started working for a governmental body because
 - a. she could earn enough money to pay her subsistence.
 - b. she knew she would be secure from BSC.
 - c. it could give her an opportunity to return to Britain.
4. Eva rented a room in a boarding house and
 - a. spent all her free time there.
 - b. went there only to sleep.
 - c. spent only one night there .
5. To explain how she had come to Canada Eva invented a story that she moved to her fiancé in
 - a. British Columbia
 - b. Alberta
 - c. Quebec
6. When leaving the boarding-house Eva told Mr. and Mrs. Richmond that she had to urgently move back to
 - a. the city where she parted with her fiancé.
 - b. the city where her father lived.
 - c. the city where she was born.
7. Eva learned that her application for the London posting had been approved. She was informed by

- a. Mr Comeau.
- b. one of her colleagues.
- c. a clerk from Personnel.

8. When Eva changed the Richmond Guest House to the Franklin Hotel she had to pay for her stay

- a. two times more
- b. three times more
- c. four times more



Eva's Christmas Day

9. Eva rented a room in the Franklin Hotel and

- a. spent all her free time there.
- b. went there only to sleep .
- c. spent only one night there.

10. Eva spent Christmas with

- a. Mr Comeau and his family
- b. alone
- c. Paul Witoldsky

Task 3. Use the words to fill in the gaps.

Eva understood that her ... ¹ from New York would hardly be ignored by BSC. In Ottawa she rented a room in a ... ² on a quiet street. She chose Bradley Street because its location made it easy to ... ³ anything unusual occurring. She noted down the names of the ... ⁴ of the twenty-three houses on Bradley Street and kept ... ⁵ of the comings and goings in ... ⁶ chats with Mrs Richmond. When she saw

a car that ... ⁷ to neither of the neighbors she became alert. Eva wondered if there was already a ... ⁸ team looking for her. She packed her small ... ⁹ and told Mr. and Mrs. Richmond that she had to leave ... ¹⁰. She moved to a large central hotel which could provide her greater ... ¹¹ and anonymity. In the boarding-house bed and breakfast was ... ¹² at ten dollars a week. Her ... ¹³ room at the Franklin Hotel cost three dollars a night. She had also spent some money from her dollar supply to buy a bulky ... ¹⁴ coat against the Canadian cold. There were more than three weeks to go until her ... ¹⁵ back to Britain. Eva realised she was going to run out of money. She knew that Mr Comeau was ... ¹⁶ to her and decided to ... ¹⁷ a hundred dollars from him.

attracted; beaver; belonged; boarding-house; borrow; BSC; casual; disappearance; grip; offered; owners; security; single; spot; track; urgently; voyage;

II. Language Focus

Task 1. Arrange the words into pairs of synonyms

consider; contemplate; discreet; inspection; let down; muster; offend; recalcitrant; refund; reimburse; resistant; unostentatious

Task 2. Match a verb from A with a noun from B to make a phrase

| A | B |
|------------|---------------------|
| 1. approve | a) the inspection |
| 2. catch | b) one's energy |
| 3. erase | c) the application |
| 4. keep | d) the bus |
| 5. log | e) the next move. |
| 6. ponder | f) the registration |
| 7. sap | g) track |
| 8. survive | h) tracks |

Task 3. Fill in the gaps with prepositions or postpositions *where necessary*.

1. She was ...^a 100 per cent sure,
2. Eva slept ...^b twelve hours
3. She always felt safer ...^c work
4. Eva dipped ...^d her dollar supply to buy a bulky beaver coat ...^e the cold that was growing as Christmas approached.
5. Comeau searched ...^f his papers.
6. There was a new draft of five 'young women' from the Ottawa ministries leaving St John ...^g 18 January ...^h Gourock in Scotland.
7. Eva felt sorry ...ⁱ him.
8. On her second day back ...^j work, just before the office closed ...^k the evening, she asked if she could see Mr Comeau.
9. She knocked ...^l his door and was admitted.

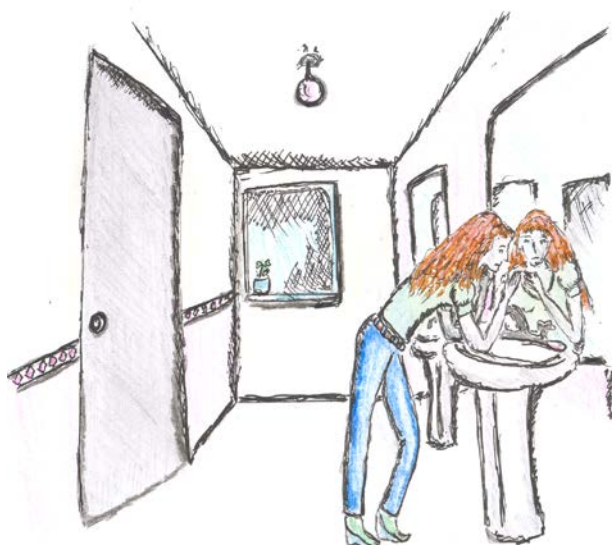
Chapter 12

SAVAK

Comprehension Tasks

Task 1. Do some research and find out what SAVAK is.

Task 2. Make sentences complete. Use NOT MORE than 4 words to fill in the gaps.



Eva at the Captain Bligh

1. Hamid was having his farewell party _____.
2. _____ looked too exotic for Captain Bligh.
3. _____ clearly were an item.
4. Hamid had _____ except Ruth.
5. Engineers learning English with Oxford

Plus this season were mainly from _____.

6. These engineers worked for _____.
7. The next day Hamid was leaving for _____.
8. Hamid didn't drink alcohol because _____.
9. Hamid spoke _____ with his Iranian friends.

Task 3. Study the words and phrases and say which of them you wouldn't use in a description of Captain Bligh.

ashy, just suitable for Bérangère, puddled, raucous, smoky, too exotic

Task 4. Choose the words to describe clothes worn by Hamid.

a tie-dyed T-shirt, cornflower-blue shirt, faded denim jeans, high boots, leather jacket, straight-legged jeans

II. Language Focus

Task 1. Choose the appropriate explanation for idiomatic expressions

1. They clearly were an item

- a) They had a lot in common.
- b) They looked very much alike.
- c) They were a romantically involved couple.

2. I heard it on the grapevine

- a) An indication that information was not intended to be divulged.
- b) An indication that information was obtained via an informal contact.
- c) An indication that information was obtained through a special system of signals.

Task 2. Choose a synonym for the word in bold

1. transpire

- a) escape
- b) happen
- c) to look through

2. daintily

- a) casually
- b) gracefully
- c) nonchalantly

3. brusque

- a) gloomy
- b) smooth
- c) surly

4. impending

- a) coming
- b) obligatory
- c) raucous

5. lucid

- a) clear
- b) vague
- c) solemn

The Story of Eva Delectorskaya

I. Comprehension Tasks

Task 1. Make sentences complete. Use NOT MORE than 4 words to fill in the gaps.

1. Blytheswood lived in _____ of London.
2. Alfie was told that _____ were ghosts.
3. Eva was aware of the risks involved in conversation with Blytheswood but he was the only person to give her information about _____.
4. Angus and Sylvia perished when _____ from the States.
5. Eva was shocked at the news that _____.
6. Eva understood that AAS Ltd _____.
7. Eva warned Alfie to be careful _____.
8. Eva warned Alfie not to tell _____.

Task 2. Mark the sentences true or false

1. Eva left Canada with other government secretaries to be transferred from Ottawa to the London Embassy.
2. It took them ten days to reach Gourock.
3. From Gourock Eva and her colleagues were taken to Liverpool.
4. Eva stepped off the train at Peterborough.
5. Eva left the train without leaving any note as to the reason for her departure.
6. She stayed in Battersea where she was known as Lily Fitzroy.
7. She spent a few nights in Mrs. Anderson's home.

8. Eva was sure that with her new name and new passport she could truly feel at ease in Battersea.
9. Eva decided to meet Alfie Blytheswood to discuss with him how to organize the work of AAS. Ltd in Britain.

Task 3. Rearrange the sentences to describe the order of events



Eva in war-time London

1. She visited the bomb-site to find the usual fuming moonscape of dereliction.
2. Behind the barriers small crowds gathered and looked forlornly on, talking about the senselessness, the mindlessness, the agony and the tragedy.
3. Eva caught a bus to Deptford the next day and went in search of the destroyed blocks.
4. Eva heard the news of the raids on Rotherhithe and Deptford on the radio.
5. Eva looked around, acting disorientated, as if she were still concussed, still in shock.
6. Eva read of a charitable-trust estate block in Deptford destroyed with eighty-seven people feared dead. Among them were the Fairchilds with their five children.
7. Eva took a taxi to a police station in Rotherhithe.

8. She banged her head hard against the rough brick embrasure of her window until the skin broke and the blood began to flow.
9. She booked into a hotel near Victoria Station.
10. She had provisional identity papers by the end of the day and a ration book with a week's supply of coupons.
11. She paid her two months' rent in advance and left.
12. She was told to report to a Home Office department in Whitehall within a week in order to have everything regularised.
13. She went back home to Battersea and told Mrs. Dangerfield about her leaving for Scotland.
14. When she was sure no one was looking she gently threw her passport into the heart of the flames.

II. Language Focus

Task 1. Arrange the words into pairs of synonyms

Acceptable, conceal, cozy, cruel, damnable, disguise, eligible, ghoulish, guileful, insufficient, irritation, meager, perfidious, petulance, remorseless, snug;



'Sally Fairchild,' she said. And she felt the past fall from her like loosened shackles. She stepped closer to Sean Gilmartin as he presented her with her half pint of shandy, as close as she could without touching him, and she lifted her face to his quietly knowing, quietly smiling eyes. Something told her that the story of Eva Delectorskaya had come to its natural end.

Task 2. Word building. Use the derivatives of the words in brackets to fill in the gaps.

The convoy had left St John, New Brunswick, on 18 January 1942, as planned. It was a _____ (STORM)¹ crossing but, apart from the bad weather, _____ (EVENT)². There were twenty passengers on their ex-Belgian cargo ship – the SS Brazzaville – carrying aero-engines and steel girders: five government secretaries from Ottawa transferring to the London embassy, half a dozen officers from the Royal Regiment of Canada and an assortment of _____ (DIPLOMAT)³ staff. The heaving ocean kept most of the passengers to their cabins. Eva shared hers with an _____ (ORDINATE)⁴ tall girl from the Department of Mines, called Cecily Fontaine, who needed to vomit every half-hour, as it turned out. From time to time Eva would venture on deck to gaze at the grey sky, the grey turbulent water and the grey ships with their belching smokestacks butting and smashing onward through the waves and _____ (JAG)⁵ swells – _____ (APPEAR)⁶ in _____ (EXPLODE)⁷ of wintry spume from time to time – gamely making for the _____ (BRITAIN)⁸ Isles.

The first day out of St John they did their life-jacket evacuation drill and Eva hoped she'd never have to trust her person to those two canvas-covered cork-filled pillows she slipped over her head. The few _____ (SEASICK)⁹ survivors gathered in the mess under naked light bulbs to eat _____ (HORROR)¹⁰ tinned food three times a day. Eva marvelled at her _____ (REDOUTABLE)¹¹: four days into the voyage, only three of them were mustering for meals. One night a particularly large wave wrenched one of the Brazzaville's lifeboats from its davits and it proved _____ (POSSIBLE)¹² to winch it back into its original position. The Brazzaville slipped back

through the convoy because of the lifeboat's drag until – after _____ (FURY)¹³ signalling between the accompanying _____ (DESTROY)¹⁴ – it was cut free and allowed to drift away into the Atlantic. The thought struck Eva that if this _____ (MAN)¹⁵ lifeboat was found drifting wouldn't it be assumed that its mother ship had gone down? Perhaps this could be the little bit of luck she was looking for. She did not rest her hopes upon it, however.

Task 3. Read the extract from the chapter starting with 'The first day out of St John' up to 'she had hidden beneath the floorboards'. Find the phrases, analyse the context, identify the meaning and choose the correct explanation.

1. seasickness survivors

- a) people who didn't suffer from seasickness
- b) people who survived in a shipwreck
- c) special medicine which helps to overcome seasickness

2. destroyer

- a) a small, fast, highly maneuverable warship armed with guns, torpedoes, depth charges, and guided missiles.
- b) an artificial intelligence machine, created to destroy humans.
- c) special tools used to clear up a bomb-site.

3. mother ship

- a) a ship that carries a fleet or squadron commander and bears the commander's flag
- b) a special ship for carrying mothers with children

c) a vessel that carries a smaller vessel which in its turn may operate separately.

4. sleeper

- a) a drug that induces sleep
- b) a person, animal, or thing that sleeps
- c) a railway sleeping car or compartment

5. all told

- a) amount totaled up, including all parts
- b) information delivered
- c) public informed

Task 4. *Proper names*. Identify the meaning of the words given in italic. You may need to do some research.

1. *Jerries* were waiting for them.
2. She spent a few nights in Mrs Dangerfield's *Anderson* shelter at the bottom of her narrow garden.
3. Morris's suicide, then a leak of information about a *Sunderland* flight from Lisbon to Poole – date and time – and a high-ranking soldier on board as cover...

Chapter 13

Face to Face

I. Comprehension Tasks

Task 1. Match the dates and events

| | |
|-------------|---|
| 1941 | a) A Ifie Blutheswood dies |
| End of 1941 | b) Eva flees to Canada from New York |
| Spring 1942 | c) Operation in Las Cruces |
| Spring 1942 | d) Ruth Gilmartin is born |
| 1944 | e) Sally Fairchild marries Sean Gilmartin |
| After WWII | f) Sally Fairchild travels to Ireland to meet her future parents-in-law |
| 1949 | g) Serge Delectorsky dies in France |
| 1957 | h) The Gilmartins move to Oxfordshire |

Task 2. Restore the dialogue filling in the gaps with the words given below. Act out the dialogue.

Ruth: 'Is everything all right, Sal?'

Sally: 'You know there was an _____¹ woman killed in Chipping Norton the day before yesterday.'

Ruth: 'No. Killed how?'

Sally: 'She was in a wheelchair, _____² her shopping. She was _____³ by a car that _____⁴ the pavement.'

Ruth: 'How awful... Drunk driver? _____⁵-rider?'

Sally: 'We don't know. The driver of the car ran away. They haven't found him yet.'

Ruth: 'Can't they _____⁶ him from the car?'

Sally: 'The car was _____⁷.'

Ruth: 'I see... But what's it got to do with you.'

Sally: 'Doesn't it make you think? I've been in a _____⁸ recently. I often shop in Chipping Norton.'

Ruth (*laughing*): 'Oh, come on,'

Sally: 'You _____⁹ don't understand, do you?' she said. 'Even after everything I've told you. You don't understand how they operate.'

Ruth (*diplomatically*): 'We'd _____¹⁰ go. Thanks for looking after the boy. Did he behave well? '

Sally: _____¹¹. Excellent company.'

better, doing, elderly, hit, identify, impeccably, joy, mounted, still, stolen, wheelchair,

Task 3. Make sentences complete

1. In Sally's kitchen Ruth saw...
2. Ruth found Sally's behaviour odd ...
3. Jochen explained that Sally
4. Ruth found the key to the explanation of all abnormalities in ...
5. In the fireplace Ruth found

Task 4. Answer the questions

1. Where did Ruth decide to look for her mother?
2. Was Sally surprised to see her daughter in Knightsbridge?
3. What did Sally plan to do in Knightsbridge?
4. Why did she choose Sunday evening?
5. Why did Sally want Ruth to be with her?



The style was English country house, 1930s: a few good dark pieces of furniture – a bureau, a glass-fronted cabinet with faience inside – rugs on the floor and comfortable, old sofas with throws and cushions, but the paintings on the wall were contemporary.

Task 5. Read the dialogue. Mark the turns with *E* for Eva and *L* for Lucas

- a) 'Hello,'
- b) 'Who're you?
- c) 'Eva Delectorskaya, who would have thought?
- d) 'I suppose you'd better come in,' no doubt you have something you want to tell me.'
- e) 'What do you want?'
- f) 'I just want to tell you that she knows everything. I wrote everything down, you see and gave it to her – she has all the pages'.
- g) 'I just wanted to tell you that your secret years are over'.
- h) 'Everyone is going to know, very soon, what you did. "It's finished.'
- i) 'Fine. I'll sue you and you'll go to prison. You can't prove a thing.'
- j) 'I wanted you to see me. To let you know that I was still very much alive.'
- k) 'We lost you in Canada. Once we realised that was where you must have gone. You were very clever'.
- l) 'You should know that your file was never closed. We can still arrest you, charge you, try you. I just need to pick up this telephone – you'd be arrested before the night was over, wherever you happen to be.'
- m) 'Why don't you do it, then? 'Have me arrested. Go on. But you won't do that, will you?'
- n) 'As far as the British government is concerned you're a traitor,'
- o) 'Oh yes, yes, of course,' We're all traitors: me and Morris and Angus and Sylvia. A little nest of British traitors in AAS Ltd. 'It's all finally gone wrong for you. Face it.'

- p) 'It all went wrong at Pearl Harbor. Thanks to the Japanese – Pearl Harbor rather fucked everything up.'
- q) 'You should have left me alone. You shouldn't have kept looking for me – I wouldn't have bothered with all this.'
- r) 'What on earth are you talking about?'
- s) 'I know you won't do anything stupid. You're not stupid, so why don't you put it away?'
- t) 'I just wanted to know what it would be like to have you at my mercy
- u) 'I could happily kill you now, so easily, and I just wanted to know what that moment would feel like. You can have no idea how imagining this moment has sustained me, for years and years. I've waited a long time. And I can tell you it was worth every second.'
- v) 'These people are leaving,'
- w) 'Goodbye. 'Remember this evening. You'll never see me again.'

II. Language Focus

Task 1. Match idioms and explanations

| | |
|------------------------|---|
| 1. Joy-rider | a) a small measure of drink, intended to cure a hangover |
| 2. Step out of line | b) a successful criticism or an effective point in argument |
| 3. The hair of the dog | c) misbehave; to deviate from normal, expected, or demanded behavior |
| 4. Worse for wear | d) someone who steals cars in order to drive around in them at high speed |
| 5. Touché | e) something shabby and worn |

Task 2. Which word is odd?



Jochen in his granny's garden

1. slug, vice, hacksaw, corkscrew
2. dill, salmon, cucumber, crescent
3. tweed, flannel, mascara, suede,

4. limb, decanter, glass, carafe,
5. creases, shovel, poker, tongs
6. ally, arc, balcony, transom

Task 3. Match the words and their definitions

| | |
|-------------------|---|
| a) entanglement | a) an obstacle used to stop or hamper the forward movement. |
| b) exhilarated | b) confusing or puzzling, bewildering |
| c) impeccably | c) excellently, marvelously |
| d) impenetrable | d) having no flaws, perfect |
| e) peachily | e) impossible to understand |
| f) perplexing | f) making lively and cheerful |
| g) remonstrations | g) the act of expressing earnest oppositions or protest |

Task 4. Conversion. Fill in the gaps with the proper forms of the verbs given below.

1. Sean Gilmartin, with his diplomatic-corps connections and influence, had ... the processes involved in Sally Fairchild acquiring a new passport and other documentation.

2. In the face of these joint remonstrations Jochen ... off some more and crouched down on his haunches to watch the hedgehog cautiously unroll.
3. It was Saturday evening and the sun was ... into the usual dusty haze that did duty for dusk in this endless summer.
4. I went out to the garage where she had a small work-bench and kept her gardening implements (always ... and neatly racked away).
5. I took the sandwich and ... down a couple of mouthfuls: I was suddenly hungry and the sandwich was very tasty.
6. I began to wish that Romer wouldn't come home, that he'd gone away for a holiday to Portofino or Saint Tropez or Inverness, or wherever types like him....
7. At the far end of the crescent the big Bentley ... round the corner.
8. A light came on in the transom of number 29 and simultaneously the garden lights were illuminated, shining on the ... path to the front door, a cherry tree, a stone obelisk in the hedge corner.
9. I thought: she looks very beautiful, as if some sort of miraculous rejuvenation were taking place and the intervening thirty-five years of ... were being erased.
10. All the same, I ... my mother's triumph over him – I felt like cheering, whooping with delight.
11. But, I realised something else had ... her into acting now, after all these years.
12. And so, resourceful, clever Eva Delectorskaya had ... a little drama that had drawn her daughter – her necessary ally – into the plot against Lucas Romer.
13. He can't lay a finger on you. You told him – you ... him to pick up the phone.'

age, back, challenge, engineer, flag, lower, nose, oil, savour, smooth, trigger, vacation, wolf

Chapter 14

A True-Blue English Gentleman

I. Comprehension Tasks

Task 1. Match the halves of the sentences

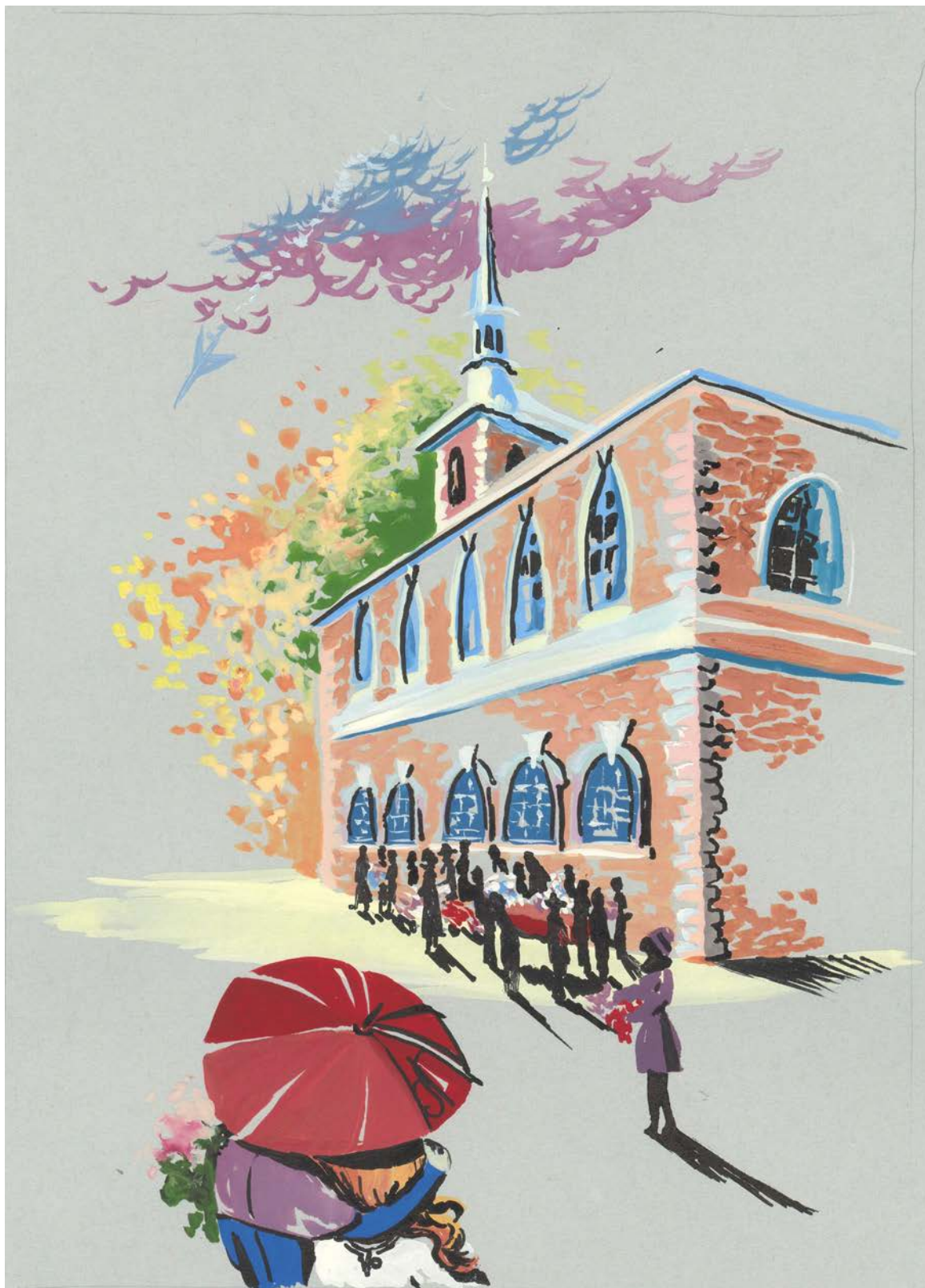
| | |
|---|---|
| 1. The church service for Lucas Romer | a) the portrait from the National Gallery had been frequently reproduced |
| 2. It was announced that | b) Lord Mansfield of Hampton Cleeve's memorial service |
| 3. Prominent but rather sketchy newspaper obituaries summarized Lucas Romer's war-work as | c) took place on a rainy September morning ' |
| 4. His publishing career was highlighted as | d) for the intelligence services, later rising to a senior position within GCHQ |
| 5. Dignitaries, actors, writers were present at | e) if they were commemorating the passing of a great literary figure |
| 6. Lucas Romer died the night after | f) Ruth and Sally visited him in his Knightsbridge house. |
| 7. Instead of photographs | g) Lucas Romer died from a 'massive heart attack' |

Task 2. Mark the sentences true (T) or false (F)

1. Timothy Thoms published a book titled “The Story of Eva Delectorskaya”.
2. The discovery of the Brazilian map could have fostered US public opinion to join the war in the Allied cause.
3. Hitler declared war on the USA in 1941.
4. The material Sally Gilmartin gave provided an account on the extend of the British Intelligence operations in the Soviet Union.
5. Morris Devereux learned about Soviet agents in the British security services from Nekich.
6. Morris thought Romer was an Abwehr ghost.
7. Timothy Thoms thought Romer was a German agent.

Task 3. Answer the questions

1. When did the events in Las Cruces take place?
2. What were the Japanese plans at that time?
3. How did Moscow get to know about these plans?
4. Did Moscow want the USA to be involved in the war in Europe?
Why?
5. How did the British Secret Service act at that time?
6. What counter-attack of the Russians against the British Secret Service seemed logical?
7. What events made the USA to enter the war?
8. Roosevelt's speech. When was it delivered?
9. What arguments did Timothy Thoms use to prove that Mr A was a Russian agent?
10. How did he assess the work of Mr A done for the Russians?



MY MOTHER, JOCHEN AND I stood close together under my new russet umbrella on the pavement outside the entrance to St James's Church, Piccadilly. It was a cool, drizzly September morning – packed seal-grey clouds moved steadily above us – as we watched the dignitaries, guests, friends and family arrive for Lord Mansfield of Hampton Cleeve's memorial service.

Task 4. Proper names. Match the names and their descriptions.

| | |
|------------------------|--|
| 1. Abwehr | a) one of the greatest spies in history, worked for the Soviet Union, a source of inspiration for Ian Fleming's James Bond |
| 2. Albion | b) British-born intelligence officer and double agent, who worked for the Soviet Union, part of the Cambridge Five spy ring. |
| 3. Burgess | c) a British diplomat and member of the Cambridge Five, worked closely with Burgess, for his espionage activities was brevetted as a colonel in the Soviet KGB. |
| 4. Maclean | d) a high-ranking member of British intelligence who worked as a double agent , served as both an NKVD and KGB operative, was given the nickname Kim by his father, after the spy hero of a Rudyard Kipling novel. |
| 5. Philby | e) ring of spies, recruited by Soviet intelligence, passed information to the Soviet Union during World War II |
| 6. Richard Sorge | f) an Indian-born British actress, one of the most beautiful actresses of her day |
| 7. the Cambridge spies | g) the oldest known name of the island of Great Britain. Today, it is still sometimes used poetically to refer to the island |
| 8. Vivien Leigh | h) a German military intelligence organization from 1921 to 1944. |

Task 5. Decode the acronyms

Much of what he told me was over my head ... – clustering acronyms and names of residents and recruiters ... and so on.

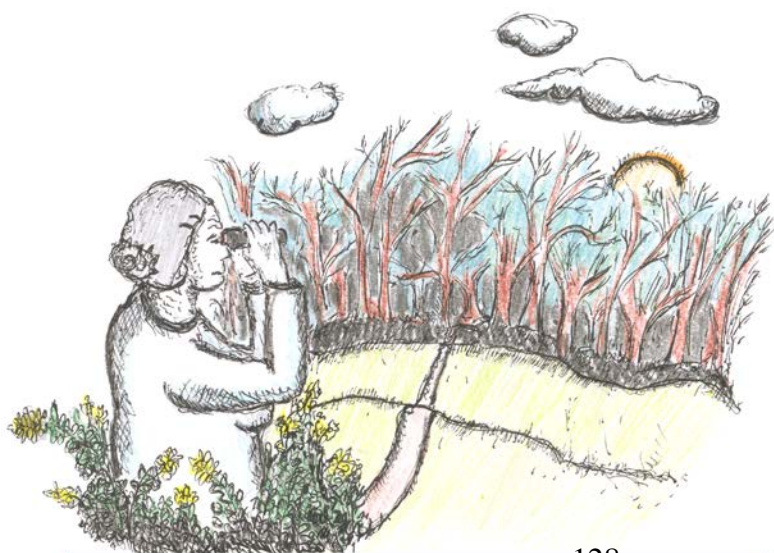
a) GCHQ, NKVD, BSC, FBI

II. Language Focus

Task 1. Match the idioms and their explanations.

| | |
|---------------------------|---|
| 1. just around the corner | a) of inflexible honesty and fidelity |
| 2. smoking gun | b) of great worth and reliability |
| 3. go the extra mile | c) going to happen very soon |
| 4. salt of the earth | d) to try harder to please someone or to get the task done correctly |
| 5. true-blue | e) something that serves as indisputable evidence or proof, especially of a crime |

Task 2. Word building. Use the derivatives of the words in brackets to fill in the gaps



Three weeks later we sat in the garden of her cottage on a Saturday afternoon. It was a (SUN)¹ day, but (BEAR)²:

the (END)³ heat of the summer was a memory now – something to reminisce about – now we welcomed a bit of early-autumn sunshine, with its fleeting (WARM)⁴. I could see the ancient oaks and beeches of Witch Wood heave and stir (REST)⁵ as the rattle of their yellowing leaves carried across the uncut blond grass towards us – hushing, shushing – as the (SEE)⁶ currents of air hit the trees' dense (MASSY)⁷ and set their weighted heavy branches moving (URGENT)⁸, making the great trees seem alive somehow, shifting, tossing, provoked into a kind of life by the (EFFORT)⁹ power of the wind.

TASKS FOR RUSSIAN SPEAKING STUDENTS

Chapter 1 Into the Heart of England

Task 1. Find the English equivalents for the following Russian words and phrases and use them to make sentences based on the context of the chapter.

- a) У неё были на то все основания
- b) дальний родственник
- c) тщетные попытки
- d) пробраться, проложить себе дорогу
- e) быть не в самом хорошем настроении
- f) Налей себе что-нибудь выпить
- g) приступ беспокойства

The Story of Eva Delectorskaya

- a) держать под контролем
- b) Мы хорошо знали друг друга
- c) безграничная самоуверенность
- d) обговорить детали
- e) с полной правдоподобностью
- f) небо в облаках (небо в «барашках»)
- g) светская беседа
- h) чувствовать себя неловко
- i) зря, понапрасну
- j) изображать удивление
- k) дурной знак

Supposed extract for translation practice

“My mother's cottage sat amidst dense, thronging vegetation
..... but not condemned”.

Chapter 2

Ludger Kleist

Supposed extract for translation practice

“Hugues pulled on his sports jacket if he was happy, I
was happy.”

Chapter 3

No More Naked

Task 1. Find the English equivalents for the following Russian words and phrases and use them to make sentences based on the context of the chapter.

- a) Я ничего не могу с этим поделаться
- b) Он выглядел непохожим сам на себя. (Он был совсем сам не свой)
- c) Он совсем не был похож на дядюшку. (Он даже отдаленно не напоминал дядюшку)
- d) Моё скромное убежище для интеллектуальных занятий
- e) Я помнила это слишком хорошо
- f) Он не выходил у нас обоих из ума. (Мы оба думали о нём)

- g) ради Бога (во имя всего святого)
- h) нежданно-негаданно (как гром среди ясного неба)
- i) Ты думаешь, я спятила?
- j) принимать как само собой разумеющееся
- k) У меня перехватило дыхание
- l) не всё сразу
- m) чтобы вовлечь меня с головой
- n) начать с чистого листа (начать с самого начала)
- o) смириться с ч.-л.
- p) идти по направлению к дому
- q) Обними меня.

Supposed extract for translation practice

“Veronica agreed to take Jochen home given half a chance.”

The Story of Eva Delectorskaya

- a). Она не спеша умывалась и одевалась.
- b). ночная смена
- c). распространять местные новости
- d). наполненный до краев
- e). вызвать официальное опровержение
- f). эффект домино
- g). подрывать доверие к правительству
- h). изолировать в звуконепроницаемых комнатах
- i). суждено, предстоит
- j). Не нам об этом судить./ Не наше дело рассуждать об этом
- k). раскачивать ситуацию/ будить лихо/ мутить воду
- l). в Богом забытом месте/ непонятно где

- m). недовольство среди высшего офицерского состава немецкой армии
- n). присваивать себе чужие заслуги
- o). Она была ничуть не голодна.
- p). косоглазие
- q). Это было совсем не похоже на ...

Supposed extract for translation practice

“The building was a 1920s three-storey rectilinear office block
 offer the building a second glance.”

Chapter 4

The Shotgun/ The Story of Eva Delectorskaya

Task 1. Find the English equivalents for the following Russian words and phrases and use them to make sentences based on the context of the chapter

- a) Он долго не отвечал.
- b) Я на распутье. /Я не знаю, что делать дальше.
- c) Я ещё не понимала./До понимания мне было ещё далеко.
- d) Ева мысленно возвращалась в тот день.
- e) мельчайшая деталь
- f) пара, проводящая медовый месяц
- g) по его поручению
- h) на долю секунды

Chapter 5

Red Army Faction

Task 1. Find the English equivalents for the following Russian words and phrases and use them to make sentences based on the context of the chapter

- a) Тютелька в тютельку
- b) Сидит на тебе идеально.
- c) Уверяю тебя.
- d) Ровным счетом ничего не значит.
- e) Жив и здоров
- f) Только предупреди меня за пару дней.
- g) Я закруглилась./ Я закончила дела.
- h) Удивление было наигранным
- i) Он ведет себя подобающим образом?
- j) Мы поругались.
- k) Возможно, его разыскивает полиция.
- l) Он в бегах.
- m) Не злись.

The Story of Eva Delectorskaya

- a) Его дни сочтены. (Его время прошло)
- b) насколько она знала
- c) Многое поставлено на карту
- d) покрыться гусиной кожей
- e) Кто же этот счастливчик?
- f) Нам не везет.

Chapter 6

A Girl from Germany

Task 1. Find the English equivalents for the following Russian words and phrases and use them to make sentences based on the context of the chapter.

See Chapter 6 Language focus Task1(b)

- a) Бьюсь об заклад. Не сомневаюсь...
- b) Давай, валяй. Говори
- c) Какой смысл?
- d) Мне бы хотелось знать
- e) Молодец
- f) Не тратишь лишнего – нужды не знаешь
- g) Нет проблем
- h) Справедливо
- i) У меня просьба

Supposed extract for translation practice

“Angus Woolf had arranged to meet her ordered a drink.”

Chapter 7

Super-Jolie Nana

Task 1. Find the English equivalents for the following Russian words and phrases and use them to make sentences based on the context of the chapter.

- a) без обид
- b) Я бы выпила чашку чая./ Я бы «прикончила» чашку чая.
- c) Это уже становится интересным
- d) Жизнь устроена иначе./ В жизни так не бывает
- e) судя по всему
- f) Совершенно незнакомый человек
- g) Он был не глуп.
- h) Так вот в чем заключается твой интерес.
- i) Это могло бы выманить его.
- j) общественно-политическая газета
- k) по адресу палаты лордов
- l) кратко и по существу

Chapter 8

Brydges’/ The Story of Eva Delectorskaya

Task 1. Find the English equivalents for the following Russian words and phrases and use them to make sentences based on the context of the chapter.

- a) давать интервью
- b) с неохотой

- c) аристократические нотки в голосе
- d) отвечать взаимностью
- e) не говоря уже
- f) Их интересует местонахождение некой молодой женщины
- g) ехать на метро
- h) абсолютно безупречный
- i) Ситуация накаляется.
- j) совершенно секретно

Chapter 9

Don Carlos

Task 1. Find the English equivalents for the following Russian words and phrases and use them to make sentences based on the context of the chapter.

- a) Я в этом не силен.
- b) Он клюнул.
- c) Ну и ситуация.
- d) Заметь – и ты тоже.
- e) в общих чертах
- f) изложить вкратце
- g) поразительные откровения

The Story of Eva Delectorskaya

- a) Отель соответствовал своему пафосному названию.
- b) Пока все идет нормально.
- c) Деньги не возвращаем.

- d) У нас не подают вино.
- e) Он держал её под прицелом.
- f) Выключить свет (фары)
- g) Нужно было смотреть правде в глаза.

Task 2. Automobile words. Match the English and Russian words.

| | |
|----------------------|--|
| 1. boot | a) багажник |
| 2. dashboard | b) зеркало заднего вида |
| 3. gear lever | c) капот |
| 4. glove compartment | d) колесо |
| 5. handbrake | e) лобовое (ветровое) стекло |
| 6. headlight | f) приборная панель |
| 7. hood | g) руль, «баранка» |
| 8. latch | h) ручка-защёлка |
| 9. rear-view mirror | i) ручной тормоз |
| 10. steering wheel | j) рычаг переключения передач |
| 11. wheel | k) стеклоочиститель лобового стекла, «дворник» |
| 12. windscreen | l) фара |
| 13. windscreen wiper | m) ящик для мелких вещей, «бардачок» |
| 14. interior light | n) подсветка салона |

Supposed extract for translation practice

“When I took my final exams super-intelligent brains can't bear to decipher them”.

Chapter 10

Meeting Lucas Romer

Task 1. Find the English equivalents for the following Russian words and phrases and use them to make sentences based on the context of the chapter.

- a) Она призналась в любви.
- b) как говорят/ как принято говорить
- c) Я не спешила.
- d) быть настороже, начеку
- e) Я нисколько Вас не боюсь.

Task 2. Painting vocabulary. Read the text and find the English equivalents to the words given below.

The portrait was virtually life-size – a head and shoulders on a canvas of about 12 inches by 18. The artist in this case was more important than the sitter: the notes on the wall were all about David Bomberg – the sitter was identified simply as 'Lucas Romer, a friend' – and its date was given as '1936(?)' .

The picture was clearly a sketch, notable for its fluent impasto surface – perhaps a study that might have been worked up later to something more polished had there been more sittings. It seemed to me a good painting – a good portrait – the sitter's character emerged from it powerfully, though I had no idea if it were a good likeness. The brush strokes were broad, impetuous, confident, loaded with pigment. I had an instant sense of a personality – a strong one, perhaps an arrogant one – and I didn't think I was bringing any privileged knowledge to that assessment.

- a) холст
- b) художник
- c) натурщик
- d) эскиз
- e) краска, наложенная густым слоем
- f) набросок
- g) сеанс позирования
- h) кисть
- i) мазок
- j) краска

The Story of Eva Delectorskaya

Task 1. Find the English equivalents for the following Russian words and phrases and use them to make sentences based on the context of the chapter.

- a) час пик
- b) убийство
- c) однозначно, несомненно
- d) экспромтом, необдуманно
- e) обычная фраза
- f) Если мне придет в голову гениальная мысль.
- g) бывать все чаще и чаще
- h) пожарная лестница

Chapter 11

Begging with Threats/ The Story of Eva Delectorskaya

Task 1. Find the English equivalents for the following Russian words and phrases and use them to make sentences based on the context of the chapter.

- a) в центре Оттавы
- b) окружной (окольный, обходной) путь
- c) Она была готова расплакаться
- d) машинописное бюро
- e) государственные служащие
- f) соответствующая (достаточная) квалификация
- g) увеличительное стекло
- h) проживание с завтраком
- i) полупансион
- j) Они были едва знакомы./ Их знакомство сводилось к взаимным приветствиям.
- k) жилец/ постоялец/ квартирант
- l) регистрировать в журнале
- m) уволить
- n) долгожданный союзник
- o) обвинять
- p) скромная (незаметная) жизнь
- q) приятный (симпатичный) мужчина
- r) радостное сердцебиение
- s) Он возлагал большие надежды
- t) скромное жилище
- u) Она мало где бывала в городе.

- v) рождественский сочельник
- w) склад ума
- x) быть на свободе
- y) Было заметно, что Комю рад её видеть.
- z) Вы передумали?
- aa) непредвиденные расходы
- bb) Вам не кажется, что я имею право получить объяснения?
- cc) утешительный ответ
- dd) сойти на берег (с корабля)

Chapter 14

A True-Blue English Gentleman

Task 1. Find the English equivalents for the following Russian words and phrases and use them to make sentences based on the context of the chapter.

- a) министр иностранных дел
- b) У него собирается приличная публика
- c) Ты, кажется, не особенно печалишься.
- d) Она давно умерла.
- e) втроем
- f) Я ему ничего не обещала
- g) Многое из того, что он рассказывал, мне было непонятно
- h) Меньше всего они хотели ...
- i) Я все равно не понимаю
- j) Я редко пишу письма
- k) Я плохо сплю
- l) Кончено.