

ПРИДНЕСТРОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
им. Т.Г. ШЕВЧЕНКО

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*Кафедра теории и практики перевода*

# ЛИНГВИСТИЧЕСКИЙ АНАЛИЗ ТЕКСТА ПЕРВОГО ИНОСТРАННОГО ЯЗЫКА

*Часть III*

*Учебно-методическое пособие  
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*Составитель:*

**Л.Л. Косташ**, ст. преподаватель кафедры теории и практики перевода  
ПГУ им. Т.Г. Шевченко

*Рецензенты:*

**О.В. Балан**, к.п.н., доцент кафедры английской филологии ПГУ им. Т.Г. Шевченко

**А.В. Ломаковская**, ст. преподаватель кафедры теории и практики перевода ПГУ им. Т.Г. Шевченко

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## ОТ СОСТАВИТЕЛЯ

*Пособие представляет собой обобщённое собрание материалов, разработанных в разное время для ведения лабораторных и практических занятий по “Лингвистическому анализу текста первого иностранного языка” – учебной дисциплине, относящейся к базовой части учебного плана специальности 45.05.01 «Перевод и переводоведение (специальный перевод)», и предназначено для развития у студентов навыков подготовленного чтения с элементами рассуждения, пояснения и обобщения.*

*Композиционное расположение материалов пособия по принципу нарастающей сложности и постепенного увеличения объёмности заданий обеспечивает одновременно доступно-щадящий режим обучения и достаточно высокий уровень его эффективности на фоне сохраняющейся заинтересованности. В пособие входят современные и популярные в мире аутентичные тексты известных американских писателей, сопровождаемые большим количеством разнообразных заданий, разъяснений и комментариев. К таковым относятся упражнения лексической, грамматической, аналитической и переводческой направленности, имеющие целью развитие у студентов умений и навыков устной и письменной речи, обеспечивающие повышение качества их языковых и общекультурных знаний.*

*Результатом освоения материалов этого пособия должно стать приобретение и совершенствование студентами ряда лингвистических и переводческих умений в области английского и русского языков, а также повышение уровня их речевой и социокультурной грамотности в целом.*

## MODULE 3

### *Traveling Through Time*

**People are** naturally curious about other places and times. Early explorers searched for new lands, and astronauts today travel through space to study our universe. Fiction writers also enjoy exploring space and time. Of course, they can travel with their pens – or computers.

One of the stories that follows is set in the future. The other story involves a contemporary woman who has an extraordinary experience with time. As you read, think about whether you would like to have the same opportunities as the characters in the stories.

#### PART 7



#### *The Fun They Had* by Isaac Asimov

##### A. PRE-READING

###### ***1. Think before You Read***

*Answer the following questions.*

1. What do you like about school the way it is now? What don't you like about it?

2. Would you like to study without going to a school? Explain your answer.

3. Do you think it is possible to learn without reading books? Explain your answer.

4. What do you think education – schools, teachers, and so on – will be like 150 years in the future?

5. How important is the use of technology in education?

6. What is the environmental advantage of technology?

## 2. Story Preview

Read the preview of the story and try to guess the meaning of the words in **bold print**.

One day in 2155, Margie's friend Tommy finds a very old book. Tommy and Margie have read many telebooks, but they have never seen a printed book. Although Tommy is reading the book with interest, Margie is **scornful** of the book, especially when she finds out that it is about school. Margie hates school. She especially hates her **mechanical** teacher, which is **geared** to progress at the speed that's right for Margie and which can **calculate** how well she's done on a test almost as soon as she's completed it. Tommy explains that the book is about school in the old days: Children went to school together, instead of each child going to a schoolroom in his or her house. When Margie hears this, she becomes more interested.

## 3. Using the Vocabulary

Fill in the blanks below with the **bold** words from the Story Preview above. Change the form of the word if necessary.

Some people feel that education can be greatly improved if we allow mechanical aids like computers and videos to perform some of the work that teachers now do. For example, they feel that this way education can be \_\_\_\_\_ to the particular needs of each child. They also feel that it is possible, with computers, to \_\_\_\_\_ grades in a way that is fair to everyone. Others, however, are \_\_\_\_\_ of these ideas. They think it is wrong and foolish to believe that computers and videos can take the place of teachers.

## 4. Making Predictions

Based on the Story Preview, which of the following predictions is the most probable? Circle your choice or give an answer that you think is better.



### **5. Literary Term: Dialogue**

When you read a play, you learn about its plot, or story, mainly from the **dialogue** that takes place among the characters – that is, from the characters’ conversations. In short stories, although authors can also use narration (tell the story directly), dialogue usually remains important. To be effective, dialogue must be natural and must seem appropriate for the particular characters.

***Focus:** As you read “The Fun They Had”, ask yourself if the dialogue, especially between the two children, helped tell the story and if it seemed natural and appropriate for the characters.*

## **B. THE STORY**

### ***About the Author***

Isaac Asimov (1920 – 1992) had a remarkable career as a scientist, teacher, and author. Born in Petrovichi, Russia, Asimov immigrated to the United States, earned a Ph.D. at Columbia University, and taught biochemistry. Although English was not his native language, Asimov wrote nearly 500 books on a variety of subjects, both fiction and nonfiction. His nonfiction work includes Asimov’s Biographical Encyclopedia of Science and Technology. However, he is most famous for his science fiction stories such as “The Fun They Had” a look into the classrooms of the future.

### **The Fun They Had**

Margie even wrote about it that night in her diary. On the page headed May 17, 2155, she wrote, “Today Tommy found a real book!”

It was a very old book. Margie’s grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to - on a screen, you know. And then, when they turned back to the page before, it had the same words on it that it had had when they read it the first time.

“Gee”, said Tommy, “what a waste. When you’re through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it’s good for plenty more. I wouldn’t throw it away”.

“Same with mine,” said Margie. She was eleven and hadn’t seen as many telebooks as Tommy had. He was thirteen.

She said, “Where did you find it?”

“In my house”. He pointed without looking, because he was busy reading.

“In the attic”.

“What’s it about?”

“School”.

Margie was scornful. “School? What’s there to write about school? I hate school”. Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.

He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at her and gave her an apple, then took the teacher apart. Margie had hoped he wouldn’t know how to put it together again, but he knew how all right and, after an hour or so, there it was again, large and black and ugly with a big screen on which all the lessons were shown and the questions were asked. That wasn’t so bad. The part she hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old, and the mechanical teacher calculated the mark in no time.

The inspector had smiled after he was finished and patted her head. He said to her mother, “It’s not the little girl’s fault, Mrs. Jones. I think the geography sector was geared a little too quick. Those things happen sometimes. I’ve slowed it up to an average ten-year level. Actually, the overall pattern of her progress is quite satisfactory.” And he patted Margie’s head again.

Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy’s teacher away for nearly a month because the history sector had blanked out completely.

So she said to Tommy, “Why would anyone write about school?”

Tommy looked at her with very superior eyes. “Because it’s not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago.” He added loftily, pronouncing the word carefully, “*Centuries* ago.”

Margie was hurt. “Well, I don’t know what kind of school they had all that time ago.” She read the book over his shoulder for a while, then said, “Anyway, they had a teacher.”

“Sure they had a teacher, but it wasn’t a *regular* teacher. It was a man.”

“A man? How could a man be a teacher?”

“Well, he just told the boys and girls things and gave them homework and asked them questions”.

“A man isn’t smart enough”.

“Sure he is. My father knows as much as my teacher.”

“He can’t. A man can’t know as much as a teacher”.

“He knows almost as much, I betcha.”

Margie wasn’t prepared to dispute that. She said, “I wouldn’t want a strange man in my house to teach me”.

Tommy screamed with laughter. “You don’t know much, Margie. The teachers didn’t live in the house. They had a special building and all the kids went there”.

“And all the kids learned the same thing?”

“Sure, if they were the same age”.

“But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently”.

Just the same, they didn’t do it that way then. If you don’t like it, you don’t have to read the book”.

“I didn’t say I didn’t like it,” Margie said quickly. She wanted to read about those funny schools.

-----

They weren’t even half finished when Margie’s mother called, “Margie! School!”

Margie looked up. “Not yet, – mamma”.

“Now,” said Mrs. Jones. “And it’s probably time for Tommy, too”.

Margie said to Tommy, “Can I read the book some more with you after school?”

“Maybe,” he said, nonchalantly. He walked away whistling, the dusty old book tucked beneath his arm.

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.

The screen was lit up, and it said: “Today’s arithmetic lesson is on the addition of proper fractions. Please insert yesterday’s homework in the proper slot”.

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather’s grandfather was a little boy. All the kids

from the whole neighborhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things so they could help one another on the homework and talk about it.

And the teachers were people. . . .

The mechanical teacher was flashing on the screen: “When we add the fractions  $\frac{1}{2}$  and  $\frac{1}{4}$  . . .”

Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

## C. AFTER READING

### ***1. Understanding the Story***

*Answer these questions in a few words or a couple of sentences each:*

1. When does this story take place?
2. How old are Margie and Tommy?
3. What did Margie write in her diary?
4. Had Margie ever seen a book before?
5. What things about the book did she find strange?
6. How is the book that Tommy found different from the books that Margie and Tommy are familiar with? What is it about?
7. Where was Margie’s school? Did she have any classmates?
8. How do students in Margie and Tommy’s time learn? Where do they go to school? Who are their teachers?
9. How does Margie feel about school? Why?
10. Why does the County Inspector visit Margie’s house?
11. What does Margie hope will happen when the County Inspector visits? What does happen?
12. What subjects did Margie and Tommy learn?
13. How does Tommy describe the old kind of school?
14. How does he describe the old kind of teachers?
15. At the beginning of the story, what is Margie’s attitude toward the book Tommy found? What is her attitude at the end of the story?

### ***2. Vocabulary Comprehension***

*Fill in the blanks with the correct word from the box.*

#### **WORD LIST**

attic	inspector	geography
telebooks	adjustable	waste

1. Margie had to write her homework in \_\_\_\_\_.
2. Tommy found the book in the \_\_\_\_\_ of his house.
3. The County \_\_\_\_\_ came to check Margie's teacher.
4. "School" in the story is about learning subjects like arithmetic and \_\_\_\_\_.
5. The screen was \_\_\_\_\_ to suit the student.
6. Margie thought school was a \_\_\_\_\_ of time.

*Match the words with their definitions.*

- |                 |  |
|-----------------|--|
| 1. calculate    | a) to feel or show dislike or disrespect |
| 2. scorn        | b) to work out a problem using numbers   |
| 3. nonchalantly | c) in a calm, casual way                 |
| 4. regular      | d) normal, usual, or scheduled           |

*Match each vocabulary word in the left column with the correct definition on the right. Write the letter of the definition in the space provided.*

- |                      |  |
|----------------------|--|
| _____ 1. slot        | a. in a superior way   |
| _____ 2. scornful    | b. a space just below the roof, used as a storeroom  |
| _____ 3. attic       | c. normal; of the usual kind   |
| _____ 4. crinkly     | d. with many folds or lines, something that is crushed                                     |
| _____ 5. geared (to) | e. contemptuous; showing you think something is worthless, show your dislike for something |
| _____ 6. blanked out | f. it has been erased  |
| _____ 7. loftily     | g. adjusted to a particular standard or level  |
| _____ 8. regular     | h. disagree with when you are opposing something   |
| _____ 9. dispute     | i. a given space, time or position   |

*Read each of the following sentences from the story. Then circle the letter of the correct meaning for each word in **bold print**.*

1. Margie even wrote about it that night in her **diary**.
  - a. a place for writing down your experiences each day
  - b. a place for writing down homework assignments
  - c. a file for completed homework and tests
  - d. a list of things you need to do or remember

2. They turned the pages, which were yellow and **crinkly**. ...
- bright
  - curled, not smooth
  - clear and easy to read
  - torn into small pieces
3. “[I found it] In my house.” He pointed without looking. . . . “In the **attic**”.
- an area above the top floor of a house, often used for storage
  - a part of the house where the family spends a lot of time
  - a front or back yard of a house
  - a large book case
4. Margie was **scornful**. “School? What’s there to write about school? I hate school”.
- expressing friendliness and understanding
  - expressing excitement and interest
  - expressing dislike and lack of respect
  - expressing great sadness
5. She always had to write [her answers] out in a punch code . . . and the mechanical teacher **calculated** the mark in no time.
- guessed the answers
  - figured out the grade
  - wrote comments
  - read the answers
6. “I think the geography **sector** was geared a little too quick”.
- teacher
  - part
  - test
  - map
7. “I think the geography sector was **geared** a little too quick”.
- set
  - broken
  - prepared
  - finished
8. Tommy looked at her with very superior eyes. “Because it’s not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago.” He added **loftily**.... “*Centuries ago*”.
- as if angry at someone else
  - as if better than someone else
  - as if not sure about something
  - as if in a hurry to leave

9. “[My father] knows almost as much [as my teacher] Ibetcha”. Margie wasn’t prepared to **dispute** that. She said, “I wouldn’t want a strange man in my house to teach me”.
- argue about
  - repeat
  - laugh at
  - hear

*Choose the correct meaning of the word in context.*

1. What does the word “**scornful**” mean in the sentence: *Tommy looked at her with a scornful expression.*
  - curious
  - disapproving
  - excited
  - friendly
2. What is a “**mechanical teacher**” in the story?
  - a robot that teaches children
  - a human teacher in disguise
  - a video game
  - a type of textbook
3. The word “**century**” most nearly means:
  - a long time
  - a thousand years
  - one hundred years
  - a generation
4. What does “**crinkly**” mean in: *She had a crinkly little smile.*
  - straight
  - wrinkled or curly
  - shiny
  - loud
5. The word “**slot**” in the story refers to:
  - a type of food
  - a part of the computer
  - a time in the schedule
  - a small opening
6. What does “**loftily**” mean in: *He said loftily, “Because it’s old!”*
  - angrily
  - quietly
  - with pride or superiority
  - sadly
7. What is a “**tape**” in the context of the story?

- a. something to fix books
- b. a device for playing music
- c. a strip that stores information
- d. a ruler

8. **“Dispute”** most nearly means:

- a. agreement
- b. fight or argument
- c. celebration
- d. assignment

*Find the synonym for the word in bold as used in the story.*

1. The word **“funny”** in *“She was thinking about the old schools and she was thinking about the fun they had”* is closest in meaning to:

- a. strange
- b. humorous
- c. boring
- d. frightening

2. The word **“crinkly”** in *“a man with a crinkly face”* means:

- a. wet
- b. folded
- c. wrinkled
- d. smooth

3. The word **“scornful”** in *“Margie was scornful”* is closest in meaning to:

- a. respectful
- b. mocking
- c. confused
- d. fearful

4. The word **“mechanical”** in *“the mechanical teacher”* means:

- a. emotional
- b. robotic
- c. strict
- d. boring

5. The word **“slot”** in *“They had a special slot where she had to put her homework”* means:

- a. notebook
- b. space
- c. drawer
- d. card

6. The word **“inserted”** in *“Margie inserted her homework”* is closest in meaning to:

- a. erased
- b. looked at
- c. put in
- d. took out

7. The word “**superior**” in “*They had a teacher who was **superior** to the mechanical one*” means:

- a. worse
- b. better
- c. equal
- d. slower

8. The word “**adjusted**” in “*The County Inspector **adjusted** the teacher*” is closest in meaning to:

- a. ignored
- b. praised
- c. fixed
- d. removed

9. The word “**regular**” in “*Margie had **regular** days and hours*” means:

- a. strange
- b. scheduled
- c. unusual
- d. open

10. The word “**awful**” in “*Margie thought the school was **awful***” is closest in meaning to:

- a. amazing
- b. terrible
- c. hopeful
- d. dull

11. The word “**century**” in “*It was a book about a school from the 20th **century***” means:

- a. decade
- b. year
- c. 100 years
- d. moment

12. The word “**blinking**” in “*a big screen where all the lessons were shown and the questions were asked, and it was always **blinking***” means:

- a. dark
- b. flashing
- c. broken
- d. loud

13. The word “**geography**” in “*Margie had been doing badly in **geography***” refers to:

- a. sports
- b. planets
- c. maps and earth studies
- d. spelling

14. The word “**waste**” in “*What a waste!*” means:

- a. mess
- b. loss
- c. food
- d. fun

15. The word “**took apart**” in “*He took the teacher apart*” is closest in meaning to:

- a. destroyed
- b. opened and separated
- c. punished
- d. rewrote

16. The word “**punch code**” in “*She had to write them out in a punch code*” means:

- a. draw letters
- b. type computer language
- c. erase text
- d. print

### 3. Word Forms

Complete the chart by filling in the various forms of the following words taken from “*The Fun They Had*”. An X indicates that no form is possible. Use your dictionary if you need help.

**Note:** There may be more than one possible word for the same part of speech.

VERB	NOUN	ADJECTIVE	ADVERB
write	<i>writing</i>		X
		mechanical	
learn			
	progress		
		disappointed	
hope			
			completely
		special	
think			

Write sentences using some of the word forms above. Write at least one sentence using a noun, an adjective, and an adverb from the chart above.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### 4. Grammar

##### **Grammar 1: Pronouns. Possesives. Demonstratives.**

The subject pronouns are **I, you, he, she, it, we,** and **they**. They occur in subject position.

*Example:*

**He** was a round little man with a red face. . .

The object pronouns are **me, you, him, her, it, us,** and **them**. They occur as objects of verbs and of prepositions.

*Example:*

He smiled at **her** and gave **her** an apple. . .

The possessive pronouns are **mine, yours, his, hers, ours,** and **theirs**. They show possession by taking the place of a noun. The possessive adjectives are **my, your, her, his, its, our, your,** and **their**. They are used with a noun to show possession.

*Example:*

“Same with **mine**.” or “The same with **my** television screen.”

The demonstratives are **this, that, these,** and **those**. Demonstratives point to or identify things being talked about. Demonstratives may be used alone as pronouns or with a noun as adjectives.

*Example:*

**That** wasn’t so bad.

“**Those** things happen sometimes”.

##### **Application 1**

The following sentences are from the story. Complete the sentences with the correct subject and object pronouns, possessives, and demon-

stratives. Then, with your partner, choose a long paragraph from the story and rewrite the paragraph by replacing as many pronouns as possible with the appropriate nouns. Why are pronouns important in writing?

1. Margie even wrote about it that night in her diary.
2. Margie's grandfather once said that when \_\_\_\_\_ was a little boy \_\_\_\_\_ grandfather told \_\_\_\_\_ that there was a time when all stories were printed on paper.
3. Margie always hated school, but now \_\_\_\_\_ hated \_\_\_\_\_ more than ever.
4. Margie said to Tommy, "Can \_\_\_\_\_ read the book some more with \_\_\_\_\_ after school?"

### **Grammar 2: Adverbs**

*Read this sentence taken from the story:*

They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out *completely*.

The word *complete* is an adjective. When you add *-ly* to it, it becomes an adverb.

### **Application 2**

1. Find the sentences in the lesson which have the adverbs given in the box below.

awfully	sorrowfully	completely	loftily
carefully	differently	quickly	nonchalantly

2. Now use these adverbs to fill in the blanks in the sentences below.

1. The report must be read \_\_\_\_\_ so that performance can be improved.
2. At the interview, Sameer answered our questions \_\_\_\_\_ shrugging his shoulders.
3. We all behave \_\_\_\_\_ when we are tired or hungry.
4. The teacher shook her head \_\_\_\_\_ when Ravi lied to her.
5. I \_\_\_\_\_ forgot about it.
6. When I complimented Revathi on her success, she just smiled \_\_\_\_\_ and turned away.
7. The President of the Company is \_\_\_\_\_ busy and will not be able to meet you.
8. I finished my work \_\_\_\_\_ so that I could go out to play.

**Remember:**

An adverb **describes action**. You can form adverbs by adding *-ly* to adjectives.

**Spelling Note:** When an adjective ends in *-y*, the *y* changes to *i* when you add *-ly* to form an adverb.

For example: *angr-y* → *angr-i-ly*

3. Make adverbs from these adjectives.

angry \_\_\_\_\_

happy \_\_\_\_\_

merry \_\_\_\_\_

sleepy \_\_\_\_\_

easy \_\_\_\_\_

noisy \_\_\_\_\_

tidy \_\_\_\_\_

gloomy \_\_\_\_\_

**Grammar 3: If Not and Unless**

• Imagine that Margie’s mother told her, “You’ll feel awful *if* you *don’t* finish your history lesson.”

• She could also say: “You’ll feel awful *unless* you finish your history lesson.”

*Unless* means *if not*. Sentences with *unless* or *if not* are negative conditional sentences.

Notice that these sentences have two parts. The part that begins with *if not* or *unless* tells us **the condition**. This part has a verb in the present tense (look at the verbs *don’t finish*, *finish* in the sentences above).

The other part of the sentence tells us about a **possible result**. It tells us what **will happen** (if something else doesn’t happen). The verb in this part of the sentence is in the future tense (*you’ll feel/you will feel*).

Notice these two tenses again in the following examples.

<i>Future Tense</i>		<i>Present Tense</i>
• There won’t be any books left	<i>unless</i>	we preserve them.
• You won’t learn your lessons	<i>if</i>	you don’t study regularly.
• Tommy will have an accident	<i>unless</i>	he drives more slowly.

### **Application 3**

*Complete the following conditional sentences. Use the correct form of the verb.*

1. If I don't go to Ann's party tonight, \_\_\_\_\_
2. If you don't telephone the hotel to order food, \_\_\_\_\_
3. Unless you promise to write back, I \_\_\_\_\_
4. If she doesn't play any games, \_\_\_\_\_
5. Unless that little bird flies away quickly, the cat \_\_\_\_\_

## **D. THINKING ABOUT THE STORY**

### **1. Sharing Ideas**

*Discuss the following questions.*

1. Would you want to learn the way Margie and Tommy do? Explain.
2. How do you feel about a system of education where students learn only by computer? What do you think the advantages and disadvantages of such a system would be for middle school students?
3. Do you think the way Margie and Tommy learn would be better for some students than the way we learn now? Why or why not?
4. What do you think a telebook is? How do you think telebooks work? Would you like to read telebooks instead of regular books? Explain.
5. What are the main features of the mechanical teachers and the schoolrooms that Margie and Tommy have in the story?
6. Why did Margie hate school? Why did she think the old kind of school must have been fun?
7. Do you agree with Margie that schools today are more fun than the school in the story? Give reasons for your answer.
8. In what ways did Margie's declining performance in geography tests affect her overall attitude towards school, and what steps did her mother take to seek help for her situation after noticing Margie's distress?
9. If you were given a choice, which school would you prefer and why?
10. How would you compare a mechanical teacher to a human teacher?

### **2. Reading Between the Lines**

*Practice reading between the lines. Circle the letter of the answer that best completes each of the following statements.*

1. Margie would be most likely to describe her school experience as ...

- a. stressful and lonely.
  - b. too easy and unchallenging.
  - c. interesting but too unpredictable.
  - d. important to her future.
2. When Margie asks Tommy if they can read the book together after school, he answers “Maybe”, rather than “Yes”, because ...
- a. he isn’t sure yet about his after-school plans.
  - b. he feels angry at Margie because of what she was saying.
  - c. now that she’s become interested in the book, he wants to tease her.
  - d. he’s probably going to finish the book before then.
3. It is possible to conclude from the story that, compared to schooling today,
- a. Margie and Tommy’s schooling involves more subjects.
  - b. their schooling involves more homework and tests.
  - c. their schooling involves more hours of class time.
  - d. their schooling is more predictable.
4. Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector. Which of the following statements best describes Margie’s feelings towards her schooling situation?
- a. Margie enjoyed the challenges presented by her mechanical teacher.
  - b. Margie was indifferent to her performance in geography tests.
  - c. Margie’s dislike for school increased due to her poor performance on tests.
  - d. Margie’s mother was pleased with her progress in geography.

*True or False? Read the statements and decide if they are true or false.*

- 1. The story is set in the future.
- 2. Margie loves her mechanical teacher.
- 3. Tommy finds a real printed book.
- 4. Margie and Tommy study in a school building with other children.
- 5. The book Tommy finds is very old.
- 6. Margie has never seen a real book before.
- 7. Margie writes in a notebook with a pen.
- 8. The mechanical teacher is always friendly to Margie.
- 9. Margie’s mother is concerned about her daughter’s education.

10. Margie's teacher gives her assignments and tests.
11. The mechanical teacher is located in Margie's classroom at home.
12. Tommy thinks that old schools were fun.
13. Margie is curious about the schools in the past.
14. In the past, children had human teachers.
15. Margie feels lucky to live in her time.
16. Tommy read many books made of paper.
17. Margie's teacher was taken away for repairs.
18. The book describes children learning together in the same room.
19. Margie likes the idea of learning with other kids.
20. The story shows a contrast between past and future education.
21. Margie and Tommy found a real book in the attic.
22. Margie loved going to school every day.
23. The mechanical teacher gave Margie good marks in geography.
24. Tommy said that old schools had students going to a building to learn together.
25. Margie's mother called the County Inspector to take Margie to a new school.
26. The book Margie and Tommy found was printed on a screen.
27. Tommy was older than Margie.
28. In the story, students had their lessons at the same time in a big classroom.
29. Margie thought the old kind of school sounded fun.

### **3. Analyzing the Story**

*Look back at the Literary Term on page 8. The plot of "The Fun They Had" becomes clear through the dialogue. The following lines of dialogue come from conversations between Margie and Tommy at four points in the story:*

"What's there to write about school?"

"Maybe".

"This is the old kind of school that they had hundreds and hundreds of years ago".

"Well, I don't know what kind of school they had all that time ago". They had a special building and all the kids went there".

"What's it about?"

"Can I read the book some more with you after school?"

"School".

"And all the kids learned the same thing?"

"Sure, if they were the same age".

Make a chart like the one below. Decide at which point in the story these lines of dialogue occur. Then complete the first two columns of your chart. The first line of dialogue has been done for you.

Margie	Tommy	Plot ( <i>Margie's attitude toward the book and school in the old days</i> )
1. "What's it about?"		
2.		
3.		
4.		

#### 4. Writing

Choose one of the following writing assignments.

1. Write a summary of the story in two to three paragraphs. Be sure to include all of the major events. Look at your chart for Analyzing the Story if you need help.

2. Write a dialogue between Margie and her mother, in which Margie tells her mother about the book and the schools described in it. How does her mother respond? What is Margie's reaction?

3. If you could design a system of education, what would this system be like? Describe the kind of school you think would be best.

4. "The Schools of the Future Will Have No Books and No Teachers!" Speak for or against the motion.

5. The characters in "The Fun They Had" are curious about what school is like for kids today. Write descriptions that present accurate pic-

tures of a day in the life of your classroom for a time capsule designed to be opened in 150 years. Ask group members to suggest materials for the time capsule, such as books, homework assignments, or photos of your teacher and classmates.

6. Pretend that you belong to an online fiction writing club and you are writing a short sequel to “The Fun They Had” to share with club members. Write a story scene that is a continuation of “The Fun They Had”.

7. Science fiction writers often imagine the possibilities of future technology, space travel, or exploration of other planets. Isaac Asimov’s vision of computerized education comes closer to today’s reality, in which students can take classes on the Internet. Have you ever wanted to live in a different time or place? What time or place would you choose?

8. Write an article for your school magazine on, “Technology a boon or a bane.”

9. You are Margie. Write a letter to the County Inspector, requesting him to introduce the old style of education.



## *The Mirror by Judith Kay*

### A. PRE-READING

#### **1. Think Before You Read**

1. How important are youth and beauty in your country? For example, how important are these qualities in movies and advertising?
2. How do people who are not young or beautiful feel about the importance of youth and beauty?
3. Have you ever wanted to be like someone else who was very beautiful or handsome? In what ways would your life be different?
4. Do you think pretty people have an easier life? Why do you think so?
5. What are some negative results of being beautiful? Do you know people who are beautiful but unhappy?

#### **2. Story Preview**

Read the preview of the story and try to guess the meaning of the words in **bold print**.

For most of her life Elena was lucky. She was very beautiful and was used to receiving **compliments** on her beauty. Not only was she beautiful, but things always worked out well for her. She went to college and then married a handsome, successful man and had two fine children.



## IDIOMS AND EXPRESSIONS

**pretty as a picture** – very pretty  
**happily ever after** – without any problems for your entire life  
**went sour** – turned bad  
**cast a spell** – use magic (on something or someone)

**need space** – want to live alone  
**take a drive** – go out in a car  
**feel blue** – feel depressed  
**spotted** – saw  
**her eyes were drawn** – she saw

### 5. *Literary Term: Symbolism*

A **symbol** is a thing (most often a concrete object of some type) that represents an idea or a group of ideas. For example, some common symbols in the mass media are a dove (as a sign of peace), a lion (as a symbol of courage), or a flag (as an emblem of a country).

***Focus:** As you read “The Mirror,” pay attention to the use of the magic mirror and any other mirrors that are mentioned. Try to think of the ideas that a mirror might represent.*

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## B. THE STORY

### *About the Author*

Judith Kay (1950 – 2016) was born in New York City and lived there until she got married. She was a teacher, a textbook author, and a short-story writer. She received her M.A. in TESOL at Hunter College in New York and taught most of her adult life. After teaching English as a Second Language at Marymount Manhattan College for a number of years, she moved to Florida, where she taught at Broward Community College.

### **The Mirror**

Elena had always been called a beauty. When she was a little girl, people often stopped her mother to say, “What a beautiful little girl!” Often, strangers would bend over and say to Elena, “You’re as pretty as a picture!” Elena had learned to smile and accept their compliments. Elena’s mother had taught her to respond with a prompt “Thank you very much.” By the time she was five, her beauty had become a natural part

of her life, along with her toys, her pretty dresses, and her shiny, black patent leather shoes.

That was a long time ago. Fifty years had passed, and time had brought many changes to Elena's life. Now 55 years old, Elena was still pretty, but she had the face of a woman who, as people said, "must have been beautiful when she was younger".

In high school Elena had always been popular. She won the Prom Queen contest in her senior year, and she was so excited to wear the crown at the senior prom. Naturally, she loved being the center of attention. The prom had been a perfect evening, and she had hoped it would never end. She wanted to be happy forever – as happy as she was at that moment. Elena felt as though she were a beautiful princess in a fairy tale, one who could live happily ever after.

In college she met Jim, who became her husband. She married him right after their graduation. Jim was handsome and ambitious. He adored Elena and for years he would refer to her as "my bride." Their two children, Margaret and Alan, were perfect as far as Elena was concerned. She used to say that they completed the picture of them as "the All-American family". Living in the lovely little suburban town of Greenville, Connecticut, they were happy, healthy, prosperous, and blessed with good luck.

And then one day it all went sour. What caused the change? Perhaps Elena had been *too* lucky. Or *too* pretty. She remembered the fairy tale of the witch who, out of jealousy toward a beautiful, young princess, cast a spell on her one day. Maybe someone secretly hated Elena and had wished her evil.

The way it happened was this. One day, after her two children had graduated from college and were living away from home, Jim came home from the office and said simply, "I'm not happy here anymore. I think I should move out. I need space."

Elena couldn't believe it. For once, she didn't know what to say. She just stood in front of Jim with her mouth open. All she could think was, "This is a bad dream. This can't be happening".

But Jim wanted out of the marriage, so Elena finally agreed to the divorce. She thought about it a great deal, and she realized she couldn't stay with someone who didn't love her anymore. His rejection of her was painful, but as time passed, she grew to accept it; and now the pain was more like a dull ache. That year had been a difficult one for Elena. She and Jim signed the final divorce papers in early January. It was now February 14 – Valentine's Day and Elena's birthday.

Valentine's Day had fallen on a depressing, cold, gray morning. But Alan, who was now living in Paris, called to wish her a Happy Birthday.

He even sang it to her over the phone in the same off-key voice he had as a child. Margaret called and sent a beautiful bouquet of yellow roses. Elena cried when she opened the box and saw them nestled in the green tissue paper. Yes, it was sweet of her children to remember her birthday. She knew she should be grateful to have them, but she felt alone. She felt hollow, empty inside.

She realized she needed to get out of the house. She was feeling sorry for herself, and, of course, that was no good. She decided to plan a day in the country – a special day, since it was her birthday. She was going to force herself to have fun so she could push away the sadness.

It seemed to be working already. The thought of taking a drive cheered her up almost instantly. Obviously, it was staying around the house for too long that was making her feel blue. She dressed in warm clothes: a sweater, a fleece jacket, a wool scarf, and leather gloves. The car already had a full tank of gas. She would drive through the Berkshires and stop whenever and wherever she wanted. Maybe she'd even stay overnight at one of those quaint country inns. The feeling of freedom was exhilarating, and she was surprised to see herself smile as she looked in the car mirror. It was a long time since she remembered smiling.

Just outside of Lenox, Massachusetts, Elena spotted an antique shop. It was called Fanny Dolittle's. She had been there with Jim many years earlier. As she walked into the shop, the ringing of the little bell on the door announced her entrance. The owner of the shop, a balding, older man who looked as if he had just woken up from a nap, came out of the back room. He smoothed his hair as he smiled and apologized for not expecting anyone so late in the afternoon. Elena glanced at her watch for the first time since she had left home. It was four-thirty and beginning to get dark.

"I'm sorry. I didn't realize it was so late. I just wanted to look around. I haven't been here in years, and I remembered you had nice things," Elena said.

"Oh, that's all right. Take your time. If you need any help, just holler," the old man replied.

Elena examined some cut glass vases and a delicate china tea set. Then she wandered into another room, and her eyes were drawn to an antique hand mirror. She was surprised she even noticed it. Covered with lace, it lay on top of an old oak dresser. Elena picked up the mirror and stared at her reflection. "I look happy and younger," she murmured to herself.

The owner came over to Elena and asked whether she was looking for anything special.

"Yes. I was looking for a mirror," she replied. "How much is this one? There's no price on it."

He took a look at it. “That’s strange,” he said. “I never saw that piece before. My wife must have brought it in recently. If you want, I can call her at home and ask her.”

“Would you, please?” Elena tried to control her excitement. She felt she absolutely had to have the mirror.

The owner went over to the phone near the cash register at the front of the store and called his wife. Elena looked at herself in the mirror again. She noticed that her eyes looked brighter and the small wrinkles around them seemed fainter. She smiled and thought, “What a wonderful mirror! It makes me feel younger. It makes me feel happy.”

She walked to the front of the shop just as the owner had hung up the phone. “Well,” he said, “my wife doesn’t remember the mirror either, but when I described it to her, she thought we should sell it for about \$50.”

“That’s fine. I’ll take it,” Elena said. “May I write you a check?”

“No problem. Shall I wrap it for you?”

“Yes,” said Elena. “It’s a birthday gift.”

When she arrived home, Elena placed the mirror on the dresser in her bedroom. She unwrapped the paper and looked closely at the mirror. She marveled at the details on the oval silver frame and the delicate roses and leaves decorating the handle, with its single red garnet embedded in a rose at the base, just below the mirror. It was truly beautiful.

That night Elena slept better than she had in months. She went for a walk after breakfast and felt energetic. She almost forgot about the mirror until that evening when she was getting ready for bed. She picked it up, looked at herself, and smiled. “Every time I look at myself, I feel younger. Tonight I can’t see any gray hairs. It’s as if some magic in the mirror makes me younger,” she said to herself. “But of course that isn’t possible. I’m *imagining* I look younger.” She put the mirror down. “I’m being silly and ridiculous.”

Elena put the mirror in the topdrawer of her dresser under some scarves. For a few days she didn’t look at the mirror at all. She continued feeling energetic and happy.

She decided to go into town and have her hair done. When she arrived at Chez Charles, the hair salon she had been going to for over ten years, everyone remarked how wonderful she was. Charles, the owner, said, “Elena, you look so different! You look younger. What’s your secret? Did you have some ‘work’ done? Whoever did it is marvelous!”

Elena thanked him for the compliment. She couldn’t possibly tell him about the mirror. From the expression on his face, it was obvious he thought she had had plastic surgery. Fine – let him think that was the secret of her newfound youth.

She left the salon and went to the market for some ice cream, hot fudge, milk, Cheerios, and peanut butter. She seldom bought these things, but for some reason, she felt like having them. “I guess I’m indulging myself. Well, why not? I’ve been unhappy for so long. It’s about time I started doing things that are fun.”

When she got home later that afternoon, she took the mirror out again. Looking in the mirror had become a daily ritual. This time she was positive she saw a difference in her face. She looked as though she were in her early twenties again. Her skin had the glow of a young woman’s. All her wrinkles were gone. The worry lines on her forehead were no longer there. It was eerie but wonderful.

That night when Elena made dinner, she treated herself to a peanut butter and jelly sandwich with a glass of chocolate milk. For dessert she had a big dish of ice cream with hot fudge sauce. She ate her meal on the couch and watched television. Elena hardly ever watched TV before, but lately she seemed to enjoy it more and more. She usually loved to spend her time reading, but over the last few days she had had trouble concentrating. Also, she had come across a number of words that were unfamiliar to her, and she didn’t want to bother looking them up in the dictionary.

The next morning, Elena had trouble waking up. She was having an old recurring dream that hadn’t bothered her for many years. The last time was probably when she was very young. In her dream she was walking through a meadow and picking wildflowers. Suddenly, an ugly witch with long, straggly hair and red eyes chased her into a forest. The witch kept saying, “I’m going to get you and eat you.” It was dark and cold in the forest, and the witch was getting closer and closer. Elena tried to scream, but the words wouldn’t come out of her mouth. Finally, her mother and father came to save her.

She had often had this dream as a child, and it had always scared her. This morning when she woke up, her heart was beating rapidly, and her throat was dry. She felt like a scared child again.

A bit dizzy from her dream, Elena got out of bed and went over to the dresser. But something was wrong. Somehow, the dresser seemed too high for her to reach. Instead of looking down at the top of the dresser, she found herself standing on her toes to reach the mirror that lay on the dresser.

As she pulled the mirror handle to look at her reflection, she began to think that she had changed. She screamed and almost dropped the mirror. What she saw was a face that was very familiar to her. It was a face that was beautiful and young – *very* young. Staring back at her from the mirror were the big eyes and small face of a child.

## C. AFTER READING

### 1. Understanding the Story

Answer these questions:

1. What does Elena remember about herself when she was five years old?
2. What did strangers often say to Elena?
3. How does Elena feel on the night of her senior prom?
4. What significant life event changed Elena's life?
5. What happens to Elena's marriage?
6. Who remembers Elena's birthday? What do they do?
7. How does Elena celebrate her birthday? What gift does she buy for herself?
8. How did Elena feel about her appearance as she aged?
9. What did Elena find in the antique shop?
10. What is strange about the mirror?
11. Why do you think the shop keepers had never seen the mirror before?
12. How did the mirror affect Elena's perception of herself?
13. At what point do you first suspect something is wrong with the magic in the mirror?
14. What did the hairdresser mean when he said "did you have some 'work' done?"

### 2. Vocabulary Comprehension

Choose the word from the following list that best completes each of the sentences below. Do not use the same word more than once.

#### WORD LIST

ridiculous	compliments	indulge	quaint
rejection	grateful	balding	reflection

1. It embarrassed Elena to get compliments about her beauty, but she learned to say thank you.
2. When Jim wanted to divorce Elena, she cried because of his \_\_\_\_\_ of her.
3. Elena stopped at an old country inn that was \_\_\_\_\_ and charming.

4. Many men who are \_\_\_\_\_ use special treatments to stop the loss of their hair.

5. Elena knew other people would think she was \_\_\_\_\_ if she told them about the magic mirror.

6. Sometimes, when people are unhappy, they feel better after they \_\_\_\_\_ themselves with gifts or special foods.

7. The parents of the lost child were extremely happy and \_\_\_\_\_ to the police officers who found him and brought him home.

8. When Elena looked at her \_\_\_\_\_ in the mirror, she saw herself as younger and happier.

*Match the words with their definitions:*

- |               |                                   |
|---------------|-----------------------------------|
| 1. reflection | a) to look at something carefully |
| 2. identity   | b) image seen in a mirror         |
| 3. observe    | c) who someone is                 |

### 3. Word Forms

*Complete the chart by filling in the various forms of the following words taken from "The Mirror". An X indicates that no form is possible. Use your dictionary if you need help.*

**Note:** *There may be more than one possible word for the same part of speech.*

VERB	NOUN	ADJECTIVE	ADVERB
	beauty	<i>beautiful</i>	
graduate			X
		prosperous	
X		jealous	
	marriage		X
		final	
X		grateful	
		ridiculous	
	expression		
		recurrent	
scare			X
		familiar	

Create sentences by using any word forms from the following combinations of words from the chart above:

1. beauty, marriage, prosperous
2. scare, grateful, jealous
3. final, familiar, expression
4. ridiculous, recurrent, graduate

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### **4. Grammar: Count and Noncount Nouns**

All nouns are either count nouns or noncount nouns.

A count noun is something that can be counted. It can be singular or plural.

*Examples:*

She dressed in warm clothes: *a sweater, a fleece jacket, a wool scarf, and leather gloves.*

She took *two sweaters, two jackets, two scarves, and four gloves.*

In her dream she was walking through *a meadow* and picking *wild-flowers.*

Suddenly, *an ugly witch ...* chased her into *a forest.*

Noncount nouns are nouns that are not counted. They represent things that are thought of as not being possible to separate (such as *bread, milk, water*).

Most noncount nouns are written in the singular form, and all are used with singular verbs.

*Examples:*

The car already had a full tank of *gas.*



the important things. Agreeing about little things is very important when you spend most of your time with someone. For example, food become important when you eat together every day. Do you and your partner like the same food? Cleaning the house is also important. Will you share this task? Responsibility for household chores are something you must agree on. Money can be a source of disagreement, too. Do you want to spend all your money or save some? Success in marriage depend on the small things as well as the large ones.

## D. THINKING ABOUT THE STORY

### *1. Sharing Ideas*

*Discuss the following questions:*

1. For Elena, what are the advantages and disadvantages of being beautiful?
2. Why does Elena like the mirror so much? What does it do for her?
3. Why doesn't Elena tell Charles, her hairdresser, about the mirror?
4. Would you want to have a mirror like Elena's?
5. Can you imagine a time when all books will be on computers, and there will be no books printed on paper? Would you like such books better?

*Answer the following questions.*

1. What item plays a central role in the story's plot?
  - a. a photograph
  - b. a mirror
  - c. a letter
  - d. a piece of jewelry
2. What effect does the mirror have on the protagonist?
  - a. it shows her future
  - b. it makes her feel and look younger
  - c. it reveals hidden truths
  - d. it transports her to another world
3. What is the significance of the mirror's history in the story?
  - a. it symbolizes family heritage
  - b. it has been involved in suicides, madness, and unexplained events
  - c. it grants wishes
  - d. it was a royal artifact

4. How does the story “The Mirror” conclude?
  - a. the protagonist rejects the mirror
  - b. the mirror is destroyed
  - c. the protagonist embraces her true self
  - d. the protagonist becomes a child again
5. What themes are explored in “The Mirror”?
  - a. family, culture, and identity
  - b. adventure and discovery
  - c. love and betrayal
  - d. science and technology

**2. Reading Between the Lines**

*Practice reading between the lines. Answer the following questions:*

1. How do you know Elena likes being beautiful?

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2. When did Elena’s life start to “go sour”?

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3. What seems strange about the mirror before Elena buys it?

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4. What would be Charles’s reaction if Elena told him about the mirror?

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5. What is the meaning of the dream Elena has? Why does she dream it again as an adult?

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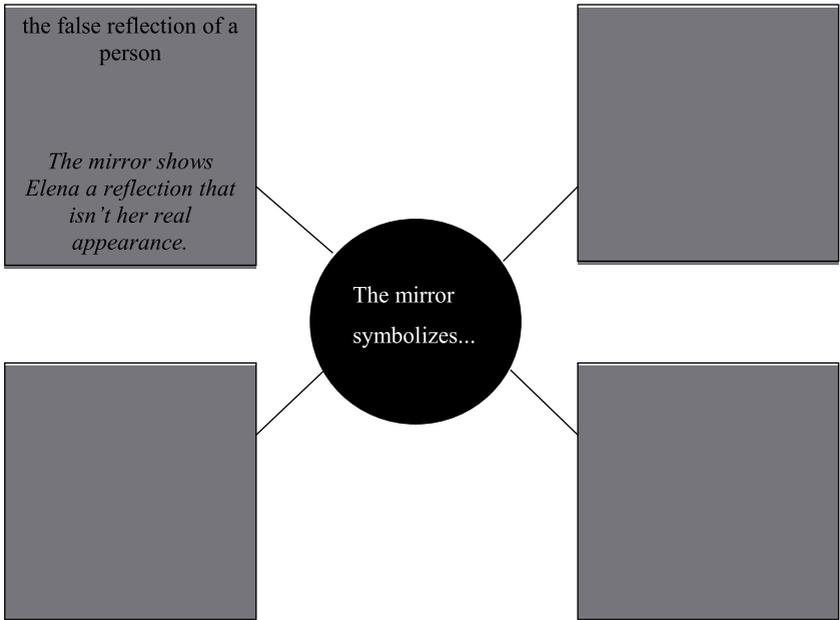
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*Say whether the statement is true or false. Correct the false one.*

1. The story “The Mirror” begins with a description of an old mirror in a secondhand store.
2. The main character, Elena, buys the mirror at an antique shop.
3. Elena is a teenage girl who recently moved into a new house with her family.
4. Elena places the mirror in her bedroom because she likes how it looks.
5. The mirror has a very ordinary and plain frame.
6. Elena starts having strange dreams after placing the mirror in her room.
7. In her dreams, Elena sees a girl who looks exactly like her.
8. Elena tells her children immediately about the strange things happening.
9. The mirror shows scenes from the future.
10. The girl in the mirror lived in the house a hundred years ago.
11. The girl in the mirror wants Elena to help her with something.
12. Elena finds an old diary hidden behind the mirror.
13. Elena is frightened but continues to investigate the mystery.
14. Elena’s friends think she is imagining everything.
15. Elena returns the mirror to the store at the end of the story.
16. The girl in the mirror is Elena’s daughter.
17. Elena learns that the mirror is cursed.
18. Elena starts to look older in the mirror than in real life.
19. The mirror breaks at the end of the story.
20. The story ends with Elena feeling safe and at peace.

### **3. Analyzing the Story**

*Look back at the Literary Term on page 34. Make a diagram like the one below. In each box of your diagram, write one idea of what you think the mirror symbolizes. Then, under each idea, write in an example from the story that supports it. A sample answer is provided for you.*



**Discussion:** Do you agree or disagree with the symbolism of the mirror?

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#### **4. Writing**

Choose one of the following writing assignments:

1. Write a summary of the story in two to three paragraphs.
2. Do you feel the main character is being rewarded or punished in the story? Write a short composition to explain your point of view.

3. Discuss three things that you like best about your university and three things about your university that you would like to change. Write them down.

4. Describe what the advertising and entertainment industries could do to place a greater value on older people.

5. The impact of external appearance on self-esteem.

6. The role of memories in shaping our identity.

7. How material possessions influence our perception of happiness.

8. Write a short story about the magic mirror.

# Summing Up

## A. TAKE A CLOSER LOOK

### 1. Theme Comparison: Escape from Reality

*In the stories of Parts 7 and 8, Margie and Elena both want to escape from the “reality” of daily life. It’s a very appealing idea, but would we really like this if we could do it?*

1. Do you think Margie would be happier if she could live in the days of her grandfathers’ grandfather? Do you think Elena is happier as a child?

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2. Traveling – even if it’s not through time – can be a way to escape reality. Reading and listening to music might also be considered as ways to escape. What are some other ways that people escape from “reality”?

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3. Write a brief comparison-and-contrast essay examining the similarities and differences between the settings, points of view, and themes of “The Fun They Had” and “The Mirror”. You may organize your essay either by examining all three elements first in one work and then in the other or by discussing each literary element in turn. Share your work with the class.

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4. Form small groups to research experts’ predictions for the future. Select one student from each group to be a panelist for a panel discussion about the future. Select two panelists to be Asimov and Kay and to present their views on the future. The panel can field questions and suggestions from the rest of the class.





## ***LIST OF LITERARY TERMS***

The following is a list of terms commonly used in literature. The list is short, and the definitions are purposely brief. Students seeking a more detailed and comprehensive set of definitions and examples should consult a good literary dictionary or encyclopedia.

**Antagonism** is hostility that results in active resistance, opposition, or contentiousness.

**Antagonist** An antagonist is the character in a story that is against the protagonist.

**Cause and effect** One event in a story or text is often the direct result of another. In other words, one thing happens; then, as a result, a second thing happens. The first event is the cause, and the next event (or events) is the effect.

**Characters** The people in a story are called the characters.

**Conflict** Within the plot there is a conflict, or struggle, between characters, between a character and the environment, or within a character's mind.

**Description** is the pattern of narrative development that aims to make vivid a place, object, character, or group. *Description* is one of four rhetorical modes (also known as modes of discourse), along with *exposition*, *argumentation*, and *narration*. In practice it would be difficult to write literature that drew on just one of the four basic modes.

**Dialogue** The characters' conversations are called dialogue.

**Fable** A fable is a short story with a moral, or a lesson. The characters in fables are often animals who speak and act like humans. The most famous fables were written by Aesop, a Greek slave living in the sixth century B.C. Another famous writer of fables was the seventeenth century French author La Fontaine.

**Fiction** broadly refers to any narrative that is derived from the imagination – in other words, not based strictly on history or fact. It can also refer, more narrowly, to narratives written only in prose (the novel and short story), and is often used as a synonym for the novel.

**First person narrator** This means that the story is told in the first person by a character, often the main character, who refers to him- or herself as "I." Therefore, the reader learns what happens in the story from the perspective of the character telling it.

**Flashback** In literature, a flashback is an occurrence in which a character remembers an earlier event that happened before the current point of the story. There are two types of flashbacks – those that recount events that happened before the story started (external analepsis) and those that take the reader back to an event that already happened but that the character is considering again (internal analepsis).

**Foreshadowing** The hints and clues that the author puts in a story to prepare you for what is going to happen are called foreshadowing.

**Hero/ heroine** A hero (masculine) or heroine (feminine) is a real person or a main character of a literary work who, in the face of danger, combats adversity through feats of ingenuity, bravery or strength; the original hero type of classical epics did such things for the sake of glory and honor.

**Humor** is the tendency of experiences to provoke laughter and provide amusement. The term derives from the humoral medicine of the ancient Greeks, which taught that the balance of fluids in the human body, known as humours (Latin: humor, “body fluid”), controlled human health and emotion.

**Hyperbole** Hyperbole is the use of exaggeration as a rhetorical device or figure of speech.

**Imagery** In literature, the term imagery refers to the descriptive language that the author uses to paint a picture of the situation, characters, setting, or anything else of importance in the author’s story.

**Metaphor** A metaphor is a figure of speech that, for rhetorical effect, directly refers to one thing by mentioning another. It may provide clarity or identify hidden similarities between two ideas. *Antithesis*, *hyperbole*, *metonymy* and *simile* are all types of metaphor.

**Irony** In literature, irony frequently occurs when there is a difference between what is expected or desired and what actually happens. For example, what a character thinks will happen to him may turn out to be the exact opposite of what actually does happen.

**Personification** is a figure of speech where human qualities are given to objects.

**Plot** The plot of a story consists of the events that happen in the story. The plot often has four parts:

- (1) the *introduction*, where the main character(s) and the situation are introduced;
- (2) the *complications*, or the events that happen once the situation has been introduced;
- (3) the *climax* of the story, or the most important event, which usually occurs near the end and brings some change;

(4) the *conclusion* of the story, when the situation is resolved in some way and the story comes to an end.

**Poetic justice** In real life, people don't necessarily get what they deserve. However, in fiction, authors can reward or punish characters for their actions. This is called poetic justice (because it is literary and the characters get what they deserve).

**Protagonism** is the state, character, or activity of a protagonist.

**Protagonist** A protagonist is the leading character, hero, or heroine of a drama or other literary work.

**Realism** In literature, realism gives us a picture of life as it really is. Stories of realism deal with everyday problems that most people encounter.

**Setting** The setting of a story is the time and location in which it takes place.

**Surprise ending** A surprise ending is a sudden and unexpected ending.

**Symbolism** A symbol is a mark, sign or word that indicates, signifies, or is understood as representing an idea, object, or relationship. Symbols take the form of words, sounds, gestures, ideas or visual images and are used to convey other ideas and beliefs. For example, a red octagon may be a symbol for "STOP". On a map, a blue line might represent a river. Numerals are symbols for numbers. Alphabetic letters may be symbols for sounds. Personal names are symbols representing individuals. A red rose may symbolize love and compassion. Symbols are often used in literary works. Examples of stories with symbolism are "The Blanket" and "The Bracelet."

**Theme** A story's theme is the main idea that runs through the narrative. Sometimes, a story has several themes.

## *APPENDIX*

### ELEMENTS OF A SHORT STORY

Setting	The setting of a story is the time and location in which it takes place.
Characters	Characters are the people in a story.
Plot	The plot of a story consists of the events that happen in the story.
Conflict	Within the plot there is a conflict, or struggle, between characters, between a character and the environment, or within a character's mind.
Theme	A story's theme is the main idea that runs through the narrative. Sometimes, a story has several themes.

*Elements of* \_\_\_\_\_ *“The Fun They Had” by Isaac Asimov*

Setting	
Characters	
Plot	
Conflict	
Theme(s)	

*Elements of* \_\_\_\_\_ *“The Mirror” by Floyd Dell* \_\_\_\_\_

Setting	
Characters	
Plot	
Conflict	
Theme(s)	

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