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Факультет іноземних мов**

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**Методичні рекомендації**

**По домашньому читанню на основі роману  
"A Long Way Gone. Memoirs of a Boy Soldier" by Ishmael Beah  
(для студентів II курсу історичного факультету  
спеціальності 6.030201 «Міжнародні відносини»)**

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Методичний посібник призначений для студентів 3 курсу історичного факультету, спеціальності «Міжнародні відносини», які вивчають іноземну мову за професійним спрямуванням. Лексичний матеріал відібраний для опрацювання, є ключовим в рамках таких фахових тем як *Warfare and Peace*, *International Law*, *Terrorism*, *Culture and Society*, що відповідає діючій навчальній програмі для даної спеціальності.

Кожна частина посібника містить як комунікативно-орієнтовані завдання, так і такі, що націлені на розвиток та закріплення актуального лексичного матеріалу.

Посібник складений таким чином, що дозволяє опрацювати художній твір “*A Long Way Gone. Memoirs of a Boy Soldier*” (*Ishmael Beah*) за один семестр. Структурний поділ матеріалу посібника відображає приблизний композиційний поділ роману на глави.

## Lesson 1

### Introduction



**“I know the nature of what it is to be forgotten, what it is to lose your humanity, and more importantly, what it is to recover from it and to have another life.” – Ishmael Beah**

1. *Looking at the title of the book “A Long Way Gone. Memoirs of a Boy Soldier” try to predict what the book will be about and from what person the story will be narrated.*
2. *Below read some information about the author of the book.*

**Ishmael Beah**, is a Sierra Leonean author and human rights activist.

In 1991, the outbreak of a brutal civil war in Sierra Leone upended the lives of millions. Ishmael Beah’s parents and two brothers were killed and he was forcibly recruited into the war at age of thirteen. After two years, with UNICEF help, he was removed from the army and placed in a rehabilitation home in Freetown.

At the 1996 United Nations presentation of the Machel Report on the Impact of Armed Conflict on Children, Mr. Beah spoke about the devastating effects of war on children in his country.

Mr. Beah continues his advocacy to help change the course for the thousands of children still trapped in wars. He is a member of the Human Rights Watch Children’s Rights Division Advisory Committee and has testified before the United States Congress. In 2008, he co-founded the Network of Young People Affected by War (NYPAW) with a mission to raise awareness of the plight of

children in conflict zones, advocate for an end to hostilities and provide role models for children who are currently struggling to recover from war.

Ishmael Beah's book, *A Long Way Gone: Memoirs of a Boy Soldier* was published in the United States in 2007. It has since been published in Canada, Europe, Latin America and Asia and appears in over 35 languages.

He is based in Los Angeles, California, with his wife and children.

3. Follow the link <https://www.youtube.com/watch?v=d5zWTOxKGWs> to watch the interview with Ishmael Beah. After watching the video discuss in the group the following issues:



- 1) What scenes can you see in the video? Which of them impressed you most?
- 2) What do you get to know about the time and place of the story's beginning?
- 3) How does Ishmael describe his life before the war started?
- 4) What is the political situation in Sierra Leone?
- 5) What was the lesson Ishmael learnt very quickly?
- 6) In what connection is Shakespeare's *Julius Caesar* mentioned in this video?

## Lesson 2 (Chapter 1)

1. Read Chapter 1 of the book. Find the words 1-11 in the text of the Chapter. Try to elicit their meaning from the context. Then match them to the meanings a-k.

1	refugee	a	a bed made of canvas or rope mesh suspended from two supports by cords at both ends
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2	eventually	b	a person offering something for sale, especially a trader in the street
3	to mount	c	to start or begin sth
4	to renovate	d	a place where traffic is stopped so that it can be checked
5	checkpoint	e	climb or move up on to
6	hammock	f	to be so shocked, frightened, or upset that you cannot think clearly or feel any emotion
7	alternately	g	restore to a good state of repair
8	to commence	h	a person who has been forced to leave their country in order to escape war, persecution, or natural disaster
9	vendor / vender	i	a person who is injured or killed in a war or in an accident
10	to go numb	j	in the end
11	casualty	k	in an alternating sequence or position

2. Find the following phrases in the text and reproduce the context they were used in. Explain their meaning without translating into Ukrainian:

military coup →  
to drift off →  
news dried up →  
war zone →  
recreational area →

3. Check out reading of the following words in the dictionary. Find them in the text to see the context they were used in:

fatigue  
malnourishment  
to plague  
to exaggerate  
to renovate  
a quarter  
to mesmerize  
miming  
alternately

to commence  
soccer  
vehicle  
translucent  
scholar  
healer  
parlor  
at the junction  
hesitantly  
artillery

4. Find in the text of the Chapter synonyms for the words given below.  
Reproduce situations the words **in bold** were used in:

to begin / to start →  
to become useful →  
**to make fun / to deride** →  
to supplement / to amplify with →  
go down the hill →  
peanut →  
to speak / to talk →  
**to hold a course ; to pursue a course , to work towards** →  
strangely, fantastically, grotesquely →  
**to become paralyzed** →  
**to complain** →

5. Find in the text of the Chapter the words, which will match to the definitions below. Reproduce the situations they were used in:

come after sb and take the place of →  
to build sth (2 words) →  
a regulation requiring people to remain indoors between specified hours, typically at night →  
bring or recall smth (images, memories etc) to the conscious mind →

6. Suggest proper Ukrainian equivalents for the given phrases. Use them in sentences of yours:

jump at the sound of smth –

war zone –  
be lost in thoughts -  
to plague smb's mind –  
to the beat –  
to catch up with –  
to get smb back for –  
wave smb off –  
laden with –  
upon realizing -  
one-party state –  
news dried up -

*7. Find the verbs below in the text to elicit their meaning from the context.  
Check out in the dictionary their forms:*

flung -  
left -  
sat -  
teach -  
wore -  
cling -  
shed -  
lit –

*8. Find English equivalents of the following sentences in the text of the Chapter:*

- 1) Мені було 12, коли війна торкнулася мене вперше.
- 2) Ми не знали, що покидаючи домівку, ми вже ніколи не повернемося туди.
- 3) Заняття у школі були скасовані до подальшого повідомлення.
- 4) Я й досі не міг повірити, що війна дійшла до моєї домівки.
- 5) Здавалося, вона знала про війну трохи більше за всіх нас.
- 6) Деякі з поранених постійно повторювали, що Кабаті буде наступним у списку повстанців.
- 7) Мені стало страшно, і я вже не знав де сон, а де реальність.
- 8) Урядові війська було розгорнуто у Матру Джонг. Вони спорудили блокпости біля причалу та на інших стратегічних ділянках по всьому місту.



- 9) Мені приємно усвідомлювати, що та частина дитинства ще й досі зберігається у мені.

9. *Find English equivalents of the phrases below in the text of the Chapter:*

дорога не здавалася довгою →

зловити автостоп →

набивати кармани →

порушити мовчання / заговорити →

кивнути на знак згоди →

промовити щось →

стримувати сльози →

серце забилося →

заполонити розум / турбувати розум →

під політичним прапором →

керувати країною до самої смерті →

взяти на себе обов'язок виконувати / робити щось / дотримуватись чогось →

10. *Find in the text of the Chapter sentences where **WOULD** is used to express regular past actions.*

11. *Think about the answers to the following questions and tasks:*

- 1) How do you understand the utterance of Ishmael's father "*You were negative nineteen years old*"?
- 2) What is meant under the "*rotten politics*" word-combination in this Chapter?
- 3) Find in this Chapter five sentences where the protagonist thinks over and asks himself what kind of the war he faces with at that moment, and the feelings he experiences from the war.
- 4) How did Ishmael Beah's grandmother explain the local adage "*We must strive to be like the moon*"? And why has Ishmael remembered this saying ever since childhood? What does it mean to him?

12. *Learn by heart the following two passages:*

- 1) From "According to the teachers ..." to "... and ran out of town". (pp. 20-21)

- 2) From “Every morning in Matru Jong ...” to “... discussed what was going on”. (p. 27)

### Lesson 3 (Chapters 2, 3, and 4)

1. Read Chapters 2,3 and 4 of the book. Find the words 1-9 in the text to see the context they were used in. Match them to the definitions a-i:

1	to mangle	a	be next to and joined with (a building, room, or piece of land)
2	to adjoin	b	an indiscriminate and brutal slaughter of many people
3	to anticipate	c	to save lives
4	massacre	d	to destroy or severely damage by tearing or crushing
5	to trample on sb / sth	e	to deliberately ignore sb / sth
6	whizzing	f	to regard as probable
7	machete	g	to direct or command (someone) with a movement of the hand or head
8	to motion for	h	a broad, heavy knife used as an implement or weapon
9	to spare lives	i	a whistling or buzzing sound made by something moving fast through the air

2. Match the words 1-8 to their synonyms a-h:

1	rebel	a	to pursue
2	predicament	b	stirring
3	agitating	c	plundered
4	belongings	d	insurgent, rioter
5	to advance	e	to come up with
6	to dog	f	quandary
7	to catch up with	g	to further
8	looted	h	property, goods

3. *Find the following words and phrases in the text. Look for their meaning in the dictionary, and write out transcriptions if necessary. Reproduce situation they were used in:*

a single gunshot -  
to be stationed / to station -  
to collapse -  
to test weapons -  
inland -  
residues -  
outnumbered -

4. *Explain what the following abbreviations stand for in the book:*

RPG, AK-47, G3, RUF.

5. *Suggest relevant Ukrainian translation for the following word combinations. Reproduce situations they were used in:*

piercing pain -  
being alive itself became a burden -  
went into hiding -  
to be in hiding -  
fail to deliver -  
upon receiving a word -  
escape route -  
to catch up with -  
to be heartbroken about sb -

6. *Find the following sentences in the text. Suggest Ukrainian translation for them:*

- 1) The letters simply informed the people from Matru Jong that the rebels were coming and wanted to be welcomed since they were fighting for us.
- 2) Each gunshot seemed to cling to the beat of my heart.
- 3) The rebels fired their guns toward the sky, as they shouted and merrily danced their way into the town in a semicircle formation.
- 4) They did not want people to abandon the town, because they needed to use civilians as a shield against the military.

5) The RPG caught up with them.

7. *Think about the answers to the following questions:*

- 1) As Chapter 2 begins, we flash forward to Ishmael's new life in New York City. He relates a dream of pushing a wheelbarrow. What is the wheelbarrow, and where is he pushing it? What does Ishmael mean when he says, "I am looking at my own".
- 2) What was the reason the rebels spared lives to some of the people?
- 3) What was the reaction of people from Mattru Jong after the first messenger arrived and why did they react in that way?
- 4) Why did the rebels promise to come but didn't?
- 5) Why did the rebels want the civilians to stay with them after they took over a town? What was their main aim?
- 6) Staying in the town of Mattru Jong was very risky. Why was it risky especially for young boys?
- 7) "That night for the first time in my life", writes Ishmael in Chapter 3 "I realized that it is physical presence of people and their spirits that give a town life". What prompts him to observe this? How old is he at that time? Also, who are the five boys with whom Ishmael flees at the end of the 3d chapter?
- 8) Why, after their escape, do Ishmael and the other boys sneak back into village of Mattru Jong?

#### **Lesson 4** **(Chapters 5 and 6)**

1. *Read Chapters 5 and 6 of the book. Find the words 1-8 in the text. Elicit their meaning from the context. Match them to the definitions a-h:*

1	to ravage	a	being under or using the threat of being shot
2	to confront smb	b	come near or nearer to (someone or something) in distance or time
3	to approach	c	think about (something) carefully, especially before making a decision or reaching a conclusion

4	at / under gunpoint	d	to cause severe and extensive damage to
5	to proceed	e	go past or round
6	to ponder	f	come face to face with (someone) with hostile or argumentative intent
7	to bypass	g	to start or begin; come or cause to come into being, operation, etc
8	to commence	h	carry on or continue

2. Match the words 1-8 to their synonyms a-h:

1	remorse	a	to arrest / catch / trap
2	to interrogate	b	inwardly
3	to capture	c	resolute
4	internally	d	guilt
5	to be determined	e	finally
6	eventually	f	benevolence
7	generosity	g	annoying
8	troublesome	h	to question

3. Find in the text the following words and phrases. Look for their meaning in the dictionary, and write out transcription if necessary. Reproduce situation they were used in the book:

to take smth by force from sb  
a belt of bullets  
cause  
to edge  
to inflict  
a different take on the life  
at the disposal  
to loose vigilance  
to devour

4. Suggest Ukrainian translation for the following word combinations. Reproduce the context they were used in:

to survive obstacles  
muzzle

to cock a gun  
to loot  
bayonet  
scabbard  
captive  
consequence  
voluntary guards

5. *Find the following sentences in the text. Suggest Ukrainian translation for them:*

- 1) The rebels, none of whom were older than twenty-one, started walking us back to a village we had passed.
- 2) Finally, he stopped and slowly raised his hands toward his face like a person hesitant to look in a mirror.
- 3) There were those who had been victims of these terrors and carried fresh scars to show for it.
- 4) "It is similar to telling parables, but in white men's language," I concluded.

6. A) *Translate the following sentences into English:*

- 1) Здавалося, що ми ніби належали до різних світів і наш зв'язок обривався.
- 2) Усі полонені стояли під прицілом, спостерігаючи, як повстанці продовжили допитувати старого.
- 3) Знайшовши шлях, ми повернули назад у село, де ми провели більшу частину наших голодних днів.
- 4) Ми з Джуніором переглянулися, і він подарував мені саме ту посмішку, яку приховував, коли ми вже приготувалися зустріти смерть.

B) *Find text equivalents for the sentences above and compare them with your variants.*

7. *Think about the answers to the following questions:*

- 1) Commenting on how a rebel soldier had interrogated an old man, Ishmael writes: “Before the war a young man wouldn’t have dared to talk to anyone older in such a rude manner. We grew up in a culture that demanded good behavior from everyone and especially from the young”.
- 2) In Chapter 6, how and why do Ishmael and his companions start farming in the village of Kamator? Why is farming so difficult for Ishmael?
- 3) What was the sole reason for the rebels’ patrol?
- 4) What was the “ceremony” of initiating into the rebels?
- 5) Chapter 6 starts with “Being in a group of six boys was not to our advantage”. How does Ishmael explain it in his story? What examples does he draw?
- 6) Recollecting the time before the war, Ishmael calls himself and his brother Junior the misfits in the community. Why?

## Lesson 5 (Chapters 7 and 8)

1. Read chapters 7 and 8 of the book. Find the words 1-7 in the text to see the context they were used in. Match them to the definitions a-g. Reproduce the context the words **in bold** were used in:

1	to survey	a	to refuse to take notice of or acknowledge
2	<b>to stumble across</b>	b	to make smth better known or more easily grasped
3	<b>to ignore</b>	c	to take revenge for or on behalf of
4	to familiarize	d	to come into conflict or opposition
5	to retain	e	to find or discover smth unexpectedly
6	<b>to collide</b>	f	to look closely at or examine smb / smth
7	to avenge	g	to continue to have smth

2. Match the words 1-6 to their synonyms a-f. Look how they are used in the text. Reproduce the context the words **in bold** were used in:

1	oblivious	a	to have finished
2	<b>sorrow</b>	b	scientific article
3	be done	c	to make one’s way to
4	<b>science paper</b>	d	to bother / to trouble

5	to head	e	inattentive
6	<b>to plague</b>	f	grief

3. *Make pairs of antonyms from words 1-7 and a-g:*

1	inexperience	a	dangerous
2	fast	b	tiny
3	safe	c	calm
4	gigantic	d	experience
5	edible	e	imperfect
6	excellent	f	slow
7	restless	g	inedible

4. *Practice reading the following words. Think which of them are adjectives and which are adverbs. See how they are used in the book. Add other words to them to make up phrases of your own:*

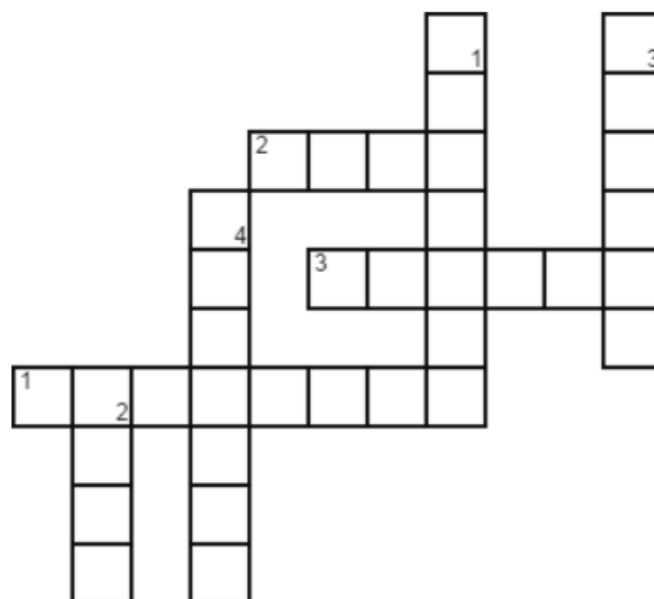
oblivious [ə'blɪvɪəs] -  
 vigorously ['vɪg(ə)rəsli] -  
 unexpectedly [ˌʌŋk'spektɪdlɪ] -  
 uncontrollably [ˌʌŋkən'trəʊləbli] -  
 pitiful ['pɪtɪf(ə)l] -  
 enormous [ɪ'nɔːməs] –

5. *Suggest Ukrainian translation for the phrases below. Reproduce the context they were used in:*

a sign of life -  
 in vain -  
 to lie ahead -  
 to come in contact -  
 to enhance brain's capacity -  
 to talk back -

6. *Complete the crossword puzzle 1 below based on key words of Chapters 7 and 8:*





(Crossword puzzle 1)

<p><b>Across:</b></p> <ol style="list-style-type: none"> <li>1. the area near or surrounding a particular place</li> <li>2. a chapter or section of the Koran</li> <li>3. a Muslim place of worship</li> </ol>	<p><b>Down:</b></p> <ol style="list-style-type: none"> <li>1. information received from other people which cannot be substantiated / rumour</li> <li>2. the person who leads prayers in a mosque</li> <li>3. look closely at or examine (someone or something)</li> <li>4. extreme tiredness resulting from mental or physical exertion or illness</li> </ol>
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7. Translate the following sentences into English. Then find their text equivalents and compare them with your variants:

- 1) Вони з'явилися в селі зненацька.
- 2) Я пальцями притиснув повіки, щоб стримати сльози...
- 3) На шостий день я зустрів людей.
- 4) Не дивлячись на те, що я загубився і був один, на даний момент це було безпечно.

8. Answer the questions below, using key words in brackets in necessary forms:

- 1) What did the rebels want from the imam and why did they kill him? (*to demanded / part / people / hide in / to refuse / to tell*)

2) Why was Ishmael happy and at the same time disappointed to see faces of other people? (*the war / to destroy / enjoyment / meeting people / experience*)

9. Think about the answers to the following questions:

- 1) After Kamator has been attacked, and the two boys have been cut off from the others in fleeing, Ishmael and Kaloko sneak out of the bush and back into Kamator, bringing along brooms every time? Why do they bring brooms? And why, later, does Ishmael set out on his own?
  - 2) What does Ishmael tell us was the “most difficult part of being in the forest”? And who are the six boys Ismael encounters after wandering and surviving in the forest on his own for more than a month? Where does he know some of these boys from?
  - 3) As Chapter 7 finishes Ishmael describes how he came in contact with humans. How did those people behave? Did they treat him friendly? Why?
  - 3) How does Ishmael explain his excellent photographic memory that enables him to remember details of the day-to-day moment of his life?
10. There is an abstract where Ishmael recollects as his father used to say “*If you are alive, there is hope for a better day and something good to happen. If there is nothing good left in the destiny of a person, he or she will die*”. Those words became for Ishmael the “*vehicle that drove his spirit forward and made it still alive*”. Dwell on this his father’s statement. (3-4 sentences).

## Lesson 6 (Chapter 9)

1. Read Chapter 9 of the book. Divide this Chapter into parts and suggest simple titles for these parts, which will reflect their content.
2. Match the words 1-7 to their definitions a-g. Find them in the text to see the context they were used in. Reproduce situation the words **in bold** were used in:

1	to deviate	a	a visually striking performance or display
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2	spectacle	b	situated in the interior of a country rather than on the coast
3	anesthesia [ˌanɪsˈθiːziə]	c	a soldier who is paid to fight by a country or group that they do not belong to
4	inland	d	to depart from an established course
5	<b>mercenary</b>	e	to feel startled
6	to be taken aback	f	to announce officially or publicly
7	<b>to proclaim</b>	g	insensitivity to pain, especially as artificially induced by the administration of gases or the injection of drugs before surgical operations

3. Match the words 1-8 to their synonyms a-h. Reproduce the context the words **in bold** were used in:

1	to jab	a	to take off
2	<b>to lessen</b>	b	to sweat
3	to yank off	c	to be in a hurry
4	to perspire	d	interruptedly
5	<b>to subside</b>	e	to diminish
6	to hasten	f	to alleviate
7	<b>abruptly</b>	g	to stab
8	to ease	h	to decrease

4. A) Fill in the blanks in the sentences below with necessary prepositions:

- 1) We walked closer and sat ... the edge of the sand and stared ... the ocean, admiring the display of the ways ... succession.
- 2) The only escape ... this pain was to keep walking and hope ... something miraculous.
- 3) Whenever he wanted to convince us ... something, they would brighten.
- 4) As we walked, he engaged us ... conversation.

B) Find these sentences in the text and check whether you were right.

5. A) Find the following phrases in the text to see the context they were used in. Make a phrase or a sentence of your own with the words **in bold**:

**to handle** situations

**authoritative** voice

**elaborate** gestures

to keep one's hands crossed behind one's back most of the time

to have extra-hearing ability

be elegantly dressed

**militant** stance

**tough** expression on the face

*B) Think of any celebrities, politicians, etc., who possess the above-mentioned characteristics.*

6. *Find in the text the following words to see the context they were used in. Choose one of the suggested meanings, in which each word was used in the context. Suggest Ukrainian translation for them:*

to long – 1) to yearn; 2) to desire

to conclude – 1) to decide; 2) to finish; 3) to enclose

to motion – 1) to gesture; 2) to make smth move

7. *Find the following sentences in the text. Suggest Ukrainian translation for them:*

- 1) He said he had heard about the war but still had difficulty believing that people could do the things that he had heard they did.
- 2) I wanted to know his name so badly, but I restrained myself.
- 3) We were not fast enough to escape the men who came for us.
- 4) The flash on my face twitched as we waited for the chief to grant us life or death.

8. *Think about the answers to the following questions:*

- 1) Who is the anonymous man with the fishing hut near the ocean, and how does he help to soothe and heal the severely scalded feet of Ishmael and the others?
- 2) How are the lives of all seven boys saved by rap music – specifically the music of LL Cool J?
- 3) What made the villagers be afraid of Ishmael and his companions? How did they react when the boys entered their village?

- 4) The villagers didn't kill the boys but chased them out of the village. What sort of punishment did the villagers prepare for the boys?
- 5) After being untied, dancing in front of the crowd of villagers, for the first time in his life Ishmael didn't enjoy rap dancing. Why did he feel like that?
- 6) Why do you think the chief of the villagers let the boys go and didn't allow the boys to stay in the village?

## Lesson 7 (Chapter 10)

1. Read Chapter 10 of the book. Divide this chapter into parts and suggest simple titles for these parts, which will reflect their content.
2. Find the words below in the text to see the context they were used in. Match the words 1-7 to the definitions a-g. Reproduce the context the words **in bold** were used in:

1	<b>unsettling</b>	a	a feeling of great happiness and triumph
2	feast	b	to persuade someone gradually or gently to do smth
3	jubilation	c	to take in or soak up large meal
4	to rummage	d	a large meal, typically a celebratory one
5	<b>to coax</b>	e	to be disorganized and confused
6	<b>to be in disarray</b>	f	smth. that makes you feel rather worried or uncertain
7	to absorb	g	search unsystematically and untidily through something

3. Match the words 1-8 to their synonyms a-g. Reproduce the context the words **in bold** were used in:

1	to eavesdrop	a	huge
2	to fetch	b	to block
3	to backfire	c	to help
4	to proceed	d	to overhear
5	humongous	e	to go and get
6	to trigger	f	to begin

7	to obstruct	g	to come back
8	to aid	h	to provoke

4. Find the words below in the text to see the context they were used in. Suggest translation for them in Ukrainian. Make up your own sentences with words **in bold**:

**to survive -**

bring oneself to -

**to come to terms with -**

to get one's thoughts in motion -

to be in abundance -

**to fight to stay afloat -**

**to aid -**

5. Read the following statements. Decide whether they are true or false. Suggest corrects statements for the false ones:

1	According to the tradition of the Ishmael's community, the name-giving ceremony was a very intimate procedure and a child was given a name by his parents.	T / F
2	Musa lost his family when he was at home.	T / F
3	Alhaji lost his parents together with his three sisters and two brothers when he was at the river.	T / F
4	Kanei was the only among the boys whose family survived.	T / F
5	Saidu became the witness of the tortures his family suffered from.	T / F
6	When the boys arrived at the village, it was very noisy there what seemed rather natural to the boys.	T / F
7	In this chapter Ishmael finds out from a woman that his family was dead.	T / F

6. Find the following sentences in the text. Suggest Ukrainian translation for them:

- 1) "How many more times do we have to come to terms with death before we find safety?"
- 2) I had become a member of the community and was now owned and cared for by all.

- 3) Musa had triggered in all of us what we were afraid of thinking.
- 4) Even though I am still alive, I feel like each time I accept death, part of me dies.
- 5) Even though the journey was difficult, every once in a while we were able to do something that was normal and made us happy for a brief moment.

7. *Think about the answers to the following questions:*

- 1) Describe the “name-giving ceremony” that Ishmael recollects his grandmother telling him about. Who attended this ceremony, and what did it entail in the way of preparation, purpose, ritual, and food?
- 2) What do we learn in Chapter 10 of the various backgrounds of Ishmael’s companions?
- 3) Think of the reason that triggered Saidu’s faint? How does Saidu die?

8. *Follow the links below to watch Ishmael Beah reading an excerpt from “A Long Way Gone”. Then discuss statements in the group, saying if they are true or false. Paraphrase all false statement to make them true.*



A. *Preface:*

<https://www.youtube.com/watch?v=SwLPMgFsjo0&feature=youtu.be>

- 1) When the war started, everyone distrusted each other except for children.
- 2) Children had been recruited on all sides of the war.
- 3) When children used to arrive to a village, people usually were not afraid of them and tried to help them.

- 4) It was not easy to be a young person during the war because people, took him for a part of RUF rebels or a combatant.
- 5) Ishmael is going to read an instance of how villagers were trying to kill him and his friends.

*B. Continuation:*

[https://www.youtube.com/watch?v=6ycJ\\_7CYOnk&feature=youtu.be](https://www.youtube.com/watch?v=6ycJ_7CYOnk&feature=youtu.be)

- 6) The boys' journey was so difficult that they were not able to do anything that was normal and nothing could made them happy.
- 7) It was going to be a feast in the village that night.
- 8) After the hunting, the boys hung about in the village doing nothing and waiting for the feast.
- 9) In the village Ishmael meets his grandmother.
- 10) Mende is the name of one of the native tribes from Sierra Leone.
- 11) Ishmael's memories about his family and his past made him happy and were not painful for him at all.

## Lesson 8 (Chapter 11)

1. Read Chapter 11 of the book. Find the words 1-7 in the text to see the context they were used in. Match them to the definitions a-g. Reproduce the context the words **in bold** were used in:

1	<b>notorious</b>	a	to depart suddenly or unexpectedly
2	to shove	b	to bend a head and body in fear or apprehension
3	to pop off	c	to have or hold (someone or something) within
4	<b>to pin</b>	d	famous or well known, typically for some bad quality or deed
5	troublesome	e	hold (someone) firmly in a specified position so they are unable to move
6	to cringe	f	causing difficulty or annoyance
7	<b>to contain</b>	g	push (someone or something) roughly



2. Find the words 1-7 in the text to see the context they were used in. Match them to their synonyms a-g. Reproduce the context the words **in bold** were used in:

1	to be done	a	forcefully
2	totally	b	entirely
3	vehemently	c	clothing, especially of a specified kind
4	<b>gear</b>	d	to have finished
5	perplexed	e	angry
6	furious	f	shocked
7	<b>impatiently</b>	g	eagerly

3. A) Reproduce the context the phrases below were used in:

to hold back one's tears -  
to look forward to -  
to carry out the command -  
to summon the courage -

B) Use these phrases in the sentences of yours.

4. Find the following sentences in the text. Suggest Ukrainian translation for them:

- 1) Excitement and sadness made me feel as if my heart would explode if I waited any longer, but on such a narrow path I couldn't walk past all those in front of me.
- 2) When I got to the village, it was completely on fire and bullet shells covered the ground like mango leaves in the morning.
- 3) Finally, we were approaching the village where seeing our families was actually a possibility.
- 4) For a few minutes I tried to imagine what it felt like for Gasemu when his fingers vibrated to let the last air out of his body.

5. Match parts of the text 1-5 to A-E to make logical fragments:

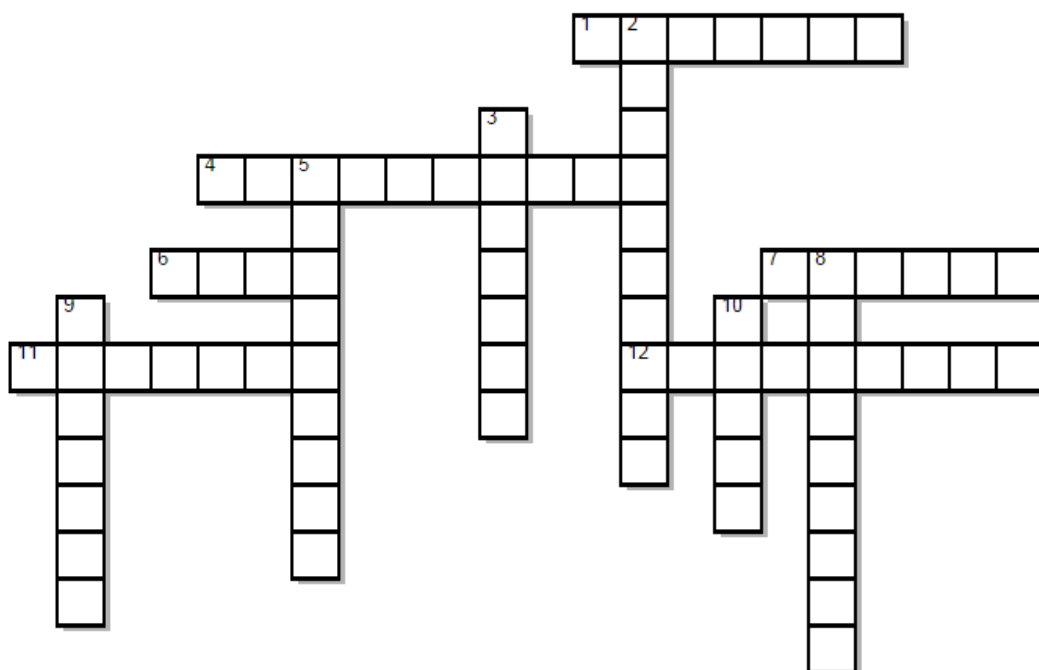
1	Coffee trees began to replace forest, and footprints appeared on	A	But we weren't yet.
---	--	---	---------------------

	the path. We heard rice being pounded and whispers in the breeze.		
2	After a few minutes we came to a river and I was happy, because at the edge of most villages there was a river, so I thought we should be there any minute now.	B	There were people locked in it. The fire was too much inside.
3	My eyes followed the brown dusty path that continued down the hill to the thick forest, through which I caught a glimpse of the thatched and tin roofs of the village.	C	We quickened our pace as these sounds assured us that life was ahead.
4	We ran behind the houses at the edge of the coffee trees and came upon the house where the cries were coming from.	D	I hesitantly tried to make out the faces of burnt bodies, but it was impossible to tell who they had been.
5	The fire had begun to die down, and I was running around the village looking for something, something I didn't want to see.	E	Part of me was on the way to the village, the other impatiently waited on the hill.

6. *Think about the answers to the following questions:*

- 1) Who is Gasemu? Why does Ishmael befriend him and then later try to strangle him?
- 2) When Ishmael doesn't find anyone of his family what does he feel toward Gasemu? And why does he behave so aggressively with him?

7. *Complete the crossword puzzle 2 below based on key words of Chapters 9, 10 and 11:*



(Crossword puzzle 2)

<p><b>Across:</b></p> <p>1. a bed made of canvas or rope mesh suspended from two supports by cords at both ends</p> <p>4. a synonym to “huge”</p> <p>6. clothing, especially of a specified kind</p> <p>7. situated in the interior of a country rather than on the coast</p> <p>11. become less intense, violent, or severe</p> <p>12. a visually striking performance or display</p>	<p><b>Down:</b></p> <p>2. insensitivity to pain, especially as artificially induced by the administration of gases or the injection of drugs before surgical operations</p> <p>3. continue to live or exist in spite of (an accident or ordeal)</p> <p>5. a professional soldier hired to serve in a foreign army</p> <p>8. causing difficulty or annoyance</p> <p>9. a synonym to “angry”</p> <p>10. a large celebratory meal</p>
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## Lesson 9 (Chapter 12)

1. Read Chapter 12 of the book. Divide the chapter into several parts and suggest simple titles for these parts, which would reflect their content.
2. Find the words 1-8 in the text to see the context they were used in. Match them to the definitions a-h. Reproduce the context the words **in bold** were used in:

1	<b>orphaned</b>	a	a supply or quantity of bullets and shells
2	to subside	b	a person who lacks the courage to do or endure dangerous or unpleasant things
3	<b>ammunition</b>	c	to stop trying to do
4	<b>gruesome</b>	d	a group of soldiers whose task is to guard the town or building where they live
5	<b>coward</b>	e	extremely unpleasant and shocking
6	prisoner	f	without alive parents
7	<b>to give up</b>	g	to become less intense, violent, or severe
8	<b>garrison</b>	h	a person captured and kept confined by an enemy or criminal

3. Find the words 1-6 in the text to see the context they were used in. Match them to their synonyms a-f. Reproduce the context the words **in bold** were used in:

1	except for	a	unquiet
2	<b>to socialize</b>	b	food
3	restless	c	headwater
4	rations	d	to interact
5	<b>attire</b>	e	apart from
6	<b>tributary</b>	f	clothes

4. Find the words 1-6 in the text to see the context they were used in Match them to their Ukrainian equivalents a-f:

1	to revenge	a	намет
2	order	b	склад
3	depot	c	роздумувати
4	to report	d	мститися
5	tent	e	наказ
6	to ponder	f	прибути

5. Find the words below in the text to see the context they were used in. Study different meanings they can be used in. Choose one of the two suggested meanings, in which each word was used in the text of the book:

- 1) to erupt: 1) break out suddenly and dramatically; 2) become active and eject lava, ash, and gases;
- 2) to issue: 1) come, go, or flow out from; 2) result or be derived from;
- 3) to insist: 1) to state positively and assertively; 2) demand smth forcefully, not accepting refusal;
- 4) magazine: 1) a periodical publication containing articles and illustrations; 2) a part of a gun in which cartridges are stored.

6. *Find the following sentences in the text. Suggest Ukrainian translation for them:*

- 1) Apart from this, there were no indications that our childhood was threatened, much less that we would be robbed of it.
- 2) That morning didn't come just with sunrise; it brought with it soldiers, the few who were able to make it back to the village.
- 3) "..., all of us have seen death or even shaken hands with it."
- 4) During the day they mingled with the civilians, and we helped in the kitchen, Kanei and I fetched water and washed dishes.
- 5) By the midday all the daily chores were done; the evening meal was prepared and only awaited consumption.

7. *Match parts of the text 1-5 to A-E to make logical fragments:*

1	Gunshots erupted nearby, and the soldiers began to move, taking the six of us with them.	A	The adults, civilians and soldiers, spoke about the weather, planting seasons, hunting, and nothing about the war.
2	A soldier led us to Yele, a village that was occupied by the military.	B	Alhaji stepped out and looked in y direction for a few minutes, but he then turned and just stared at the ground.
3	In the beginning, it seems we had finally found safety at Yele. The village was always full of lively chattering and laughter.	C	We came upon a river where the soldiers' aluminum boats, with motors, gently floated.
4	At midday, a group of over twenty soldiers arrived in the village.	D	The aura in the village rapidly hanged after the speech.

5	Everyone's face had begun to sadden and grow tense.	E	The lieutenant was surprised and delighted when he saw them, but he quickly hid his emotions.
6	That night I stood at the entrance of my tent for a while, hoping my friends would come out to talk, but no one did.	F	It was a big village with more than ten houses.

8. *Think about the answers to the following questions:*

- 1) At the village of Yele, a pivotal shift in this memoir begins when Ishmael goes from being an observer and victim of savage, war-triggered violence to being both of these things as well as a perpetrator of such violence. How does this shift happen? Do Ishmael and his companions have any choice in making it?
- 2) How does Ishmael describe the life of people in the village and how does he feel about it?
- 3) In the middle of the Chapter there comes a moment when the war crept up on to the village, because of the lack of soldiers the lieutenant Jabati needed new people to recruit. What measures does he resort to to make people get involved into the war, recruit new boys and to maintain people's anger and hate to the rebels.

### Lesson 10 (Chapters 13 and 14)

1. *Read Chapters 13 and 14 of the book. Find the words 1-6 in the text to see the context they were used in the book. Match them to the definitions a-g. Reproduce the context the words **in bold** were used in:*

1	magazine	a	a short-range tubular rocket launcher used against tanks
2	to take turns	b	a store for arms, ammunition, and explosives for military use
3	<b>informant</b>	c	people killed or injured in a war or accident
4	bazooka	d	a person who gives information to another

5	<b>casualties</b>	e	do something alternately or in succession
6	gunman	g	a man who uses a gun to commit a crime such as murder or robbery

2. Find the words 1-8 to see the context they were used in. Match them to their synonyms a-h. Reproduce the context the words **in bold** were used in:

1	<b>secretive</b>	a	booty
2	reverie	b	improvement
3	void	c	to carry out
4	numbness	d	silent
5	<b>fierce</b>	e	dreaminess
6	<b>betterment</b>	f	stupor
7	<b>loot</b>	g	empty
8	<b>to implement</b>	h	wild

3. Find the words below in the text to see the context they were used in. Study different meanings they can be used in. Choose one of the two suggested meanings, in which each word was used in the text of the book:

- 1) corporal: 1) (n) a rank of non-commissioned officer in the army, above lance corporal or private first class and below sergeant; 2) (adj) relating to the human body;
- 2) spare: 1) not currently in use or occupied; 2) elegantly simple;
- 3) informant: 1) a person from whom a linguist or anthropologist obtains information about language, dialect, or culture; 2) a person who gives information to another.

4. Read the following statements. Decide whether they are true or false. Suggest corrects statements for the false ones:

1	Ishmael and his companions were inspired and wanted to be like cinema stars.	T/ F
2	It became an easy thing for Ishmael and other boys to kill people.	T/ F
3	It was forbidden to consume alcohol and smoke among military men.	T/ F

4	Unlike the RUF rebels, the army soldiers treated the civilians humanely.	T/ F
5	The civilians which were under the protection of the soldiers, were free to leave the village.	T/ F
6	Being part of the army made Ishmael feel special and important.	T/ F

5. A) *Translate the sentences below into English:*

- 1) Багато з того, що робилося не мало пояснення та причини. →
- 2) Ми сиділи на землі і кожен, здавалося, занурився у власні думки.  
→
- 3) Ніколи в житті мені не була так страшно кудись йти, як того разу.  
→
- 4) Щоразу, дивлячись на повстанців під час рейдів, моя злість ставала сильнішою, тому що вони були як ті самі повстанці, які грали в карти в руїнах села, де я втратив свою сім'ю. →

B) *Find text equivalents of the sentences above and compare them with your variants.*

6. *Think about the answers to the following questions:*

- 1) In Chapter 13, the boy soldiers are given white tablets by their army superiors. What are these? Why are they being handed out?
- 2) What do Ishmael and the other soldiers do when they are not out on a mission? What movies do they like to watch, and why? What else do they do with their spare time?
- 3) At one point, the lieutenant tells them, “*We are not like the rebels, those riffraffs who kill people for no reason*”. Is this true?
- 4) Why is Ishmael promoted to junior lieutenant? How did he achieve his new rank?



## Lesson 11 (Chapter 15)

1. Read Chapter 15 of the book. Divide this chapter into several parts and suggest simple titles for these parts, which would reflect their content.
2. Find the words 1-7 in the text to see the context they were used in. Match them to the definitions a-g. Reproduce the context the words **in bold** were used in:

1	tribal	a	rapid surprise attack on an enemy
2	<b>squad</b>	b	characteristic of a tribe or tribes
3	raid	c	showing a lack of experience, wisdom, or judgement
4	<b>to look forward to smth</b>	d	to spring forward suddenly so as to attack or seize someone
5	naïve / naive	e	sb who is superior to another in rank or status
6	<b>to pounce</b>	f	to await eagerly
7	<b>superior</b>	g	a small number of soldiers assembled for drill or assigned to a special task

3. Find the words 1-7 in the text to see the context they were used in. Match them to their synonyms a-g. Reproduce the context the words **in bold** were used in:

1	<b>puzzled</b>	a	to escort
2	<b>raid</b>	b	aplenty
3	to usher	c	bewildered
4	<b>baffled</b>	d	to mix
5	in abundance	e	invasion
6	base	f	headquarters
7	<b>to mingle</b>	g	perplexed

4. Find the words 1-7 in the text of the Chapter to see the context they were used in. Match them to their Ukrainian equivalents a-g:

1	a private	a	розлучатися
---	-----------	---	-------------

2	to part	b	прибрати
3	to hoist	c	роздуми
4	damage	d	будівля
5	contemplation	e	рядовий
6	compound	f	піднімати
7	to remove	g	шкода

5. *Find the following phrases in the text. Elicit their meaning from the context. Make up sentences of your own with these phrases:*

to be accustomed to smth  
to replace sb / sth with sb / sth  
to give sb up to sth  
to stand at ease  
to point sth at sb

6. *What does the abbreviations **UNICEF** and **MP** stand for in the book? Look for the information on the Internet about the activity and goals of the UNICEF.*

7. *A) Translate the following sentences into English:*

- 1) Здавалося до них дійшло, що ми не діти, щоб з нами гратися.
- 2) Ми звикли виконувати накази і робити те, що нам казали.
- 3) Ми гадали, що залишимося частиною війни до самого кінця.

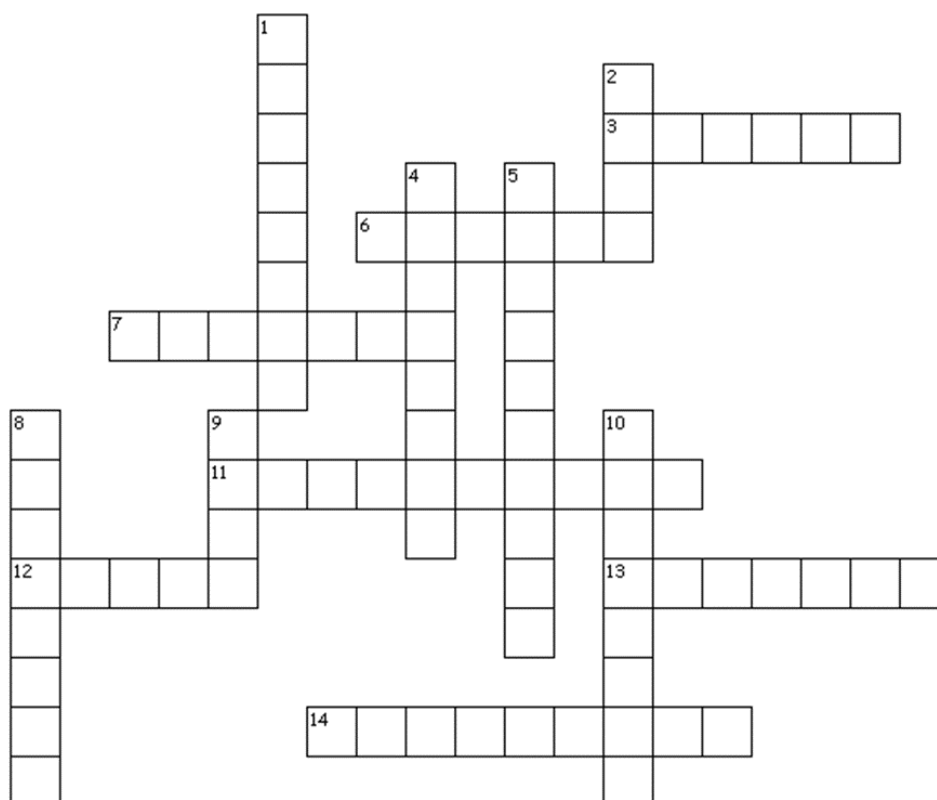
*B) Find English equivalents of the sentences above in the text and compare them with your variants.*

8. *Think about the answers to the following questions:*

- 1) As Chapter 15 begins, a dreadful, nightmare routine is, by now, firmly in place – “In my head my life was normal,” Ishmael writes. How long has he been a soldier? And what happens to Ishmael and Alhaji, and a few other select boys, in the town of Bayua? Where are they taken, and by whom?
- 2) What did Ishmael feel at the moment when he together with other 14 boys were being stripped of their military equipment? What was his reaction? Did he feel happy or not? How do you think why?
- 3) Who is Mambu? Why does Ishmael take a liking on him?

4) Describing the events in this chapter, why is Ishmael suddenly referring to the army as “so-called” (“...all fought for the so-called army, in different...”)?

9. Complete the crossword puzzle 3 below based on key words of Chapters 12 - 15:



(Crossword puzzle 3)

**Across:**

- 3. clothes, especially fine or formal ones
- 6. physical harm that impairs the value, usefulness, or normal function of something
- 7. a short-range tubular rocket launcher used against tanks
- 11. a supply or quantity of bullets and shells
- 12. a small number of soldiers assembled for drill or assigned to a special task
- 13. the lowest rank in the army, below lance corporal or private first class
- 14. a person who gives information to another

**Down:**

- 1. a group of soldiers whose task is to guard the town or building where they live
- 2. a place used as a center of operations by the armed forces or others
- 4. a part of a gun in which cartridges are stored
- 5. people killed or injured in a war or accident
- 8. a person captured and kept confined by an enemy or criminal
- 9. rapid surprise attack on an enemy
- 10. a rank of non-commissioned officer in the army, above lance corporal or private first class and below sergeant

## Lesson 12 (Chapter 16)

1. *Read Chapter 16 of the book. Divide this chapter into several parts and suggest simple titles for these parts, which would reflect their content.*
2. *Describe how Ishmael and other boys behaved at the camp at first and what they felt. Make up 5-6 sentences basing yourself upon the following key words and phrases:*

Medical check-ups; counselling sessions; psychological therapy; hated; to chase; new environment; the drugs were wearing off; stole some pain relievers; to grin the tablets; resorted to more violence, fight each other day; to unleash blows on sb.

3. *After having been beaten by the boys, Poppay was taken to the hospital. How did he behave to the boys after he came back? Did he give up on the boys? Shape your answer in 5 sentences using key words and phrases below:*

- 1) a security guy / hospital
- 2) to return / to limp
- 3) to make smb angry / “the civilians” / to respect / soldiers / to be capable / severely
- 4) to make a pact / to give up on smb
- 5) to hate

4. *Find the words 1-8 in the text to see the context they were used in. Match them to the definitions a-h. Reproduce the context the words **in bold** were used in:*

1	to enrage	a	ask questions of (someone) closely, aggressively
2	<b>withdrawal</b>	b	a toilet, especially a communal one in a camp or barracks
3	<b>to interrogate</b>	c	to engage in an imaginative game or fantasy
4	<b>overwhelmed</b>	d	make (someone) very angry

5	checkup	e	to reassemble or cause to reassemble into organized groups, typically after being attacked or defeated
6	latrine	f	a thorough examination, esp. a medical or dental one
7	to pretend	g	the process of ceasing to take an addictive drug
8	<b>to regroup</b>	h	confused

5. Match the words 1-9 to their Ukrainian equivalents a-i:

1	vengeance ['vendʒ(ə)ns]	a	одиночні спалахи
2	<b>supposedly</b>	b	нападати із засідки
3	<b>to suggest</b>	c	з відкритим ротом
4	to ambush ['æmbʊʃ]	d	безсумнівно
5	<b>requirement</b>	e	запропонувати
6	<b>sporadic outbursts</b>	f	множення
7	<b>openmouthed</b>	g	вимога
8	definitely	h	ймовірно
9	multiplication	i	помста

6. Using tips find in the text of the Chapter English equivalents for the following words and phrases. Reproduce the context they were used in:

індивідуальні бесіди – c . . ns . l . . ng s . ss . . ns  
 вдаватися до – to r . s . rt to  
 дислокуватися – to d . pl . y  
 кондуктор – ap . r . nt . c .  
 вивітрюватися – to w . . r off  
 нове оточення – n . w . n . . r . nm . nt  
 нападник – at . . ck . r

7. Read the following statements. Decide whether they are true or false. Suggest corrects statements for the false ones:

1	Children-former soldiers were ready to accept help of the civilians and agreed to do everything they were told to.	T/ F
2	The boys liked counselling sessions at Benin Home.	T/ F

3	After the drugs had worn off, Ishmael felt much better and his behavior was gradually improving.	T/ F
4	The boys would fight for hours in between meals with no reason at all.	T/ F
5	Ishmael and other boys were suffering going through their own withdrawal stages in different ways.	T/ F
6	Ishmael broke glass windows to get into the hospital to steal a first-aid kit and treat himself.	T/ F
7	After the boys burnt all the school materials, which they were supplied with at the center, the staff members stopped resupplying them.	T/ F

8. *Think about the answers to the following questions:*

- 1) Who is Mambu? Why does Ishmael take a liking on him? And who is Esther, and why does Ishmael – later on – take a liking on her?
- 2) Benin Home, where Ishmael undergoes psychological, emotional, social counseling, as well as physical and medical attention, is where he keeps hearing the “this isn’t your fault” remark from various staffers and professionals. Does he really accept this mantra? Explain.
- 3) How can you characterize the approach, which was practiced at the Benin Home and was aimed at recovering boys – former soldiers?

9. *Revise the vocabulary of the chapter completing the word search puzzle 1 below:*

D J Y W I T H D R A W A L Y E V D S M Z Z J L D E J P Z Z C E D E X Z R L C R A L U I H P N I C B T N R R U N B T E L L G A U E R E B L G V A C O Y N E L R H W E Y L S M K Y D G O A T I A D Q N L U U B M I R J N S T K G M B A P R V J L Y H C R Y J M Y R Q J T G R L L Y E I R D G T X L Y N L P X Y J Z F L Y	<i>checkup</i> <i>therapy</i> <i>drugs</i> <i>violence</i> <i>security</i>	<i>unleash</i> <i>vengeance</i> <i>first-aid</i> <i>deploy</i> <i>traumatized</i> <i>withdrawal</i>
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(Word search puzzle 1)

## Lesson 13

### (Chapter 17)

1. Read Chapter 17 of the book. Divide this chapter into several parts and suggest simple titles for these parts, which will reflect their content.
2. Find the words 1-7 in the text to see the context they were used in. Match them to the definitions a-g. Reproduce the context the words **in bold** were used in:

1	<b>to obey</b>	a	to require or need smth
2	to exploit	b	to leave smth empty or uninhabited, without intending to return
3	to launch	c	to make use of (a situation) in a way considered unfair or underhand
4	to demand	d	to submit to the authority of (someone) or comply with (a law)
5	<b>to abandon</b>	e	to start an activity or enterprise
6	<b>to ignore</b>	f	a scene that returns to events in the past
7	<b>flashback</b>	g	to disregard intentionally

3. Match the following words 1-8 to their synonyms a-h. Reproduce the context the words **in bold** were used in:

1	be reluctant	a	list
2	gruesome	b	to intensify
3	<b>to secure 1</b>	c	to take possession of
4	amiss	d	unwilling
5	<b>to secure 2</b>	e	sharply
6	<b>to increase</b>	f	bad
7	chart	g	to protect
8	severely	h	terrible

4. Match the words 1-6 to their Ukrainian equivalents a-f:

1	rival	a	обтяжливий
2	sternly	b	відновлювати
3	burdensome	c	свідомість

4	batch	d	супротивник
5	to regain	e	партія товару; група людей
6	consciousness	f	сурово

5. *In this Chapter Ishmael mentions the CAW (Children Associated with the war) organization. Look on the Internet for the information about this NGO and present it shortly in the class.*

6. a) *Find the following abstract in the text of the Chapter. Suggest your Ukrainian translation for it:*

At that time, I didn't think I was lucky, I thought I was brave and knew how to fight. Little did I know that surviving the war that I was in, or any other kind of war, was not a matter of feeling trained or brave. These were just things that made me feel I was immune from death.

b) *How do you understand such Ishmael's feeling?*

7. *Describe the nurse Ishmael gets to know using words below:*

White uniform; white hat; white teeth; dark skin; beauty; charm; tall; big brown eyes; kind; inviting.

8. *Match parts of the text 1-5 to A-E to make logical fragments:*

1	I was quiet for a bit, as I didn't know what to say and also didn't trust anyone at this point in my life.	A	Alhaji returned from his session at the hospital and told me that nurse Esther said I should go see her.
2	A few days after that first conversation, the nurse gave me a present. I was watching some of the boys roll a volleyball net onto the yard.	B	I was lying next to the lieutenant and he looked at me with a puzzled face.
3	First, I went with my squad to spy on a village.	C	Our first counterattack was carried out in order to secure ammunition from the dead.
4	As we lay in ambush, we began to realize that the place was empty.	D	I had done just that for most of my short life, with no one to trust, and



			frankly, I liked being alone, since it made surviving easier.
5	Some people were injured, but not so severely as to keep them from fighting; others, like myself, had received many bullet wounds that they ignored.	E	We watched the village all day and saw that there were more men than us and that they were well armed and had newer guns.

9. *Think about the answers to the following questions:*

- 1) In this Chapter, Ishmael describes, “the first time [he’d] dreamt of [his] family since [he] started running away from the war”. Paraphrase that nightmare explaining how it differs from the many other dreams we’ve heard about from Ishmael. Also, explain how the dream illustrates his inner conflicts.
- 2) Who is Esther, and why does Ishmael – later on – take a liking on her?

## Lesson 14 (Chapters 18 and 19)

1. *Read Chapters 18 and 19 of the book. Find the words 1-7 in the text to see how they were used in the context. Match them to the definitions a-g. Reproduce the context the words **in bold** were used in:*

1	<b>to emphasize</b>	a	to move sth slightly in order to achieve the desired fit
2	to soldier	b	to inspect (someone or something) thoroughly in order to determine their nature or condition
3	<b>to repatriate</b>	c	the amount of freedom to move or act that is available
4	to recount	d	to give special importance or value to (something) in speaking or writing
5	<b>leeway</b>	e	to serve as a soldier
6	to examine	f	to tell someone about something
7	to adjust	g	to send (someone) back to their own country

2. Match the words and phrases 1-10 to their synonyms a-j. Reproduce the context the words **in bold** were used in:

1	to shepherd	a	to be in a good temper
2	to be in high spirits	b	atonement
3	<b>gathering</b>	c	to monitor
4	discovery	d	to accompany
5	initial	e	to reestablish
6	to reinstate	f	to rely on
7	<b>to the point</b>	g	invention
8	redemption	h	meeting
9	<b>to check on</b>	i	the first
10	<b>to count on</b>	j	relevantly

3. Match the words 1-7 to their Ukrainian equivalents a-g. Reproduce the context the words **in bold** were used in:

1	to disappear	a	заохочення
2	discover	b	вибір часу
3	<b>guidance</b>	c	рідкість
4	timing	d	прийомний
5	<b>rarity</b>	e	зникати
6	encouragement	f	вказівки
7	foster	g	знахідка

4. a) Find the following sentences in the text. Suggest Ukrainian translation for them:

- 1) I was beginning to think that this whole thing was being blown out of proportion.
- 2) I would always tell people that I believe children have the resilience to outlive their sufferings, if given a chance.
- 3) But gradually I adjusted to being around people who were happy all the time.
- 4) I meant what I said and it was not a funny matter.
- 5) I did not count on him being able to find my uncle in such a big city, especially with the little information I had provided.

5. *Find the words below in the text of the Chapter. Elicit their meaning from the context:*

backwardness →

wherein →

congested →

go-ahead →

to undergo →

supplies →

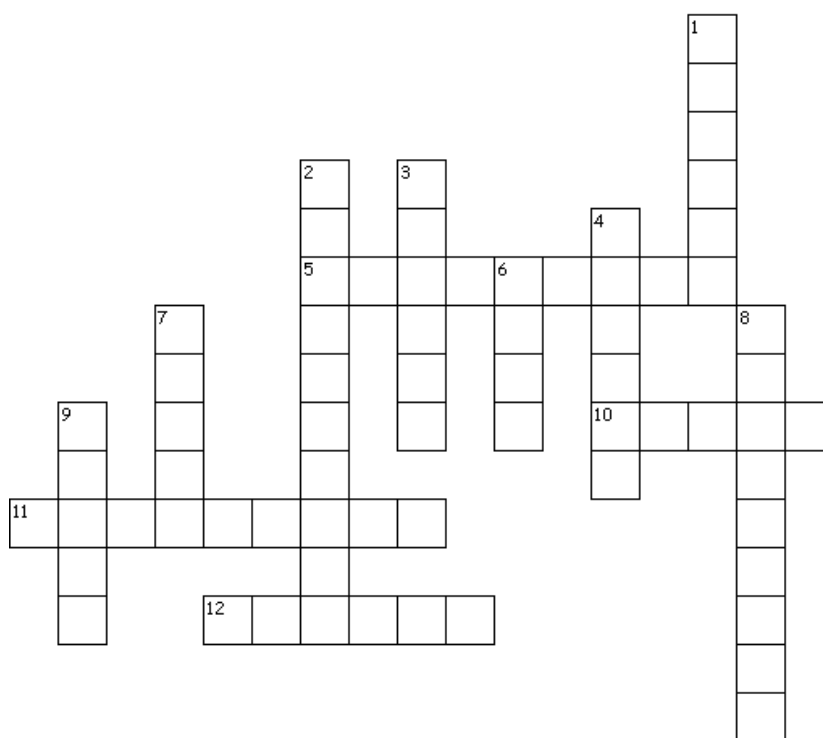
genuine →

commotion →

6. *Think about the answers to the following questions:*

- 1) As he is leaving Benin Home, Ishmael says farewell to his friend Alhaji, who salutes him while whispering, “Goodbye, squad leader.” “I couldn’t salute him in return,” Ishmael writes. Why?
- 2) What was the news Leslie brought to Ishmael?
- 3) What did the term “repatriated” use to describe?
- 4) Ishmael writes that he loved his walks with his uncle. Why? What feeling did they give to him?
- 5) Describe the family Ishmael goes to live with after his eight-month rehabilitation. Who are they? How is he related to them? What does he think of them? Is he entirely honest with them? Which members of his new family is Ishmael closest to?
- 6) During his first interview how did Ishmael explain why he should go to the UN to present the situation affecting children in the country?

7. *Complete the crossword puzzle 4 based on key words of Chapters 17, 18 and 19:*



(Crossword puzzle 4)

### Across

- 5. the action or process of discovering or being discovered
- 10. a person, team, etc., that competes with another for the same object
- 11. a group of people meeting together for a particular purpose.
- 12. disregard intentionally

### Down

- 1. the amount of freedom to move or act that is available
- 2. a thing that saves someone from error or evil
- 3. such people officially take a child into their family
- 4. to protect or make safe
- 6. submit to the authority of sb or to the command
- 7. a number of things or people regarded as a group or set
- 8. a scene that returns to events in the past
- 9. a sheet of information in the form of a table, graph, or diagram

## Lesson 15 (Chapters 20 and 21)

1. Read final Chapters 20 and 21 of the book. Find the words 1-10 in the text to see the context they were used in. Match them to their definitions a-g. Reproduce the context the words **in bold** were used in:

1	<b>to envision</b>	a	to feel admiration, respect or dread
2	to venture	b	to feel reverential respect mixed with fear or wonder
3	afar	c	to stimulate or give rise to a reaction or emotion someone
4	be in awe	d	to get less good
5	<b>be excited</b>	e	a place where traffic is stopped so that it can be checked
6	<b>to provoke</b>	f	to imagine as a future possibility; visualize
7	<b>get worse</b>	g	with the help, support, or protection of
8	<b>to oust</b>	h	to drive out or expel (someone) from a position or place
9	checkpoint	i	to undertake a risky or daring journey or course of action
10	auspice	g	at or to a distance

2. Find the words 1-12 in the text to see the context they were used in. Match them to their synonyms a-l. Reproduce the context the words **in bold** were used in:

1	to top that	a	introduction
2	strangeness	b	to scatter
3	be baffled	c	cemetery
4	initiation	d	things
5	mesmerized	e	hypnotized
6	<b>explosive</b>	f	eccentricity
7	<b>items</b>	g	ruined
8	<b>to afford</b>	h	to disperse
9	<b>to scatter</b>	i	perplexed
10	<b>graveyard</b>	j	to have enough
11	<b>to disperse</b>	k	detonative
12	<b>dilapidated</b>	l	more than that

3. Find the following words in the text to see the context they were used in. Match the words 1-9 to their Ukrainian equivalents a-i. Reproduce the context the words **in bold** were used in:

1	to overwhelm	a	автомат
2	to avenge	b	засуджувати
3	<b>to sentence</b>	c	приголомшувати
4	<b>to overthrow</b>	d	вийти із себе
5	<b>to lose temper</b>	e	вчитини злочин
6	<b>to commit a crime</b>	f	гранатомет
7	<b>submachine gun</b>	g	отримати вигоду
8	<b>grenade launcher</b>	h	скинути
9	<b>to benefit from</b>	i	мститися

4. *Practice reading and pronunciation of the following geographic names:*

Lebanon ['lebənən]

Cambodia [ˌkæm'bəʊdiə]

Kosovo ['kɒsəvə(u)]

Brazil [brə'zɪl]

Norway ['nɔːweɪ]

Yemen ['jemən]

Mozambique [ˌməʊzæm'bi:k]

Palestine ['pæləstain]

Guatemala [ˌgwætə'mɑːlə]

Peru [pə'ruː]

Northern Ireland [ˌnɔːðən'aɪələnd]

Papua Guinea ['pɑpʊə/pə'puːə/'pɑpjʊə 'ɡɪni]

Malawi [mə'lɑːwi]

Conakry [ˌkɒnə'kriː]

Guinea ['ɡɪni]

5. *Find the following words in the text to see the context they were used in. Choose one of the suggested meanings in which each word was used in the text of the Chapters:*

- to enunciate: 1) to articulate words clearly and distinctly; 2) to state precisely or formally
- to erupt: 1) be ejected from an active volcano; 2) to explode with fire and noise

6. Find the passage where Ishmael describes his working days on conference. Use the following words to describe his and his peers' feelings:

Quickly walk through, cast sufferings aside, discuss solutions to the problems, to glitter with hope, promise of happiness, to transform sufferings, to solve the causes, to let them known.

7. What does the abbreviation ECOSOC stand for in the book? Look for the information on the Internet about ECOSOC and its functions.
8. A) Read the extract below. Fill in the gaps 1-6 in sentences with removed fragments a-f.

Someone came on the radio and 1) \_\_\_\_\_ of Sierra Leone. His name, he said, was Johnny Paul Koroma, and he was leader of the Armed Forces Revolutionary Council (AFRC), which had been formed by a group of Sierra Leone Army (SLA) officers 2) \_\_\_\_\_ President Tejan Kabbah. Koroma's English was 3) \_\_\_\_\_ he gave for the coup. He advised everyone to go to work by saying that everything was in order. In the background of his speech, 4) \_\_\_\_\_ and jubilating, almost drowned him out.

Later in the night another announcement came over the radio, this one declaring that the rebels (RUF) and the army had 5) \_\_\_\_\_ "for the benefit of the nation." Rebels and soldiers on the front lines started pouring into the city. The entire 6) \_\_\_\_\_ of lawlessness. I hated what was happening. I could not return to my previous life. I didn't think I could make it out alive this time.

a) as bad as the reason	d) nation crumbled into a state
b) gunshots and angry soldiers, cursing	e) collaborated in ousting the civilian government
c) to overthrow the democratically elected	f) announced himself as the new president

B) Look for more information about the events described in this extract.

9. Using key words below to describe how soldiers behaved in the city of Freetown after the coup d'état:

To blow up; bank vaults; explosives; to loot money; to halt people; to search; to occupy secondary schools and universities; day by day; dangerous; to be in the open; forcefully; shops and markets; stray bullets.

*10. A) Translate sentences below into English:*

- 1) На війні ми втратили не лише наше дитинство, війна позначилася на наших життях і ще й досі завдавала великого болю та смутку / печалю.
- 2) But day to day, it got too dangerous to be in the open, as stray bullets had killed many people.
- 3) The gunshots didn't cease for the next five month; they became the new sound of the city.
- 4) People began going about their daily business of searching for food, even though stray bullets were likely to kill them.

*B) Find English equivalents of the sentences above in the text and compare them with your variants.*

*11. Think about the answers to the following questions:*

- 1) What is the "open metal box" that Ishmael is so confused by? Why and where has he encountered this box?
- 2) How does Ishmael's experience of New York City differ from what he had pictured beforehand? What does he like most about New York? What doesn't he like? And why is he visiting New York in the first place? Identify some of the meaningful personal and professional contacts that the narrator makes there.
- 3) How does Uncle Tommy die? And how, if at all, is his death facilitated or even triggered by the civil war fighting that has reached Freetown and its environs?
- 4) Why was Ishmael afraid of staying in Freetown, Sierra Leone?
- 5) What was Ishmael's way to Conakry like? Was it difficult or easy? Think of as many episodes as possible. Recollect the one, which impressed you most of all.
- 6) This memoir ends with a striking image, as Ishmael sees a mother telling her two children a story that he had also heard as a child. It's a memorable fable that touches on several of the key themes of this book, including violence, family, storytelling, childhood, and African village life. However,



it also carries a message of sacrifice. Explain how this last message also reverberates throughout *A Long Way Gone*.

- 7) Look back to the short “New York City, 1998” prologue that begins this memoir. What is it, that Ishmael’s friends find so “cool” about his past? Do you think his friends, after reading this book, would still feel that way? Why or why not?

## SPECIFIC VOCABULARY LIST:

crapes	shoes / snickers
kamor	teacher / guardian
cassava	an edible, starchy root used in making bread or cakes
carseloi	spider
palampo	single / alone
imam	a prayer leader
lappei	a big cotton cloth that women wrap around their waist
brown brown	a mixture of cocaine and gun powder
gari	a grated and dried food made from cassava
tafe	another word for marijuana
jerry cans	a large, flat-sided metal container for storing or transporting liquids, typically gasoline or water
kalo kalo	a hit- and run tactic
kule	open air shower
upline	a Krio word mostly used in Freetown to refer to the backwardness of the inner country, its inhabitants and their mannerisms
poda podas	mini bus
Sherbo	a tribe in Sierra Leone
Wahlee (n)	a place outside village where people processed coffee or other crops
sleepers	flip-flops
Ngor	a respectful term placed before the first name of adults
Temne	an African tribe living mainly in Northern Sierra Leone
Mende	a member of a people inhabiting Sierra Leone in West Africa
soukous ['su:ku:s]	a style of African popular music characterized by syncopated rhythms and intricate contrasting guitar melodies, originating in the Democratic Republic of Congo (Zaire)
sackie thomboi	cassava leaves with chicken

## THEMES FOR FINAL ESSAYS:

- 1) How does isolating himself emotionally help Beah to survive his experiences in the Sierra Leone civil war?
- 2) What is meant under the *loss of innocence* in A Long Way Gone and how does Ishmael Beah address it?
- 3) How does Ishmael Beah use memory as a comfort in his most difficult circumstances?
- 4) Describe some of the tactics used by the military to indoctrinate child soldiers, and their lasting effects on Beah.
- 5) Describe Beah's time in Benin Home. How did the boys' behavior change throughout their time in rehabilitation?
- 6) How do Beah's experiences in New York City change the course of his life?
- 7) Impact of war and violence against children in A Long Way Gone.
- 8) Sierra Leone civil war in A Long Way Gone.
- 9) Describe instances of nature personification in A Long Way Gone.

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