



**КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ТАРАСА ШЕВЧЕНКА
НАВЧАЛЬНО-НАУКОВИЙ ІНСТИТУТ МІЖНАРОДНИХ
ВІДНОСИН
Максименко Л. О., Ставцева В. Ф.**

Alan Gratz.

Refugee

**Навчальний посібник
для студентів І–ІІ курсу.**

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Рекомендовано до друку Вченою радою Навчально-наукового інституту міжнародних відносин Київського національного університету імені Тараса Шевченка (протокол №5 від 23 грудня 2025 року).

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Цей навчальний посібник створено як методичний супровід до читання роману Алана Гратца *Refugee*, що тематично перегукується з ключовими питаннями міграції, міжнародної безпеки, гуманітарної політики та міжкультурної комунікації – аспектами, які є важливими у фаховій підготовці студентів міжнародних спеціальностей.

Посібник призначений для студентів І–ІІ курсу відділень міжнародний бізнес, міжнародні відносини, міжнародні економічні відносини та міжнародні комунікації Навчально-наукового інституту міжнародних відносин, які вивчають англійську мову як першу або другу іноземну. Матеріали розроблено з урахуванням різного рівня володіння мовою, що дозволяє використовувати посібник у змішаних групах та адаптувати темп роботи до потреб студентів.

До посібника включено всі розділи роману, які для зручності структуровано у цикли. Кожен із них охоплює три пов'язані історії, що розповідають про окремого головного героя. Ці цикли супроводжуються лінгвокраїнознавчими, історичними та культурологічними коментарями. Подані до них вправи спрямовані на поглиблення розуміння тексту, розвиток критичного мислення та формування вмінь аргументовано висловлювати власну позицію щодо порушених у романі проблем. Особливу увагу приділено активізації словника, розвитку навичок читання, говоріння та письма на автентичному матеріалі.

Додаткові завдання, зокрема рубрики *Extra Activities*, забезпечують можливість обговорення теми в ширшому контексті, формують уміння аргументованої дискусії та моделювання ситуацій міжкультурної взаємодії.

Автори висловлюють сподівання, що даний посібник сприятиме поглибленню знань студентів про сучасні світові процеси, підвищить їхній рівень володіння англійською мовою та сприятиме формуванню професійно важливих компетентностей у галузі міжнародних відносин.

"Some novels are engaging and some novels are important. *Refugee* is both."

—Ruta Sepetys, #1 *New York Times* bestselling author of *Salt to the Sea*

ALAN GRATZ

Author of **PRISONER 8-3087**



A NEW YORK TIMES BESTSELLER

REFUGEE

About the author

Alan Gratz is the acclaimed author of several books for young readers, including *Projekt 1065*, which received starred reviews from *Kirkus* and *School Library Journal*; *Prisoner B-3087*, which was named to YALSA's 2014 Best Fiction for Young Adults list; and *Code of Honor*, a YALSA 2016 Quick Pick. Alan lives in North Carolina with his wife and daughter. Look for him online at www.alangratz.com.

Circle 1. (pp 8-16).

I. Vocabulary

1. **to strain** (vb.): make an intense effort to hear, see, or understand something, often causing physical or mental stress.
2. **grunt** (n.): a low, short guttural sound made by a person, typically expressing effort or discomfort.
3. **scuffle** (n.): a short, confused fight or struggle at close quarters.
4. **to wail** (vb.): cry out in a high-pitched voice, often due to pain or distress.
5. **to lunge** (vb.): made a sudden forward movement, usually with intent to attack or reach someone or something.
6. **protective custody**: refers to a situation in which a person is detained by authorities, supposedly for their own safety. In reality, it was a method to imprison people who were considered enemies or undesirable by the state.
7. **premature** (adj.): happening, arriving, or done before the expected or proper time.
8. **calico** (adj./n.): a type of multicolored coat pattern seen in cats, typically with patches of orange, black, and white.
9. **refuge** (n.): a place that provides shelter or safety.
10. **seawall** (n.): a structure separating land and water areas to protect against erosion and the force of waves.
11. **to overpay** (vb.): to pay more than the usual or reasonable amount for something.
12. **clave** (n.): a syncopated rhythm used as a foundation in Afro-Cuban music; often considered the underlying beat.
13. **invisible** (adj.): hidden from view or unnoticed, especially to avoid being targeted or harmed.
14. **stocky** (adj.): short and solidly built, often implying physical strength; used here to describe Mahmoud's muscular build.
15. **riot** (n.): a violent protest or outburst in a public place, often due to political or social issues; a key part of the Arab Spring protests.
16. **scrap metal** (n.): small pieces of discarded metal, often used in bombs to increase harm when detonated, as in the barrel bombs described.
17. **to glimmer** (vb.): to faintly shine or appear slightly, used here as the memory of happier times in Aleppo compared to the current situation.
18. **stirring** (n.): an initial feeling or beginning of an emotion, like Mahmoud's anger when he sees the boy being bullied.

19. **to blend in** (phrasal vb.): to become part of the surroundings so as not to be noticed, which Mahmoud practices to avoid trouble.

II. Allusions and idioms

Kristallnacht: also known as the "Night of Broken Glass," this refers to a real historical event on November 9-10, 1938, when Nazi-led mobs attacked Jewish homes, businesses, and synagogues across Germany, marking a turning point in Nazi persecution.

Sturmabteilung (SA): also called "storm troopers" or "Brownshirts," this Nazi paramilitary organization helped Hitler rise to power and played a significant role in terrorizing Jewish communities and enforcing Nazi policies.

Dachau Concentration Camp: one of the first Nazi concentration camps in Germany, infamous for its brutal conditions and treatment of prisoners.

Fidel Castro: the Communist leader of Cuba from 1959 until 2008, whose rule led to the impoverishment and restricted freedoms of Cuban citizens, motivating many to try escaping to the United States.

Industriales: the popular Havana baseball team, often referred to as the "Lions," which alludes to Cuban culture and the nation's deep love for baseball.

Malecón: a famous seafront promenade in Havana, Cuba, known for its lively atmosphere and is an iconic gathering place in the city.

Soviet Union: refers to the USSR, a powerful communist state that supported Cuba for decades. The Soviet Union's collapse in 1991 led to Cuba's economic struggles, sparking what is often called the "Special Period."

"shot straight up in bed" : meaning to wake up suddenly, often in surprise or fear.

"kicked the front door in" : used here to imply a loud, unexpected noise that startles someone, though not a literal action.

"flicked on the overhead light" : to turn on a light quickly or casually, emphasizing the abruptness in how the intruders acted.

"tummy purred like an outboard motor" : comparing the kitten's hunger sounds to the hum of a motor, giving a sensory image of hunger and satisfaction.

"rock bottom" : referring to reaching the lowest possible point, often financially or emotionally.

"all the cows and pigs and sheep had been slaughtered" : a phrase indicating desperation and scarcity by consuming nearly all available resources.

"hit rock bottom" : to reach an extreme low point, often due to severe hardship or economic crisis.

"tagging along" : informal way of saying someone is following another person without taking the lead or contributing.

"play the storm clouds from the sky" : an expression of exceptional musical talent, implying that the music is so good it could control nature.

III. General comprehension

1. Where are the chapters set? Discuss the geographical locations and historical contexts for each character.
2. Who are the major characters in these chapters? Describe the protagonists, their backgrounds, and their motivations.
3. What are the main events of this part of the novel? Summarize the key events that drive the plot forward in these chapters.

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

різко підхопився з ліжка – напружено прислухався в темряві – закричав від чистого, сліпого жаху – борсався в паніці – обличчя палало від сорому – досягнути дна / опинитися в найгіршому становищі – змусити її здригнутися (від несподіванки) – думав, що поводить хитро (непомітно) – наздогнала батька й дідуся – на випадок, якщо / про всяк випадок – залишатися непоміченим / не привертати уваги – коли найменше цього очікуєш – покручене залізо й розбитий бетон – згорнувся клубком на землі – голову вниз, капюшон нагорі, очі донизу (тобто триматися непомітно).

2. Give English definitions for the words in exercise 1.
3. Suggest synonyms or antonyms for them.
4. Make possible collocations with the words. Use them in sentences of your own.
5. Create original sentences that reflect the meanings of the vocabulary.
6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) He lay still, _____, trying to understand what was happening.
- 2) He walked quickly, _____, hoping no one would notice him.
- 3) His _____ when the officer shouted at him in front of everyone.
- 4) Isabel finally _____ after running down the beach.
- 5) Isabel's family had _____ — they had nothing left to lose.
- 6) Josef _____ when he heard the terrifying noise outside his door.
- 7) Lito _____ when he tried to sneak away quietly.
- 8) Mahmoud had learned to _____ to avoid trouble.
- 9) Suddenly, his sister _____, waking everyone in the room.
- 10) The bombs always seemed to fall _____.
- 11) The boy _____, desperate to escape the soldiers.
- 12) The frightened child _____, trying to protect himself.
- 13) The sound of the explosion made her _____.
- 14) The streets were filled with _____, a picture of total destruction.
- 15) They brought extra food _____ they might need it.

7. Use the word given in capitals to form a word that fits in the gap.

1. Something in the **DARK** outside his room moved with a grunt and a scuffle.
2. There was a **SHATTER** sound in the next room.
3. Josef tried to hide in the corner of the bed, but **SHADOW** hands snatched at him.
4. He took her in his arms and wrapped her in a **PROTECT** hug.
5. More of them wore the brown shirts and red swastika armbands of the *Sturmabteilung*, Adolf Hitler's "storm **TROOP**".
6. You have continued to practice law despite the fact that Jews are forbidden to do so under the Civil Service **RESTORE** Act of 1933.
7. For this crime against the German people, you will be taken into **PROTECT** custody.

8. The Brownshirt scowled at the noise and gave the men carrying Aaron Landau a **DISMISS** wave.
9. The cat was **HUNGER**, just like everyone else in Cuba, and its belly **QUICK** won out over its fear.
10. Isabel was 11 years old, and all **LANK** arms and legs.
11. There had been **RATION** and food coupon books back when Isabel was little.
12. With no one to **PAY** for it, the cane fields dried up, the sugar **REFINE** closed, and people lost their jobs.
13. He wanted to be a **PROFESSION** baseball player when he grew up, and he was good enough that it was not a crazy dream.
14. Ivan thought he was being **SNEAK**, but Isabel knew **EXACT** what he and his father were building in their shed, and it was not the doghouse.
15. Ever since the Soviet Union had collapsed, the only currency most **CUBA** had were the booklets you got stamped when you went to pick up your food rations from the store.
16. Food ration booklets were **WORTH** anyway – there wasn’t enough food to go round, whether you had a **BOOK** or not.
17. The paint was peeling, and the buildings were old and **WEATHER**, but they still looked grand to Isabel.
18. Isabel was listening for the *clave* underneath the music, the **MYSTERY HIDE** beat inside Cuban music that everybody seemed to hear except her.
19. An **REGULAR** rhythm that lay over the top of the regular beat, like a heartbeat beneath the skin.
20. She listened not, **INTENT**, trying to hear the heartbeat of Cuba in her own music.
21. Mahmoud Bishara was **VISION**, and that’s exactly what he wanted.
22. He was **STOCK**, his shoulders wide and **MUSCLE** despite the food **SHORT**.
23. Mahmoud and Waleed could **APPEAR** among the heaps of twisted metal and **BREAK** cement, and there were no walls to fall on them if an artillery shell went **WHIZZ** overhead.
24. Nobody knew a wave of **REVOLV** (revolution) would sweep through the Middle East, toppling **GOVERN** and **THROW** dictators and starting civil wars.
25. But **SYRIA** knew protesting in the streets was dangerous.
26. The man in Damascus, the capital of Syria, was **PRISON** for speaking out against Assad.
27. Some kids in Daraa, a city in **SOUTH**Syria, were arrested and abused by the police for writing anti-Assad slogans on walls.
28. Tens of thousands of people poured into the streets, demanding the release of **POLITICS** prisoners and more **FREE** for everyone.
29. Mahmoud and Waleed turned down a different rubble- **STREW** alley than the day before and stopped dead.
30. The **DIFFER** between Sunnis and Shiites was an excuse.

31. He felt the stirrings of **INDIGNANT**, of **ANGRY**, of **SYMPATHIZE**.

8. Translate the following sentences into English using the expressions from the list.

- 1) Хлопчик **різко підхопився з ліжка**, почувши крик, що розірвав нічну тишу, і його серце почало битися шалено, немов намагаючись встигнути за його страхом.
- 2) Він **лежав у темряві, напружено прислухаючись** до кожного шурхоту і кроків у кімнаті, що могли видати наближення небезпеки.
- 3) Вона закричала від **чистого, сліпого жаху**, коли раптово помітила тінь, що рухалася за вікном, і її тіло буквально здригнулося.
- 4) Він **борсався в паніці**, намагаючись вибратися з пастки, яка здавалася безвихідною, його руки шукали будь-яку опору в темному, тісному приміщенні.
- 5) Його **обличчя палало від сорому**, коли всі присутні звернули увагу на його помилку, і він відчув, як жар розливається по всьому тілу.
- 6) Їхня родина **досягла дна**, втративши все, що мала: дім, заощадження та будь-яку надію на стабільне життя, залишившись лише з одягом на спині.
- 7) Гучний звук **змусив її здригнутися**, і на кілька секунд серце перестало битися, поки вона не зрозуміла, що це лише падіння старої банки на підлогу.
- 8) Він думав, що **поводиться хитро**, але його спробу обманути інших відразу помітили, і всі навколо почали його підозріло оглядати.
- 9) Вона, запинаючись на кожному кроці, **нарешті наздогнала батька** та дідуса, які вже майже виходили з подвір'я, і потягнула їх за руку.
- 10) Ми взяли додаткову воду **про всяк випадок**, знаючи, що подорож може затягнутися, і що не буде можливості поповнити запаси у пустельних місцях.
- 11) Вони намагалися **залишатися непоміченими**, тихо рухаючись серед натовпу і ховаючи обличчя за шарфами, щоб уникнути будь-якої небезпеки.
- 12) Це сталося саме тоді, коли вони **найменше цього очікували**, у момент, коли відчували себе в безпеці, і думали, що все під контролем.
- 13) Вулиця була повна **покрученого металу та зруйнованого бетону**, що нагадувало картину після страшного вибуху, а пил і уламки закривали сонце.
- 14) Хлопчик **згорнувся клубком на землі**, стискаючи коліна, і намагався прикрити обличчя руками, вражений жахом того, що сталося навколо.
- 15) Він ішов, **опустивши голову, натягнувши капюшон і дивлячись під ноги**, обережно обходячи уламки та ями, що перешкоджали кожному його кроку.

V. Detailed Comprehension

1. Describe the main setting of the story. When and where does it take place? Identify the time periods and locations for each character's journey.
2. What motivates the main characters to leave their homes? Discuss the personal and external factors influencing their decisions.
3. Who is Josef, and what is his situation at the beginning of the story? Outline his family background and the challenges he faces.
4. Describe the initial scene that wakes Josef up. How does he respond, and what does this reveal about his emotional state?
5. How do the Nazis treat Josef and his family during the invasion, and what is the reason they give for arresting Josef's father?
6. What is Josef's reaction to his father's arrest, and how does he attempt to intervene? What does this tell us about his personality?
7. What message do the Nazis communicate to Josef's family during Kristallnacht, and how does it impact Josef's sense of belonging in Germany?
8. After receiving the telegram from his father, how does Josef feel about the decision to leave Germany? What do these feelings reveal about his connection to his homeland?
9. What similarities does Isabel notice between herself and the kitten she finds?
10. How did Cuba's relationship with the Soviet Union affect the country's economy, and what happened when the Soviet Union collapsed?
11. Why does Isabel's family face challenges in accessing food, and what solutions does she and her family attempt to manage these difficulties?
12. What is significant about Isabel's relationship with her friend Iván, and how does it relate to the challenges people face in Cuba?
13. What is the 'clave' in Cuban music, and why is Isabel drawn to this rhythm despite her struggle to understand it?
14. Why does Mahmoud prefer to be 'invisible,' and how does this choice help him survive in Syria?
15. How does the war affect Mahmoud's family life and his relationship with his younger brother, Waleed?
16. What does Mahmoud recall about Aleppo before the war, and how does this memory contrast with his current experiences?
17. Why did Mahmoud's friendship with Khalid deteriorate, and what does this reveal about life in Syria during the war?

18. What conflicting emotions does Mahmoud experience when he sees the boy being attacked, and how does he ultimately respond?
19. What historical events are referenced, and how do they impact the characters? Identify historical contexts and their significance to the characters' narratives.
20. What role do friendships play in the characters' journeys? Discuss how friendships provide support or complicate their experiences.

Extra Activities

- **Discussion:** In small groups, discuss the meaning of home and safety. How do these concepts differ for refugees compared to those who are not displaced?

Circle 2 (pp.17-23).

I. Vocabulary

1. **invisible (adj.):** unable to be seen; not visible.
2. **compartment (n.):** a separate section within a larger space, typically used for storage or accommodation.
3. **to head for (phrasal verb):** to move toward a particular place.
4. **to flee (vb.):** to run away from a place or situation of danger.
5. **to whine (vb.):** to make a high, complaining noise or to complain in a childish or petulant manner.
6. **rioting (n.):** a violent disturbance of the peace by a crowd; a public disorder.
7. **to glisten (vb.):** shine with a sparkling light; reflect light in a bright and attractive way, often used to describe skin, water, or surfaces that are wet.
8. **to be overwhelmed (vb.):** to be overpowered or overrun by a large number of people or things, making it difficult to manage or cope, as seen when the police cannot control the rioters.
9. **to thrust (vb.):** to push something suddenly or violently in a specific direction; in this context, it refers to Isabel urgently handing her trumpet to her grandfather.
10. **truncheon (n.):** a short, thick stick carried as a weapon by a police officer.
11. **melodious (adj.):** having a pleasant tune; musical.
12. **adhan (n.):** the Islamic call to prayer, traditionally announced from a mosque's minaret, signaling the time for the five daily prayers. It often features a melodic and rhythmic quality, intended to be heard by the community.
13. **ethereal (adj.):** extremely delicate and light, seeming too perfect for this world; heavenly.
14. **catatonic (adj.):** a state of unresponsiveness or immobility, often characterized by a lack of movement or communication, typically as a result of psychological trauma or distress.
15. **debris (n.):** scattered fragments or remains of something that has been destroyed or broken; in this context, it refers to the rubble and wreckage resulting from an explosion.
16. **to thrash (vb.):** to move or flail violently and uncontrollably, often in a state of panic or distress; here, it describes Mahmoud's desperate attempts to escape the rubble and breathe.
17. **gulps (n.):** large, quick swallows of air or liquid, especially when one is gasping or trying to recover from a lack of breath; signifies Mahmoud's urgent need for air after the explosion.
18. **adventure (n.):** an unusual and exciting experience or activity, often involving risk or uncertainty.
19. **chaos (n.):** complete disorder and confusion; a state of utter disarray.

II. Allusions and idioms

Jewish Star (Star of David): represents both Jewish identity and the persecution Josef faces under Nazi rule.

Maríel Boatlift: while not directly referenced yet, Isabel's story later hints at historical moments like this, where Cubans fled to the U.S., symbolizing Cubans' struggle for freedom and better lives.

Fidel Castro: the long-standing Cuban leader is indirectly referenced in Isabel's struggles. The economic hardships her family faces relate to the effects of Castro's policies and the U.S. embargo.

Daesh: the Arabic acronym for ISIS, representing the Islamic State group operating in Syria and Iraq. Mentioning them adds to the atmosphere of danger Mahmoud and his family live in daily.

Aleppo: Mahmoud's hometown, a historical city devastated by the Syrian Civil War. This location anchors the story in real-world events.

“Jumped in between” : an expression meaning to intervene in a situation, often to protect someone.

“Heart in his throat, skin tingling with goose bumps” : the phrase captures a moment of vulnerability and tension, illustrating how the character's body responds to a challenging or dangerous situation.

"A fist closed around Josef's heart": this describes his reaction to stress and fear, feeling as though his heart is being squeezed.

"Her stomach churned": this idiom illustrates Isabel's anxiety and worry about the journey her family is about to undertake.

“Caught up” : to become involved in something, often unexpectedly.

“The sound of breaking glass” : a metaphor for chaos or disturbance, often indicating that something has gone wrong.

“Heart in his throat” : an idiom expressing intense fear or anxiety.

“Living in midair” : a figurative expression suggesting disorientation or a surreal feeling of detachment from reality.

“Stomped on” : to step heavily on something, often indicating anger or aggression.

“A whirlwind of bricks” : a metaphor describing a chaotic situation, especially involving destruction.

“Crawled away” : an idiomatic expression indicating someone moving slowly, often in fear or pain.

“Caught red-handed” : an idiom meaning to be caught in the act of doing something wrong

III. General Comprehension

1. What significant events occur in these chapters? Identify key moments that drive the plot forward.
2. How do the characters' experiences in these chapters reflect the broader themes of the novel?
3. What challenges do the characters face in their journeys during these chapters? Discuss the obstacles and dangers encountered by each character.

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

обходити стороною / триматися подалі – серце завмерло – обличчя зблідло – повівся
нерозумно – заплатити ціну / розплачуватися за свої дії – світ збожеволів – було повно /
стільки, що ніде стати – остання крапля терпіння – серед хаосу / у всій метушні – покинути
Кубу / утекти з Куби – лунав крізь зруйновані вулиці – як зомбі / байдужий, без емоцій –
подих перехопило – повітря було повне пилу – єдине, що мало значення

2. Give English definitions for the words in exercise 1.
3. Suggest synonyms or antonyms for them.
4. Make possible collocations with the words. Use them in sentences of your own.
5. Create original sentences that reflect the meanings of the vocabulary.
6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) _____, Isabel managed to find her grandmother in the crowd.
- 2) As the train started moving, Josef felt his _____; he could hardly breathe.
- 3) Her family decided it was finally time to _____ and start a new life.
- 4) His face was empty; he walked _____, not feeling anything anymore.
- 5) Josef realized he _____ to believe they would be safe so soon.
- 6) Mahmoud held his little brother close — he was _____ now.
- 7) Soldiers and police were _____ on every street corner.
- 8) The _____; it was hard to breathe or see anything.
- 9) The father's arrest was the _____ that made them decide to leave.
- 10) The sound of explosions _____ as Mahmoud ran through the ruins.
- 11) They had tried to escape before, and now they would have to _____ for it.
- 12) When he saw the destroyed building, _____ and he couldn't move.
- 13) When he saw the officer's gun, the _____, and he turned pale.
- 14) When the riots began, _____ and no one knew what to do.
- 15) When the soldiers came closer, people _____, afraid to be noticed.

7. Use the word given in capitals to form a word that fits in the gap.

1. The bright yellow Star of David armbands the Landaus wore were **MAGIC** talismans that made them **APPEARANCE**.
2. All the station **ATTEND** and other passengers gave them **WIDTH** berth, flowing around them like water around a stone.
3. By now, May of 1939, most countries had stopped **ADMISSION** Jewish refugees, or had lots of official **APPLY** you had to fill out and file and pay for before they let you in.
4. They had gotten up early and it had been a **STRESS** day, and soon Ruthie was **SLEEP** in Mama's lap, and Mama dozed with her.
5. Josef felt the **HOT** of that **EMBARRAS** all over again, the **HUMILIATE** of being talked about like he was an animal.
6. He stood on Josef's armband, his eyes **WIDTH** with surprise.
7. Klaus had joined the Hitler Youth not because he wanted to, but because German boys – and their families – were **ASHAME** and **TREAT** if they didn't.
8. They spilled into the streets, and the few policemen on the Malecon were quickly **OVERWHELMING**.
9. Some people fled from the **CHAOTIC**, but more people raced toward it, and Isabel ran with them.

10. People caught **CRITIC** Fidel Castro were thrown into jail and never heard from again.
11. High above her, Isabel saw people climbing out onto the big **ELECTIFIED** sign hanging from the side of a tourist hotel, and it gave her an idea.
12. At a command from the leader, they pushed forward into the crowd, arresting **RIOT** and hitting them with **WOOD** batons.
13. Luis pulled the **ANGER** (angry) policeman away, just long enough to give Isabel a **WORRY** look over his shoulder.
14. The **MELODY** ethereal voice of the *mu'adhdhin* praising Allah and calling everyone to prayer.
15. He had to pour water over his hands using the plastic jugs his mother had hauled from the **NEIGHBOR** well.
16. Mahmoud was just starting a new **EQUATE** when he heard a sound, a roar like a hot wind rising outside.
17. By not he knew how the **COME** missile sounded like.
18. Mahmoud couldn't draw a **BREATHE**.
19. He flailed **WILD** at the debris, digging and scratching at the **WRECK** like he could somehow claw his way back to a place where there was air.

8. Translate the following sentences into English using the expressions from the list.

- 1) Люди **обходили їх стороною**, бо боялися втратити своє місце.
- 2) Коли він побачив солдата, **серце завмерло**.
- 3) Його **обличчя зблідло**, коли він почув наказ.
- 4) Він зрозумів, **що був дурнем**, довіряючи цим людям.
- 5) Якщо вони спробують утекти, доведеться **заплатити за це ціну**.
- 6) Коли почалися заворушення, **світ ніби збожеволів**.
- 7) Солдатів було стільки, що вони стояли густо один біля одного.
- 8) Це **була остання крапля** — після цього вони вирішили покинути Кубу.
- 9) **Серед хаосу** вона нарешті побачила свого батька.
- 10) Вони мріяли **залишити Кубу** і почати все знову.
- 11) **Лункі вибухи** розносилися зруйнованими вулицями.
- 12) Він ішов, як **зомбі, не помічаючи нічого навколо**.
- 13) Коли він побачив руїни, **подих раптово перехопило**.
- 14) Повітря було **повне пилу**, дихати було майже неможливо.
- 15) Єдине, **що мало значення**, — це врятувати сім'ю.

V. Detailed Comprehension

1. Describe the significance of the Star of David armbands that Josef and his family wear during their journey. How do they affect their experience at the railway station?
2. What are the reasons Josef's family is traveling to Cuba, and what challenges do they face in leaving Germany?
3. How does Josef feel about his identity as a Jew, especially in light of his experiences at school with his teacher and classmates?
4. What internal conflict does Josef experience when he decides to remove his armband and walk into the "German" part of the train?
5. What is the outcome of Josef's encounter with the Hitler Youth boy in the dining car, and what does it suggest about the dangers faced by Jewish people during this time?
6. Describe the setting of the riot. What specific actions did the crowd take, and how did Isabel react to the chaos around her?
7. What motivates Isabel to leave her grandfather and search for her father during the riot? How does her determination reflect her character?
8. How does the relationship between Isabel and her grandfather, Lito, influence her actions during the riot? Provide specific examples from the text.
9. What significant event occurs when Isabel is on the car hood, and how does this moment affect the situation for her father?
10. Discuss the role of the police in the riot. How do their actions contribute to the overall atmosphere of chaos and fear in the scene?
11. What does Mahmoud do immediately after he hears the adhan, and what does this indicate about his family's routine?
12. Describe the events that unfold when Mahmoud hears the sound of the incoming missile. How does he react, and what happens to the apartment?
13. What kind of impact has the war had on Mahmoud's mother, Fatima? Provide examples from the text to support your answer.
14. How does Mahmoud's experience of the missile attack illustrate the chaos and destruction of his environment? What details in the text emphasize this?
15. What are Mahmoud's immediate priorities after the explosion, and how does his situation reflect the broader themes of survival and family in a war-torn setting?
16. Describe the emotional state of the characters in these chapters. Analyze how the events impact their feelings and decisions.

17. How do family dynamics influence the characters' journeys? Discuss the relationships within families and how they affect their actions.
18. What role does fear play in the decision-making process for the characters? Explore how fear motivates or hinders their choices.
19. What does the term “refugee experience” encompass based on these chapters? Define the complexities involved in being a refugee.
20. How do the characters cope with loss and trauma? Discuss their coping mechanisms and support systems.
21. What sacrifices do the characters make in these chapters? Identify what they give up in pursuit of safety and survival.

Extra Activities

Reflection Writing: Write a personal reflection on what it means to seek safety and how it relates to the characters’ experiences.

Art Project: Create a poster that represents the themes of hope and resilience found in the chapters.

I. Vocabulary

1. **to stammer (vb.):** to speak with involuntary pauses or repetitions, often due to nervousness or fear, resulting in difficulty expressing thoughts clearly.
2. **pennants (n.):** long, tapering flags, typically used for decoration or signaling, often seen fluttering in the wind during celebrations or events.
3. **to hunker (vb.):** to crouch or squat down, often to hide or to prepare for action, conveying a sense of urgency or caution.
4. **eager (adj.):** having a keen interest or enthusiasm for something; showing a strong desire to do or achieve something quickly.
5. **welts (n.):** raised, red areas on the skin caused by injury, often appearing after a strike or impact that leaves the skin swollen and irritated.
6. **to disinfect (vb.):** to clean an area or object with a substance that kills bacteria or viruses, used here to prevent infection in a wound.
7. **to languish (vb.):** to suffer, deteriorate, or remain in a difficult situation for a long period, often feeling neglected or abandoned.
8. **rambling (adj.):** speaking or writing in a lengthy, confused, or aimless way, often including unrelated details.
9. **to riot (vb.):** take part in violent, often chaotic public protests or demonstrations, typically expressing anger about a social or political issue.
10. **to churn (vb.):** a turbulent or violent stirring movement, often used to describe a feeling of intense nervousness or unease, as if the stomach is in motion.
11. **pier (n.):** a structure extending out from the shore into a body of water, often used for docking boats or as a platform for fishing and other water activities.
12. **mouser (n.):** a cat trained or used to catch mice, often prized for its ability to keep areas free of rodents.
13. **missile strikes (n.):** explosive weapons launched over long distances, causing massive destruction upon impact.
14. **debris (n.):** scattered pieces of broken objects, often from buildings, resulting from damage or destruction.
15. **to evacuate (vb.):** to leave a dangerous place quickly for safety; usually done during emergencies.

16. **rumble (n.):** fragments and remains of a building or structure that has collapsed, typically found after explosions or natural disasters.
17. **stunned (adj.):** shocked or overwhelmed, often due to an unexpected event, making it hard to react or think clearly.

II. Allusions and idioms

Nuremberg Laws: implied in the story, these were Nazi racial laws that targeted Jews, influencing why Josef and his family are treated so harshly.

Gestapo: the secret police of Nazi Germany, responsible for the persecution and surveillance of suspected political dissidents and enemies of the state, often using brutal methods and instilling fear among the population.

El Malecon: the famous Havana seawall where Isabel watches the waves and dreams of leaving Cuba, symbolizing her hopes for a better life in the U.S.

Marielitos: refers to Cuban refugees from the Mariel Boatlift in 1980. Isabel's journey evokes memories of this event in Cuban-American history.

Syrian Civil War: the ongoing conflict serves as a backdrop for Mahmoud's journey, affecting every part of his life and forcing his family to flee.

Turkish border: represents a destination for many Syrian refugees trying to escape the war, adding a real-world geographical context to Mahmoud's escape.

"A sinking feeling": Josef's fear when realizing that he and his family are no longer safe.

"Threw his arms around" - This expression means to hug someone tightly, often in an emotional context, indicating relief, love, or affection.

"Shook his head" : this idiom signifies disagreement or a negative response, often used to convey disbelief or concern.

"Make a break for it": this phrase means to attempt to escape quickly from a situation, especially when in danger.

“Closing in”: this idiom means feeling trapped or surrounded, often by circumstances that are overwhelming or threatening.

"Lie low": to avoid attention or keep a low profile, especially when in trouble or in a risky situation.

"Stand in their way": to prevent or obstruct someone from doing something they want or need to do.

"Heart had been ripped out of her chest" : to feel intense emotional pain or sorrow.

"Make things worse": to exacerbate a situation or cause further problems.

"My heart soared": to feel sudden happiness or relief.

"Caught him at dinner": to interrupt someone while they are in the middle of a meal.

"Insides churning like a waterspout" : to feel extreme anxiety or nervousness.

"Heart was racing": Mahmoud’s heart was beating very quickly, often due to stress or excitement.

"Alive but empty": describing Waleed's eyes as "alive but empty" suggests he is physically unharmed but emotionally numb or in shock. This expression indicates a disconnect, as though he’s physically present but mentally affected by the trauma.

"Run for their lives": when Mahmoud yells for his family to "Run!" he means that their lives are in immediate danger, so fleeing is necessary for survival.

"Stomach twisted into knots": Mahmoud feels his "stomach twisted into knots" when he worries about his father's safety, meaning he is extremely anxious or nervous. This idiom reflects the physical response to intense worry or fear.

"Felt like he could fly": when Mahmoud sees his father alive, he "felt like he could fly," meaning he felt immense relief and happiness. This expression captures the overwhelming joy he feels, almost as if he’s weightless.

III. General Comprehension

1. What significant events occur in these chapters? Identify key moments that drive the plot forward.
2. How do the characters' experiences in these chapters reflect the broader themes of the novel? What challenges do the characters face in their journeys during these chapters? Discuss the obstacles and dangers encountered by each character.

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

на очі навернулися сльози – тільки не тут, не зараз, не так – кинутися тікати, спробувати прорватися – не відставати від когось – це пастка / обман – закінчилась їжа – затаїтися, перечекати – ніби вирвали серце (від болю, розпачу) – владнати це, знайти рішення – затамувати подих – позбутися дзвону у вухах – нерухомий, як статуя – вкритий пилом і кров'ю – вирушити, прямувати (на північ) – готові ми чи ні

2. Give English definitions for the words in exercise 1.
3. Suggest synonyms or antonyms for them.
4. Make possible collocations with the words. Use them in sentences of your own.
5. Create original sentences that reflect the meanings of the vocabulary.
6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) “_____, we have to go,” his mother whispered, taking his hand.
- 2) “Don’t trust them,” his mother said. “_____.”
- 3) “If we sell the car, we can _____ before the border closes,” Mahmoud’s father said.
- 4) “No,” he whispered. “_____.” He clenched his fists and tried to stay calm.
- 5) “The engine’s broken,” Luis said. “But I can _____ before nightfall.”
- 6) “We have to _____ until things quiet down,” Isabel’s grandfather said quietly.
- 7) Everyone _____ as the coast guard’s light swept across the water.
- 8) His brother sat next to him, _____, unable to move or speak.
- 9) Josef tried to _____ his father, but the crowd was too thick and loud.
- 10) Mahmoud shook his head, trying to _____ after the explosion.
- 11) Survivors stumbled out of the ruins, _____, crying for help.
- 12) The guards were distracted for a moment; it was their only chance to _____.

- 13) They had been at sea for days, and they began to realize they had completely _____.
- 14) When Josef saw what they had done to his father, _____, but he forced himself not to cry.
- 15) When she heard the news about the baby, Isabel felt like she had _____.

7. Use the word given in capitals to form a word that fits in the gap.

1. He stood taller, tugged at the bottom of his brown shirt to **STRAIGHT** it, then turned and marched away.
2. He stayed there the rest of the trip, his armband **SECURITY** in place and as **VISION** as possible.
3. Hundreds of people were already on board, milling around under **COLOR FLUTTER** pennants and waving to friends and family down on the docks.
4. A sign that they **EVENTUAL** get to America.
5. A shabby-looking man stumbled out from behind the crates and luggage piled up on the dock, and Ruthie screamed. Josef jumped, and his mother took a **FRIGHT** step back.
6. The shabby man who had lurched from the shadows like an **ESCAPE** from a **MENTALITY** asylum.
7. His thick brown hair and beard had been shaved off, and his head and face were covered with **SCRAGG** stubble.
8. He pulled the family with him into the stacks of crates, and Josef tried to keep up with him as he darted from place to place, dodging **IMAGE** enemies.
9. He treated them like **REALITY** passengers.
10. The room was **SPOT**, the bed linens were **FRESH** laundered, and the hand towels were pressed and **NEAT** stacked.
11. Papi hissed as she **INFECT** them with the iodine.
12. If Cuban refugees were caught at sea with 'wet feet', they were sent to the US **NAVY** base at Guantanamo Bay, at the **SOUTH** end of Cuba.
13. He wore the same thing he did every time he was on television – a green **MILITANT** jacket and flat round cap – and set behind a row of microphones.
14. Castro **CONDEMNATION** the **VIOLATE** that had broken out on the Malecon, blaming the US agents.
15. We cannot continue guarding the borders of the United States while they send CIA to **INSTIGATION** riots in Havana.
16. The world calls the Cuban government **CRUELTY** and **HUMANITY**.

17. We are **SUSPENSION** all obstacles so that those who wish to leave Cuba may do so **LEGALITY**, once and for all.
18. Isabel's father and grandfather yelled at each other about **Dictatorship** and **FREE** and families and **RESPONSIBLE**.
19. The fisherman eyed the cat **SUSPICION**.
20. He hurried across the room, his ankles turning **PAIN** on broken bits of wall.
21. Waleed's eyes were **LIFE**, but empty.
22. Mahmoud grabbed the railing to steady himself and waited a long, **BREATH** moment to see if the stairs were going to collapse.
23. The whole front had collapsed, and Mahmoud felt like he was looking into a **GIGANTIC** dollhouse.
24. More **IMPORTANCE**, we have our lives.

8. Translate the following sentences into English using the expressions from the list.

- 1) Коли Йозеф побачив батька, **на очі йому навернулися сльози**, але він стримався, щоб не заплакати.
- 2) «Ні, **тільки не тут, не зараз, не так**», — прошепотів він, намагаючись не видати страху.
- 3) Вартові на мить відвернулися, і Йозеф зрозумів, що настав момент **прорватися**.
- 4) Хлопчик намагався **не відставати від** тата, але натовп його розділив.
- 5) «**Це пастка**, — попередила мама. — Не вір їм».
- 6) Їхні запаси закінчувалися, і вони зрозуміли, що **їжа скінчилася**.
- 7) «Нам треба **затаїтися** і чекати темряви», — прошепотів дідусь Ізабель.
- 8) Вона відчула, ніби їй **вирвали серце**, коли побачила, як човен тоне.
- 9) «Не хвилюйся, я зможу **виправити це** до світанку», — сказав Луїс.
- 10) Всі **затамували подих**, коли почули звук двигуна поблизу.
- 11) Махмуд похитав головою, намагаючись **позбутися дзвону у вухах** після вибуху.
- 12) Його брат сидів **нерухомо, як статуя**, не промовивши ані слова.
- 13) Люди вибігали з будинків, **вкриті пилом і кров'ю**, і благали про допомогу.
- 14) «Ми продамо машину і **вирушимо на північ**, поки ще можемо», — сказав батько.
- 15) «**Готові ми чи ні**, але маємо йти», — прошепотіла мама.

V. Detailed Comprehension

1. What event prompted Josef to encounter the Hitler Youth and the Gestapo, and how did he feel about it?

2. Describe the condition of Josef's father, Aaron Landau, when he is reunited with the family. What physical changes does he exhibit?
3. What does Josef's mother say when they first meet his father at the docks? How does her demeanor reflect her feelings about the situation?
4. What warning does Aaron give to his family once they are close to boarding the MS St. Louis, and what does this indicate about his mental state?
5. How do the sailors and the overall atmosphere on the ship differ from the treatment the family has received in Germany? What significance does this hold for Josef?
6. What event triggers Isabel's father's decision to leave Cuba, and why is he so determined to go despite the dangers?
7. How does the "Wet Foot, Dry Foot" policy affect the choices of Isabel's family and other Cubans trying to flee to the United States?
8. How do the interactions between Isabel's father and grandfather reflect the different viewpoints on leaving Cuba? What are each of their perspectives?
9. What sacrifice does Isabel make to obtain gasoline, and what does this show about her commitment to her family's plan?
10. Why is it significant that Isabel's mother is very pregnant, and how does this add to the urgency and complexity of their situation?
11. What does Mahmoud see after the missile strike, and how does he react upon finding his brother, Waleed?
12. How does Mahmoud's mother ensure the family has some essential supplies, and why is this significant to their situation?
13. Describe how Mahmoud's family escapes their collapsing building and the dangers they face while leaving.
14. What plan does Mahmoud's father propose after the destruction of their home, and how does Mahmoud's mother respond to this plan?
15. Why does Mahmoud's father choose Germany as their destination, and what concerns does the family have about the journey?

Extra Activities

Vocabulary Challenge: Create a vocabulary quiz using the key terms from Chapters VII-IX. Include definitions, sentences, and matching activities to reinforce understanding and usage of the vocabulary in context.

Circle 4 (pp. 34-41).

I. Vocabulary

1. **asylum (n.):** protection granted to individuals in a foreign country due to persecution or fear of persecution in their home country.
2. **trauma (n.):** a deeply distressing or disturbing experience, often related to severe emotional shock.
3. **tension (n.):** mental or emotional strain; a state of being stretched tight.
4. **makeshift (adj.):** serving as a temporary substitute; sufficient for the time being.
5. **resilience (n.):** the capacity to recover quickly from difficulties; toughness.
6. **perilous (adj.):** full of danger or risk.
7. **determination (n.):** firmness of purpose; resoluteness.
8. **to grapple (vb.):** to struggle with or work hard to deal with something.
9. **displaced (adj.):** forced to leave one's country or home, often due to war or disaster.
10. **chaos (n.):** complete disorder and confusion.
11. **heart-wrenching (adj.):** emotionally painful or distressing.

II. Allusions and idioms

The SS St. Louis: the ship Josef and his family board, a real ship that carried Jewish refugees to Cuba in 1939 but was tragically turned away. This historical reference adds poignancy to Josef's journey and foreshadows the hardships they'll face.

The Cuban Rafters" (Balseros): the people who fled Cuba on homemade rafts in the 1990s. Isabel's family's journey mirrors these risky attempts to reach the United States.

Raul Castro: mention of Fidel Castro's brother, who represents the continued Communist regime in Cuba, highlighting the lack of change and the oppressive conditions in Isabel's country.

UN Refugee Camp": mentioned later in Mahmoud's story, the camp represents both a haven and a difficult reality for displaced people.

"barely holding it together": describes Josef's father's mental and emotional instability, reflecting his traumatic experiences in concentration camps.

"walking on eggshells": to be very cautious in order to avoid upsetting someone. Josef's family is walking on eggshells around his father due to his fragile mental state, influenced by his past trauma in the concentration camps. This idiom emphasizes the delicate situation and the need for sensitivity.

"a lump in her throat": Isabel feels a mix of fear, excitement, and sadness as she realizes the dangers of their journey and the family they are leaving behind.

"caught between a rock and a hard place": to be in a difficult situation where there are no easy choices. Isabel and her family are faced with the perilous decision of whether to risk their lives on a makeshift boat or remain in Cuba under oppressive conditions. This idiom illustrates their desperate predicament.

"bite the bullet": to face a difficult or unpleasant situation with courage. Isabel must bite the bullet and take the risks associated with their escape, despite her fears. It conveys her resolve to confront the challenges ahead.

"life hanging by a thread": describes the precarious and dangerous journey that Mahmoud's family faces, with their lives constantly at risk.

"a double-edged sword": a situation that has both positive and negative consequences. Mahmud's decision to leave Aleppo represents a double-edged sword; while it offers a chance for safety, it also brings uncertainty and loss. This idiom underscores the complexity of his situation.

"throw in the towel": to give up or admit defeat. Mahmud's family struggles against the overwhelming chaos and despair of their circumstances. The thought of throwing in the towel represents the temptation to surrender in the face of insurmountable challenges, but they continue to fight for survival.

"a heavy heart": feeling sadness or sorrow, often because of a difficult situation.

"a glimmer of hope": a small sign or feeling that something positive may happen, especially in a difficult situation.

"to bear the brunt": to endure the worst part or impact of something unpleasant.

III. General Comprehension

1. How do the characters' experiences reflect the broader themes of fear and hope in the context of seeking refuge?
2. In what ways do resilience and determination play crucial roles in Isabel's journey?
3. How does the trauma experienced by Josef's family shape their interactions and decisions as they face uncertainty?

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

стримувати своє хвилювання – сповнений тривоги – читати благословення – скрутне становище – почуття безпеки – відповідати за – розкласти їжу та напої – випасти з човна – триматися за – втиснутись між ними – продовжувати хмуритися – отримувати допуск до – захований в – переповнений – іти в ногу.

2. Give English definitions for the words in exercise 1.
3. Suggest synonyms or antonyms for them.
4. Make possible collocations with the words. Use them in sentences of your own.
5. Create original sentences that reflect the meanings of the vocabulary.
6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) A big wave hit the small boat, and one of the passengers almost _____.
- 2) After hours in line, Mahmoud's family finally managed _____ Turkey.
- 3) For the first time in months, Mahmoud felt _____ inside the refugee camp.
- 4) Isabel screamed for her father _____ the side of the boat.
- 5) Isabel's mother was _____ as the waves rocked their small boat.
- 6) Josef tried _____ when he saw his father return from the doctor's cabin.
- 7) Josef's father told him he would _____ his little sister while on the ship.
- 8) Josef's mother _____, even when the others tried to cheer her up.
- 9) Mahmoud _____ his brother and mother as they tried to fit inside the crowded tent.
- 10) Mahmoud and the other refugees walked quickly to _____ the rest of the group.
- 11) Mahmoud's family often found themselves _____ after leaving their home.

- 12) The families gathered together to _____ for the Sabbath celebration.
- 13) The family's money was _____ a pocket under Father's shirt.
- 14) The rabbi stood at the front of the ship and began _____ before the meal.
- 15) The streets of the refugee camp were _____ people selling food and clothes.

7. Use the word given in capitals to form a word that fits in the gap.

1. Everyone on the crew had treated Josef and his family with **KIND** and respect, despite his father's **REPEAT** warnings that all Germans were out to get them.
2. They were all going to Cuba to escape the Nazis, and now that they were finally away from the **THREATEN** and **VIOLENT** that followed them everywhere in Germany, there was singing and dancing and **LAUGH**.
3. A bar mitzvah was the ceremony at which the boy **OFFICIAL** became a man under **JEW** law.
4. It was night, and a **WANE** moon peeked out from behind **SCATTER** clouds.
5. She panicked, her worst **FEARFUL** come true, and **SUDDEN** a blinding light lit her up.
6. The others had already lifted the boat up out of the sand and were lurching toward the sound of the **CRASH** waves.
7. There were **IFLATE** rafts.
8. She was almost to Papi's **STRETCH** eyes when she saw her father's eyes go **WIDTH**.
9. In some places, women were being **STONE** and **KILL** for not covering up their **ENTITY** bodies, especially in areas controlled by Daesh – what the rest of the world called ISIS.
10. Daesh thought they were fighting the **FINALITY** war of the apocalypse, and anyone who didn't agree with their twisted **PERVET** of Islam were infidels who should have their heads cut off.
11. A **JAG** (jagged) line of real bullet holes **BISECT** Asaad's face.
12. In the seat behind him, Walled sat up straight next to his open window, **MOVE** (unmoving) and **FAZE**.
13. The question was as **DANGER** as the gun.
14. He was **DUST** an smelled like he had not had a bath in months, and the **HOT** of the road radiated off him and his rifle like a stove.
15. Mahmoud found the **COURAGEOUS** to grab Waleed by the arm, drag him over the **SIT**, and dive headfirst out the door.
16. Mahmoud's father waited for another **LULLABY** in the shooting, and then they all hurried away from the car, leaving everything else they owned behind.

8. Translate the following sentences into English using the expressions from the list.

- 1) Йозеф намагався **стримувати своє хвилювання**, коли побачив лікаря.
- 2) Ісабель була **сповнена тривоги**, коли човен почав хитатися.
- 3) Рабин почав **читати благословення** перед вечерею.
- 4) Родина опинилася **в скрутному становищі** без грошей і їжі.
- 5) Нарешті Махмуд відчув **почуття безпеки**, коли побачив берег.
- 6) Йозеф був **відповідальним** за свою маленьку сестру під час подорожі.
- 7) Мати допомогла **розкласти їжу та напої** для гостей.
- 8) Хвиля була така сильна, що Іван майже **випав з човна**.
- 9) Ісабель кричала батькові **триматися за край човна**.
- 10) Махмуду довелося **втиснутись між ними**, щоб знайти трохи місця.
- 11) Батько Йозефа продовжував **хмуритися**, навіть коли всі святкували.
- 12) Родині вдалося **отримати допуск до** табору після довгих перевірок.
- 13) Гроші були **заховані в** кишені під сорочкою.
- 14) Табір біженців був **переповнений** людьми.
- 15) Махмуд ішов швидко, щоб **іти в ногу** з іншими.

V. Detailed Comprehension

1. What challenges does Josef's family face as they seek asylum from the Nazi regime?
2. How does the trauma experienced by Josef's father influence his behavior and interactions with his family?
3. Describe the atmosphere on the ship as the family approaches Cuba. What emotions do they experience?
4. In what ways does the theme of hope manifest for Josef and his family in this chapter?
5. How do external factors, such as political tensions or public opinions, impact Josef's family during their journey?
6. What does the makeshift boat symbolize in Isabel's journey, and how does it reflect her family's circumstances?
7. How does Isabel's determination help her family overcome obstacles during their escape?
8. Describe a perilous moment in Isabel's journey and the decisions her family has to make in that situation.
9. In what ways does the chapter illustrate the concept of resilience among Isabel and her family members?
10. How do the experiences of Isabel's family parallel those of other refugee families in the story?

11. What specific struggles does Mahmud face as he grapples with the impact of war on his family?
12. How does the chapter depict the chaos of fleeing from Aleppo, and what are its effects on Mahmud and his family?
13. Discuss the emotional weight of the heart-wrenching decisions Mahmud has to make. What factors influence his choices?
14. How does the experience of being displaced affect Mahmud's sense of identity and belonging?
15. In what ways does this chapter highlight the broader theme of survival in the context of conflict and displacement?

Extra Activities

Creative Writing: Write a diary entry from the perspective of one of the characters reflecting on their hopes and fears during their journey.

Artistic Response: Create a visual timeline that depicts the journey of one character, illustrating key events and emotions they experience.

Role Play: In pairs, enact a scene where characters from the story discuss their dreams for the future and the obstacles they face in achieving them.

Circle 5 (pp.42-50).

I. Vocabulary

1. **turmoil** (n.): a state of great disturbance, confusion, or uncertainty.
2. **to beckon** (vb.): make a gesture to encourage someone to come closer or follow.
3. **scarcely** (adv.): barely; only just.
4. **stifling** (adj.): very hot or oppressive, making it difficult to breathe.
5. **perseverance** (n.): persistence in doing something despite difficulty or delay in achieving success.
6. **to gnaw** (vb.): to cause persistent worry or distress.
7. **serenity** (n.): the state of being calm, peaceful, and untroubled.
8. **menacing** (adj.): suggesting the presence of danger; threatening.
9. **indignation** (n.): anger or annoyance provoked by what is perceived as unfair treatment.
10. **wavering** (adj.): becoming unsteady or uncertain.
11. **empathy** (n.): the ability to understand and share the feelings of another.
12. **haphazard** (adj.): lacking any obvious order or planning..
13. **reluctantly** (adv.): unwillingly or hesitantly.
14. **treacherous** (adj.): dangerously unstable and unpredictable.
15. **to falter** (vb.): hesitate or waver in action, purpose, or speech.

II. Allusions and idioms

Gestapo: the Nazi secret police, notorious for their brutality, symbolize the constant threat Josef's family feels from the regime.

Third Reich: Hitler's regime, under which the Nazis aim to establish a "pure" German state, emphasizing the nationalism and hatred that force Josef's family to flee.

Gulf Stream: the strong Atlantic current between Cuba and the U.S., which refugees like Isabel's family must cross, adding realism to their perilous journey.

The Bahamas: mentioned as a close yet unreachable destination for many Cuban refugees, symbolizing a stepping stone to freedom that is often denied.

Lesbos, Greece: a destination for many Syrian refugees traveling by sea, marking the beginning of a possible safe route into Europe for Mahmoud's family.

The EU: The European Union, representing a safer haven and the hope of asylum for refugees like Mahmoud, despite its own challenges with the crisis.

"He broke out in a cold sweat": Josef's fear when he witnesses the harsh treatment on the ship, realizing the dangers even outside Germany.

"He was a bundle of nerves": refers to the palpable tension and fear among Isabel's family members as they face dangers on the open sea.

"Nerves were frayed": illustrates the exhaustion and stress on Mahmoud's family as they journey to safety, always fearing for their lives.

III. General Comprehension

1. What challenges do the characters face in these chapters, and how do they respond to them?
2. How does the setting in these chapters impact the mood and the characters' actions?
3. What evidence can you find that demonstrates the themes of hope or resilience in these chapters?

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

стримувати своє хвилювання – сповнений тривоги – читати благословення – скрутне становище – почуття безпеки – відповідати за – розкласти їжу та напої – випасти з човна – триматися за – втиснутись між ними – продовжувати хмуритися – отримувати допуск до – захований в – переповнений – іти в ногу.

2. Give English definitions for the words in exercise 1.
3. Suggest synonyms or antonyms for them.
4. Make possible collocations with the words. Use them in sentences of your own.
5. Create original sentences that reflect the meanings of the vocabulary.
6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) A big wave hit the small boat, and one of the passengers almost _____.

- 2) After hours in line, Mahmoud's family finally managed _____ Turkey.
- 3) For the first time in months, Mahmoud felt _____ inside the refugee camp.
- 4) Isabel screamed for her father _____ the side of the boat.
- 5) Isabel's mother was _____ as the waves rocked their small boat.
- 6) Josef tried _____ when he saw his father return from the doctor's cabin.
- 7) Josef's father told him he would _____ his little sister while on the ship.
- 8) Josef's mother _____, even when the others tried to cheer her up.
- 9) Mahmoud _____ his brother and mother as they tried to fit inside the crowded tent.
- 10) Mahmoud and the other refugees walked quickly to _____ the rest of the group.
- 11) Mahmoud's family often found themselves _____ after leaving their home.
- 12) The families gathered together to _____ for the Sabbath celebration.
- 13) The family's money was _____ a pocket under Father's shirt.
- 14) The rabbi stood at the front of the ship and began _____ before the meal.
- 15) The streets of the refugee camp were _____ people selling food and clothes.

7. Use the word given in capitals to form a word that fits in the gap.

1. It was the day Josef would leave his **CHILD** behind and become a man, he could hardly contain his **EXCITED**.
2. He was **CARE** not to show his **EAGER** in front of his father, however.
3. What would once have been a happy occasion in the Landau home was now fraught with **ANXIOUS**, thanks to his father's paranoia.
4. In all the times he'd dreamed of this day, his father had always been there to recite a **BLESS** with him.
5. It seems **APPROPRIATE** for such a sacred moment to be celebrated in the **PRESENT** of Hitler.
6. There were many hands to shake and many **CONGRATULATE** after the ceremony, but it was all a **BLURRED** to Josef.
7. A bar mitzvah alone didn't make him an adult. Being **RESPONSIBILITY** did.
8. The lights of Havana had faded to a speck on the **HORIZONTAL** behind them, and they had left the other boats behind.
9. Luis's girlfriend gasped and then suddenly exploded with **LAUGH**.
10. Fight against the **POSSIBILITY** and win.
11. It was a constant refrain in Castro's **LONG** speeches.

12. Do you know what the greatest **FAIL** are?
13. She had **FLAW** olive skin, long black hair, and full red lips.
14. No more getting thrown in jail for **AGREE** with the government.
15. He stood in a long line with his family, waiting at the boarder to gain **ADMIT** into Turkey, near the city of Kilis.
16. Around then were **COUNT** more Syrian families, all hoping to be let in.
17. They were walking north to Turkey, to **SAFE**.
18. Now they were in line with him, all those hundreds of people and thousands more, and they weren't **VISION** anymore.
19. After what seemed like an **ETERNAL** of looking over their papers, the boarder guard finally stapled temporary visas onto their passports and let them through.
20. A man in the group we walked with gave me the name of a **SMUGGLE** who can get us from Turkey to Greece.
21. For him a smuggler meant **LEGAL**, and illegal meant DANGER.
22. Once you were in one of the EU countries like Greece or Hungary or Germany, you could **APPLICATION** for asylum and be granted official refugee status.
23. After Aleppo – the near-constant gunfire and **EXPLODE**, punctuated by the **OPPRESSION** quiet of an entire city trying their hardest not to draw **ATTENTIVE** to themselves – this place felt **LIFE**, even if it was dusty and cramped.
24. It was a **MARRIED** procession, Mahmoud realized.
25. The spell of **HAPPY** (happiness) and **SAFE** (safety) was momentarily broken by the **FORGET** memories of the **CHAOTIC** they had just escaped.

8. Translate the following sentences into English using the expressions from the list.

- 1) Йозеф намагався **стримувати своє хвилювання**, коли побачив лікаря.
- 2) Ісабель була **сповнена тривоги**, коли човен почав хитатися.
- 3) Рабин почав **читати благословення** перед вечерею.
- 4) Родина опинилася **в скрутному становищі** без грошей і їжі.
- 5) Нарешті Махмуд відчув **почуття безпеки**, коли побачив берег.
- 6) Йозеф був **відповідальним** за свою маленьку сестру під час подорожі.
- 7) Мати допомогла **розкласти їжу та напої** для гостей.
- 8) Хвиля була така сильна, що Іван майже **випав з човна**.
- 9) Ісабель кричала батькові **триматися за край човна**.
- 10) Махмуду довелося **втиснутись між ними**, щоб знайти трохи місця.
- 11) Батько Йозефа продовжував **хмуритися**, навіть коли всі святкували.

- 12) Родині вдалося **отримати допуск до** табору після довгих перевірок.
- 13) Гроші були **заховані в** кишені під сорочкою.
- 14) Табір біженців був **переповнений** людьми.
- 15) Махмуд ішов швидко, щоб **іти в ногу** з іншими.

V. Detailed Comprehension

1. Why does Josef feel pressure to act as the man of the family?
2. What are the implications of Josef's actions when he slaps his father on the face? How does it impact their relationship?
3. Describe the emotions of the passengers on the St. Louis when they learn about their uncertain future.
4. What does the scene at the ship's dance reveal about the passengers' attempts to maintain normalcy despite their situation?
5. How does the captain's decision to avoid returning to Germany highlight the complex moral dilemmas he faces?
6. What dangers does Isabel's family face as they continue their journey on the boat?
7. Why does Isabel choose to dive into the water after the gasoline tank? What does this reveal about her character?
8. How do the members of Isabel's group respond to the challenges they encounter at sea? Provide specific examples.
9. What role does hope play in Isabel's family's decisions, especially in such dangerous conditions?
10. Explain how nature (e.g., the storm and the shark) becomes a character in this chapter. What does it symbolize?
11. How does Mahmoud's decision to step out into the open and lead his family toward Turkey show growth in his character?
12. What is the significance of the cell phone in Mahmoud's journey? How does it serve as both a lifeline and a symbol?
13. Why does Mahmoud reflect on Hana's absence during their trek? How does this add emotional weight to the narrative?
14. Describe the dynamics of Mahmoud's family as they rely on one another to survive. What does this reveal about their resilience?
15. How does Mahmoud's encounter with other refugees illustrate the broader refugee crisis? How does this affect his understanding of his own journey?

Extra Activities

Research Assignment: Investigate Kristallnacht and the Nuremberg Laws to understand the historical backdrop.

Create a timeline showing key events that led to the persecution of Jews in Nazi Germany.

Discussion/Reflection: Discuss the significance of humor in this chapter, such as the jokes about Fidel Castro's face and Lito's piropos.

How does humor help the characters cope with fear and uncertainty?

Explore the significance of salsa music and the clave rhythm in Cuban culture.

Circle 6 (pp.51-59).

I. Vocabulary

1. **gauges (n.):** instruments used to measure and display information, such as pressure, temperature, or speed.
2. **to pursue (vb.):** follow or chase with determination.
3. **steward (n.):** a person who serves passengers on a ship, train, or airplane, often responsible for their comfort.
4. **to sneer (vb.):** show scorn or contempt, often with a mocking smile or tone.
5. **to huddle (vb.):** gather closely together, often for warmth or to discuss something privately.
6. **lenient (adj.):** permissive or not strict in enforcing rules or punishments.
7. **conceivable (adj.):** possible to imagine or understand; believable.
8. **rhythm (n.):** a regular repeated pattern of sound or movement.
9. **to swap (vb.):** exchange one thing for another.
10. **drizzle (n.):** light rain consisting of very small drops.
11. **smuggler (n.):** a person who moves goods or people illegally into or out of a country.
12. **squatters (n.):** people who live in a building or area without legal permission.
13. **ominous (adj.):** suggesting something bad or unpleasant is about to happen.
14. **dubious (adj.):** doubtful or uncertain; suspicious of something's reliability or safety.

II. Allusions and idioms

Nuremberg Laws: these were antisemitic laws in Nazi Germany that excluded Jews from German citizenship and prohibited marriage or relations between Jews and non-Jews, contextualizing the discrimination Josef's family endures.

Freedom Flights: the organized airlift from Cuba to the United States during the Cold War, echoing the risky, unofficial boat journeys refugees like Isabel take to escape oppression.

Erdogan: the Turkish president referenced later in Mahmoud's journey, representing the policies and debates within Turkey regarding the refugee crisis.

"Keep your head down": an idiom meaning to avoid drawing attention, which is what Josef's family does to stay safe under Nazi rule.

"Hold on for dear life": used as Isabel's boat faces turbulent waters, describing how the family clings to the boat to avoid being thrown overboard.

"Living hand to mouth": a phrase describing Mahmoud's family's financial struggles and constant need to move to survive, with little to no resources left for stability.

III. General Comprehension

1. Why does Josef feel uneasy during the tour of the engine room, and how does the encounter with Schiendick highlight the challenges his family faces, even on the St. Louis?
2. Lito expresses regret about leaving Cuba and shares his feelings about the country's history. How do his reflections contrast with Isabel's determination to continue their journey?
3. How does Mahmoud's family cope with the challenges of finding shelter in Izmir, and what does this situation reveal about the difficulties faced by refugees?

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

панорамний огляд – просторі каюти – спокійне море – попутний вітер – щільний кластер – рульове колесо – отвір від кулі – машинне відділення – вузький коридор – напружені моменти – товстий чоловік – протікаючий кран – блискучі автомобілі – скручений метал – віддалений гуркіт.

2. Give English definitions for the words in exercise 1.
3. Suggest synonyms or antonyms for them.
4. Make possible collocations with the words. Use them in sentences of your own.
5. Create original sentences that reflect the meanings of the vocabulary.
6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) A _____ of passengers gathered near the railing to see what was happening.
- 2) A _____ stood near the door, blocking Josef's way.

- 3) After the bombing, the streets were full of _____ and smoke.
- 4) From the deck, Josef admired the _____ of the ocean stretching endlessly around the ship.
- 5) In the distance, Mahmoud could hear the _____ of explosions growing closer.
- 6) Mahmoud walked carefully through the _____ of the refugee shelter.
- 7) The captain stood firmly at the _____, giving calm orders to the crew.
- 8) The crew worked hard in the noisy and hot _____ below deck.
- 9) The passengers were surprised by how _____ were on the St. Louis.
- 10) The ship moved smoothly through the _____ and everyone relaxed for a while.
- 11) The sound of a _____ in the kitchen kept Isabel awake all night.
- 12) The sun reflected off the _____ parked near the harbor.
- 13) The voyage was filled with _____ when everyone feared what might happen next.
- 14) There was a _____ in the wall, a reminder of the violence they had escaped.
- 15) With a _____ behind them, they were making good speed toward Cuba.

7. Use the word given in capitals to form a word that fits in the gap.

1. The captain looked **SURPRISE**, and then a little **ANGER**.
2. The captain pursed his lips and glanced **MEAN** at his first officer, who looked **CONCERN**.
3. We're just making best **POSSIBILITY** speed because we have calm seas and a **FOLLOW** wind.
4. There were no portholes here, no **SPACE** cabins.
5. Josef had never been afraid of tight places before, the close living conditions made him **EASILY**.
6. Josef's skin crawled, and he and the other kids looked at each other **NERVOUSNESS**.
7. Josef had heard "The horst **WESSEL** song" hundreds of times in the weeks following his father's **ABDUCT**.
8. It had gone **NIGHT** from an **OBSCURITY** song the Nazis sang at rallies to the **OFFICIALLY** national anthem of Germany – and it was **FRIGHTENED**.
9. "*The captain*," Schiendick said, his voice dripping with **APPROVE**.
10. Josef clenched his fists, and his ears burned hot with **FRUSTRATED** and **EMBARRASSED** at his **HELP**.
11. But the **HATE** had followed them even here, to the middle of the ocean.
12. The tour ended **SOLEMN**, and the officer returned them to the surface, being **CARE** to take them back by a different route.
13. It *drip-drip-dripped* water onto Castro's face at the bottom of the boat like a **LEAK** faucet.
14. The US airlifted **POLITICS** dissidents off the island.

15. Born in the United Staes! It was almost **CONCEIVE**.
16. With Castro being **LENIENCE** right now, we won't be punished for leaving.
17. Down past a **PEBBLE** brown beach, the Mediterranean Sea churned like a washing machine.
18. One of the street lamps flickered, giving the street an **OMINOUSLY** energy.
19. One of the boards blocking the door from **TRESPASS** had been ripped off, and they pushed their way inside.
20. A few of the shops were lit up with lamps connected to **EXTEND** cords, and others burned kerosene lamps and candles.

8. Translate the following sentences into English using the expressions from the list.

- 1) З палуби відкривався **панорамний огляд** моря.
- 2) На кораблі були дуже **просторі каюти** для пасажирів першого класу.
- 3) Під час плавання було **спокійне море**, і ніхто не морщився від хвиль.
- 4) Корабель ішов швидше завдяки **попутному вітру**.
- 5) Люди стояли **щільним кластером** біля перил, дивлячись на воду.
- 6) Капітан стояв біля **рульового колеса**, уважно дивлячись уперед.
- 7) У стіні кабіни виднівся **отвір від кулі**.
- 8) Робітники спускалися до **машинного відділення**, щоб перевірити двигун.
- 9) Вона йшла **вузьким коридором**, шукаючи свою маму.
- 10) На борту траплялися **напружені моменти**, коли всі боялися, що корабель не впустять у порт.
- 11) Біля дверей стояв **товстий чоловік** і щось сердито бурмотів.
- 12) У ванній безперервно капав **протікаючий кран**.
- 13) Біля причалу стояли **блискучі автомобілі**, що належали заможним туристам.
- 14) Після аварії на дорозі залишилися лише **скручений метал** і уламки скла.
- 15) Вдалині чувся **віддалений гуркіт** грому, попереджаючи про бурю.

V. Detailed Comprehension

1. What does Josef's interaction with the German soldier reveal about his character and the difficult choices he has to make?
2. How does Josef's relationship with his father evolve in this chapter, especially in light of the growing tensions on the ship?
3. What is the significance of the flashbacks to Josef's life before the war, and how do they contrast with his present situation?

4. How does the arrival of the Nazi soldiers on the ship affect Josef and his family's plans?
5. How do the themes of fear and courage emerge in this chapter, and what do they tell us about the nature of survival?
6. What decision does Isabel make when her boat runs out of fuel? Why does she choose this option?
7. How does Isabel feel about the storm that is approaching, and what are her fears for the journey ahead?
8. What role does the character of the Cuban soldier play in this chapter, and how does he impact Isabel's situation?
9. How do Isabel and her family manage to keep the boat afloat despite the challenges they face?
10. What does Isabel's determination to keep moving forward represent in the larger context of the novel?
11. What challenges do Mahmoud and his family face when they try to cross into Turkey, and how do they overcome them?
12. What is the significance of the scene where Mahmoud and his family encounter the police? How does Mahmoud feel in this situation?
13. How does Mahmoud's relationship with his younger brother Waleed evolve in this chapter?
14. Describe the role of the people Mahmoud meets during the journey. How do they help or hinder him and his family?
15. How does Mahmoud's experience in the refugee camp impact his view of safety and hope for the future?

Extra Activities

Letter to a Character:

Students can write a letter to one of the characters, offering advice, support, or expressing their feelings about the character's situation. This activity encourages personal connection to the story.

Circle 7 Tasks for *Refugee*, pp. 60-68

I. Vocabulary

1. **to flail (vb.):** move in a wild or erratic way, often due to panic or confusion.
2. **frantic (adj.):** showing great fear, worry, or anxiety, often causing hurried or chaotic behavior.
3. **bulging (adj.):** swollen or sticking out, usually due to pressure inside something.
4. **haunted (adj.):** having a troubled or tormented look, often reflecting deep emotional distress or trauma.
5. **sacrilege (n.):** the violation or disrespect of something sacred or religious.
6. **to quiver (vb.):** tremble or shake, usually due to fear, anxiety, or cold.
7. **mourners (n.):** people who express sadness and grief, especially at a funeral.
8. **sailcloth (n.):** a type of strong, durable fabric used for sails, often used here to wrap a body for burial at sea.
9. **prow (n.):** the front part of a ship or boat.
10. **leviathan (n.):** a large, powerful, and often overwhelming entity, used here to describe the enormous tanker.
11. **quail (vb.):** to feel fear or dread; to shrink back in fear.
12. **to sluice (vb.):** move in a flow of water or liquid, often quickly or forcefully.
13. **prow (n.):** the front part of a ship or boat (repeated from Chapter XIX).
14. **whine (n.):** a high-pitched sound, often expressing discomfort, fear, or distress.
15. **to sputter (vb.):** to make a series of short, explosive sounds, often from a malfunction or in the middle of a struggle.
16. **wits' end (idiom):** a state of being completely puzzled or out of ideas, often due to frustration or hopelessness.
17. **to flinch (vb.):** to react with a sudden movement due to fear or pain.
18. **freeloading (n.):** taking advantage of others' resources without offering anything in return.
19. **to bother (vb.):** to disturb or annoy someone, often in an unwelcome way.
20. **keffiyeh (n.):** a traditional Middle Eastern headdress, usually made of a square piece of cloth worn on the head.

II. Allusions and idioms

Havana Harbor: represents the potential safety and new beginning Josef and his family hope for, contrasting with the challenges they actually face in Cuba.

Marinel Boatlift: alluded to as a similar event, where Cuban refugees fled by sea to the U.S. This historical migration parallels Isabel's experience, adding context to their desperation.

Lesbos, Greece: a crucial entry point to Europe for Syrian refugees, indicating a new phase in Mahmoud's journey and representing hope, despite the challenges awaiting him there.

Dinghy boats: often used by refugees for dangerous crossings; the reference highlights the instability and peril of such journeys.

"The last straw": refers to a tipping point for Josef's family, encapsulating the culmination of stress and hardship that may lead them to break.

"An uphill battle": used metaphorically to describe Isabel's family's difficult journey and the obstacles they face in reaching freedom.

"Cross that bridge when we come to it": used by Mahmoud's family to express that they'll face each challenge as it comes, given the unpredictability of their journey.

III. General Comprehension

1. How do the characters in Chapters XIX-XXI cope with the dangers and uncertainties they face during their journey? Provide examples from the text that show how they react to the situations around them.
2. What role does the setting play in the development of the plot in these chapters? How does the environment influence the characters' actions and decisions?
3. In what ways do the characters' relationships with each other evolve in Chapters XIX-XXI? Discuss any key moments where their interactions show growth, tension, or support.

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

розмахуючи руками – скажені/панічні очі – вирвав руку – схопити за руку – вирячені очі з неспокійним або змученим поглядом – затремтіти від страху – потужні хвилі,

що розливалися навсібіч – ніс корабля – ниття – у розпачі – здригнутися – халява (перен.): користування чужими ресурсами, не пропонуючи нічого натомість.

2. Give English definitions for the words in exercise 1.
3. Suggest synonyms or antonyms for them.
4. Make possible collocations with the words. Use them in sentences of your own.
5. Create original sentences that reflect the meanings of the vocabulary.
6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) _____ surrounded the boat after it hit the rocks.
- 2) Her mother was _____, not knowing what else to do.
- 3) Isabel could hear the _____ of the wind through the cracks of the boat.
- 4) Josef _____ when the man reached out to grab him.
- 5) Mahmoud _____ and held on tightly as the boat rocked.
- 6) Ruthie _____ when the Nazi shouted at her.
- 7) Some of the passengers accused others of _____ and not helping.
- 8) The boy's _____ showed how terrified he was.
- 9) The child began to _____ as the thunder grew louder.
- 10) The refugees' _____ faces showed sleepless nights and fear.
- 11) The sailor _____ as the fireman tried to drag him away.
- 12) The sea crashed against the ship's _____ again and again.

7. Use the word given in capitals to form a word that fits in the gap.

1. Josef looked **WORRY** to his mother, who held Ruthie in her lap.
2. It was the first time his father had ever spoken the name of the place he'd been, and it was like a winter **FROSTY** covered everything in the room.
3. The passengers' clothes looked shabby, and it was only when he heard his father tearing his shirt that Josef understood – **RIP** your garments was a **JEW** tradition at funerals, and they had torn theirs in **SYMPATHATIC** with Mrs. Weiler.
4. His father nodded, then led him to the sandbox by the pool and had him take a **HAND** of sand.
5. Schiendick **FURL** the red-and-white Nazi flag with the black swastika in the middle, and the passengers gasped.
6. Never! Do you hear me? It's a **SACRILEGIOUS**!

7. Schiendick and his men surged forward to avenge the **INSULTING**, but Captain Schroeder quickly **INTERVENTION**.
8. I will relieve you of duty and have you **CONFINEMENT** to quarters.
9. The captain apologized **PROFUSION** for the **DISTURBED**, and the funeral continued.
10. The tanker **EMERGENCE** from the darkness like some **GIGANTIC** leviathan come to swallow them.
11. He lunged for Ivan's **STRETCH** hand, and together they fell against the side of the boat with a thump.
12. Isabel swallowed a **MOUTH** of **SALT** water and tumbled across the boat.
13. Isabel and Ivan **FRANTIC** searched the dark water, watching for Senor Castillo to surface again.
14. **LIFE** Waleed, who didn't flinch when **BOMBARDING** exploded.
15. Even as he said it, he heard the whine in his voice, the **APATHY**, toddler-like **FRUSTRATED**.
16. Even though Mahmoud hated the **DESPERATION** feeling of defeat in going back to the mall, at least it meant not sleeping outside in the park.
17. Mahmoud shrank into the corner, trying to be **VISION**, but the police car's lights beeped its **ELECTRO** siren at them.
18. He waved the lifejackets at the next car, and **MIRACLE** it stopped.
19. Mahmoud learned not to get **EXCITEMENT** about these texts, but even so, he still felt a little flutter of hope in his chest.

8. Translate the following sentences into English using the expressions from the list.

- 1) Він ішов із **розмахуючими руками**, намагаючись утримати рівновагу.
- 2) У нього були **скажені очі**, повні страху.
- 3) Хлопчик різко **вирвав руку**, коли його схопили.
- 4) Він **схопив батька за руку**, щоб утримати його поруч.
- 5) У в'язнів були **вирячені очі з неспокійним поглядом**.
- 6) Вона **затремтіла від страху**, коли почула крик.
- 7) **Потужні хвилі, що розливалися навсідіч**, майже перевернули човен.
- 8) Вітер розбивався об **ніс корабля**, здіймаючи бризки.
- 9) З трюму долинали **ниття** двигуна.
- 10) Мати була **у розпачі**, не знаючи, що робити далі.
- 11) Дівчинка **здрігнулася**, коли блиснула блискавка.
- 12) Він звинуватив товариша в **халеві**, бо той нічим не допомагав.

V. Detailed Comprehension

1. What is the significance of the moment when Josef and his mother arrive in Cuba, and what are their first impressions?
2. How does Josef react to the news of his father's death, and what does this reveal about his character?
3. What are the differences in the way Josef's family is treated in Cuba compared to the way they were treated in Germany?
4. How does Josef's experience in Cuba challenge the idea of safety and hope for refugees?
5. What does the decision to board the ship to Cuba reveal about Josef's understanding of freedom and the sacrifices made by his family?
6. How does Isabel's experience in the boat illustrate her growing sense of responsibility?
7. What new challenges does Isabel face as they continue their journey to the United States, and how does she try to overcome them?
8. In what ways does the storm at sea affect Isabel's family, both physically and emotionally?
9. How does Isabel's relationship with her grandfather evolve in this chapter?
10. What does Isabel learn about her father's sacrifices, and how does it change her perspective on her family's struggle?
11. What is Mahmoud's reaction when he first sees the city of Istanbul, and why does it make him feel conflicted?
12. How does Mahmoud deal with the fear of being caught by the police in Istanbul?
13. What significant event happens to Mahmoud's family in Istanbul that affects their chances of continuing their journey?
14. Describe Mahmoud's internal struggle as he watches other refugees. How does this reflect his sense of guilt and responsibility?
15. What role does the language barrier play in Mahmoud's interactions with the people around him in Istanbul?

Extra Activities

Write a short reflection on how each stop on Mahmoud's journey represents different aspects of the refugee experience (e.g., fear, hope, uncertainty).

Discuss the significance of each location and how it impacts Mahmoud's emotions.

Imagine you are Isabel, writing a letter to her mother or grandfather after the storm at sea.

Think about the ethical dilemmas faced by refugees and the choices they must make. Write a short essay or hold a debate discussing the possible ethical implications of the family's choices.

Circle 8 (pp. 69-77).

I. Vocabulary

1. **to strain (vb.):** make an intense effort to hear, see, or understand something, often causing physical or mental stress.
2. **lolling (adj.):** hanging loosely or drooping, often in a way that suggests relaxation or unconsciousness.
3. **keening (n./adj.):** a high-pitched, wailing sound, often made in grief or pain.
4. **to recoil (vb.):** to quickly move away from something in fear or disgust.
5. **charade (n.):** an act or event that is insincere or meant to deceive; a false show.
6. **to churn (vb.):** move or stir forcefully or violently, often describing liquids.
7. **to retch (vb.):** make the sound or movement of vomiting, often without producing anything.
8. **swamped (vb./adj.):** overwhelmed or flooded, either figuratively or literally.
9. **resilient (adj.):** able to recover quickly from difficult conditions or to return to a previous state.
10. **flogging (n.):** a punishment involving repeated hitting or whipping, often used to enforce discipline.

II. Allusions and idioms

Dachau: The infamous Nazi concentration camp, highlighting the trauma experienced by Josef's father.

Roll call: Refers to the brutal inspections and routines in concentration camps, often associated with violence and punishments like hangings or beatings.

Red sky at morning, sailors take warning: A well-known nautical proverb suggesting that a red sunrise often predicts stormy weather.

Barcelona soccer jersey: Reference to the famous football club, symbolizing global sports culture and the individuality of refugees.

“Dancing away all the stress”: Means to forget one's worries and troubles temporarily through dancing.

“Make a low keening sound, like a wounded dog”: Describes a mournful, high-pitched cry, symbolizing deep emotional pain.

“He balled his fists and breathed deeply”: An expression of suppressed anger or frustration.

“Mañana”: A Spanish word meaning "tomorrow," often used idiomatically to signify indefinite postponement or delay.

“The ocean was alive”: Personification of the ocean to describe its tumultuous and overwhelming force.

“Filling her mouth and nose with salty water”: Describes an intense struggle against nature, almost drowning.

“Dead in the water”: Though not directly stated, the disabled engine implies this idiom about being unable to move forward or progress.

“God will guide us”: A phrase expressing faith in divine intervention during uncertain or perilous times.

“Dwindled to glittering dots”: Describes the fading city lights, symbolizing leaving safety or familiarity behind.

“Flooded with adrenaline”: Refers to a sudden surge of energy or alertness caused by excitement or fear.

III. General Comprehension

1. How do the challenges faced by Josef, Isabel, and Mahmoud in these chapters reflect their determination to survive and protect their families?
2. What role does hope play in each of the characters' stories, and how is it tested?

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

влаштувати вечірку – дике полеґшення – пройти митний контроль – видавати звук – привертати увагу – витягти когось з черги – пройти через, пережити – порушити чари

(перервати напругу або ситуацію) – спіймати тебе – обман, фальш – перевірка на місці (перелік осіб) – в розгубленості, не знати що робити – під виглядом, в маскуванні – повернутися на правильний шлях – взяти до уваги, прислухатися до попередження

2. Give English definitions for the words in exercise 1.

3. Suggest synonyms or antonyms for them.

4. Make possible collocations with the words. Use them in sentences of your own.

5. Create original sentences that reflect the meanings of the vocabulary.

6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) After a few mistakes, the team managed to _____.
- 2) He stood there _____, not knowing what to do next.
- 3) Her sudden laughter _____ and everyone started smiling again.
- 4) His bright red jacket really _____ in the crowd.
- 5) She felt a _____ when she heard her brother was safe.
- 6) The guard _____ and told him to wait for his turn.
- 7) The old car began to _____ strange noises.
- 8) The police did a quick _____ to make sure everyone was safe.
- 9) The spy entered the building _____ a janitor.
- 10) The story sounded nice, but it was all an _____.
- 11) They managed to _____ many difficulties together.
- 12) We had to _____ before boarding the plane.
- 13) When we finally finished our exams, we decided to _____ and celebrate.
- 14) You can't hide forever — I'll _____ sooner or later!

7. Use the word given in capitals to form a word that fits in the gap.

1. There was a feeling of wild **RELIEVED**, as though they were dancing away all the stress of leaving Germany.
2. Not until the newspapers and radio talked about them as **HUMAN** monsters.
3. Not until **SHADOW** men had burst into their homes and smashed up their things and dragged away someone they loved.
4. The next morning, breakfast was interrupted by the **THUNDER, CLANK** sound of the anchors being dropped.

5. We just have to be **PROOF** by the port's medical **AUTHORIZED** first.
6. The captain swore an oath that none of the passengers was **SANE**, a criminal, or had a **CONTAGION** disease.
7. She reached out to him **TENTATIVE**, gently, and he didn't flinch under her hand.
8. His father was **CONSOLE**.
9. Papa would have punished him for such **RESPECTFUL**.
10. Aaron Landau dropped his wife's hand, dragged his oversized coat sleeve across his face, and stood **RIGID** at **ATTENTIVE**, eyes forward.
11. Now it was hard to see him as anything but a **BREAK** old man.
12. It was pitch-black around her, and the ocean was **LIVE**.
13. Isabel took in as much air as she could and dove down beneath an **COME** wave.
14. Isabel began to feel the rhythm of the sea, the singsong **LULL** of it, and it was easy to close her eyes, to stop kicking, to stop fighting.
15. A black **INFLATE** rubber dinghy with an outboard motor on the back.
16. The phones and chargers were **SAFETY** sealed away in plastic bags in his parents' pockets, just in case they get wet.
17. Mahmoud knew because he'd been the one who'd dug through the trash for the **SEAL** zipper bags.
18. The roar of the engine and the whip-blinding sea spray made it **POSSIBILITY** to have any kind of conversation.
19. They pushed on through driving rain and roiling seas for what felt like an **ETERNAL**.
20. Here he was at the mercy of nature, an **VISION** brown speck in an invisible black rubber dinghy in the middle of a great black sea.

8. Translate the following sentences into English using the expressions from the list.

- 1) Ми вирішили **влаштувати вечірку** на честь закінчення семестру.
- 2) Вона відчула **дике полегшення**, коли дізналася, що син у безпеці.
- 3) Після прибуття в аеропорт ми мусили **пройти митний контроль**.
- 4) Старий мотор почав **видавати звук**, який лякав усіх навколо.
- 5) Її яскрава сукня відразу **привертала увагу** всіх гостей.
- 6) Поліцейський допоміг **витягти когось з черги**, щоб той не пропустив рейс.
- 7) Вони змогли разом **пройти через важкі часи**.
- 8) Її жарт **порушив чари** і всі у кімнаті засміялися.
- 9) Рано чи пізно хтось **спіймає тебе**, якщо ти продовжиш брехати.
- 10) Вся ця історія виявилася **обманом, фальшю**.
- 11) На вході провели швидку **перевірку на місці**, щоб впевнитися, що всіх учасників нарахували.

- 12) Він стояв **в розгубленості**, не знаючи, що робити далі.
- 13) Шпигун проник у будівлю **під виглядом** кур'єра.
- 14) Після кількох помилок команда нарешті змогла **повернутися на правильний шлях**.
- 15) Ми повинні **взяти до уваги попередження** і не повторювати тих самих помилок.

V. Detailed Comprehension

1. How does Josef respond to the idea of sacrificing himself to save his family?
2. What emotions do Josef's parents experience during the pivotal moments in this chapter, and how do they express them?
3. What specific actions do the German soldiers take on the St. Louis, and how do these actions heighten the tension?
4. What is the significance of Josef's decision in shaping the family's fate?
5. How does Josef demonstrate bravery and responsibility in this chapter?
6. What challenges does Isabel's group face as they navigate the open sea, and how do they address them?
7. How does Isabel's relationship with her grandfather evolve during their journey?
8. What does the encounter with the U.S. Coast Guard reveal about the obstacles Cuban refugees face?
9. How does Isabel's family support one another when faced with seemingly insurmountable difficulties?
10. What role does Isabel's trumpet play in the chapter, both literally and symbolically?
11. What decision does Mahmoud's family make regarding how they will continue their journey, and why?
12. How does Mahmoud's interaction with the strangers in the boat reflect the desperation and humanity of refugees?
13. What sacrifices does Mahmoud's family make to ensure their survival, and how are these choices portrayed?
14. How does the sea crossing impact Mahmoud's perception of his role within his family?
15. What does the author convey about the broader refugee experience through Mahmoud's ordeal at sea?

Extra Activities

- **Artistic Response:** Create a visual representation (drawing, collage) that depicts the themes of hope and despair as experienced by the characters.

Circle 9 (pp.78-85).

I. Vocabulary

1. **to harass (vb.):** intentionally disturb, bother, or make someone feel uncomfortable or upset.
2. **pandemonium (n.):** wild and noisy confusion, chaos.
3. **suffocating (adj.):** making it difficult to breathe, oppressive, or stifling.
4. **to ransack (vb.):** to search through something in a way that causes damage or disorder, often with the intention of finding something.
5. **to blubber (vb.):** to cry noisily and uncontrollably like a child.
6. **to lash (vb.):** to strike with a violent force, especially used for wind or rain.
7. **frogged (adj.):** a swimming stroke involving kicking and using arms to propel oneself forward in the water, typically with a broad, circular motion.
8. **son cubano (n.):** a genre of Cuban music, typically upbeat, combining Spanish and African influences.
9. **refrain (n.):** a repeated part of a song or poem, often at the end of each verse.
10. **coda (n.):** a concluding part of a musical composition, especially something that brings the piece to a satisfying end.

II. Allusions and idioms

The Promised Land: Although traditionally a biblical reference, here it symbolizes the hope of Cuba as a place of peace and opportunity, contrasting with their harsh reality.

Guanabacoa: A municipality in Havana, symbolizing the familiar life Isabel and her family leave behind. It's an anchor to her past and Cuban heritage.

Smuggler: Highlights the illegal networks many refugees rely on to escape danger, although these networks are exploitative and dangerous.

The Aegean Sea: Represents the route that many refugees take to Europe; known for its dangerous crossing, it reflects the risks Mahmoud's family undertakes.

"On pins and needles": Expresses Josef's anxiety as they wait to be accepted into Cuba, unsure if they will be allowed to disembark.

"Water under the bridge": Used to express how past events, particularly hardships, need to be left behind as Isabel and her family look forward.

"A leap of faith": Used to describe Mahmoud's family's decision to trust the smugglers and embark on the dangerous journey, despite their fears.

III. General Comprehension

1. How does Josef feel when he is confronted by Otto Schiendick and the firemen in Chapter XXV, and why does he feel this way?
2. In Chapter XXVI, Isabel is faced with a difficult situation while bailing water out of the boat during a storm. How does her memory of her grandmother influence her thoughts during this moment?
3. In Chapter XXVII, Mahmoud's family is struggling to survive in the Mediterranean Sea after their boat sinks. How does Mahmoud's sense of hope and despair shift throughout the chapter?

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

переслідувати пасажирів – напруга зростала – задушливі та гнітючі – обшукати кімнату – обшукували валізи – океан страждання – вичерпувати воду – здригалася від холодного вітру – дощ періщив – його руки та ноги борсалися – сліпий, безглуздий жах – бився і задихався – його ноги заніміли.

2. Give English definitions for the words in exercise 1.
3. Suggest synonyms or antonyms for them.
4. Make possible collocations with the words. Use them in sentences of your own.
5. Create original sentences that reflect the meanings of the vocabulary.
6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) After the attack, the family felt as if they were in an _____.
- 2) All over the ship, Josef felt _____ with every new announcement.
- 3) During the storm, _____ as they rowed toward the shore.

- 4) He _____, fighting to breathe while staying afloat.
- 5) He was trapped in a state of _____ as the sea tossed him around.
- 6) Isabel and her family had to _____ to keep the boat afloat.
- 7) Mahmoud _____ as the icy wind blew over the waves.
- 8) Mahmoud struggled, _____, trying to stay above the water.
- 9) The guards began to _____ as soon as the passengers tried to approach the exit.
- 10) The heat in the cabin was _____, making it hard to breathe.
- 11) The officers had to _____ to check if anything was hidden.
- 12) They _____, throwing clothes everywhere and breaking personal items.
- 13) After hours in the cold water, _____, making swimming almost impossible.

7. Use the word given in capitals to form a word that fits in the gap.

1. The passengers on the *St. Louis* had grown more and more **REST**, cornering sailors on deck and **BERATE** their stewards at dinner.
2. Josef had felt **TENSED** (tension) mounting all over the ship, pandemonium **THREAT** to boil over every time the crew dealt with the passengers.
3. It was as **SUFFOCATE** and **OPPRESSED** as the 100-degree **HOT**.
4. It was not **OFFICIALLY**, Josef was sure, because the captain hadn't made an **ANNOUNCE**.
5. The same way the Gestapo took Jews into "**PROTECT** custody".
6. Firemen loved to **INTIMIDATION** children on board, and Ruthie managed to stay out of their way.
7. For you **SAFE**, the cabin must be searched.
8. Josef huddled against the door, **ANGER** at his **HELP** but scared if he fought back, he'd be punished more.
9. Schiendick snorted **DISMISSIVE** at the **COWER** man on the bed.
10. They were three **ALONE** islands, separated by the ocean of **MISERABLE**.
11. They all worked **FEVERISH**, none of them talking – not they could hear each other over the storm.
12. As she watched the **SURGE** waves, Isabel remembered the last time she has seen her grandma.
13. All that spring Isabel had waded without **ENJOY** in the ocean, waiting for the storm to come that would tear her family apart.
14. The **SHRIEK** wind ripped roofs off houses and pulled palm trees straight out of the ground.
15. A life was a symphony, with **DIFFER** movements and **COMPLICATION** musical forms.
16. Before he could think, he gasped, sucking in a **MOUTH** of the dark Mediterranean Sea.

17. His knee struck something hard and sharp – a rock – and he felt a cold flash of pain quickly disappeared into blind, **SENSE** terror.
18. All she could do is to keep the baby and her own face above the **RELENT** waves.
19. Mahmoud's legs were numb with cold and **EXHAUSTED**.
20. She was crying great **HOWL** tears and tearing at her clothes.

8. Translate the following sentences into English using the expressions from the list.

- 1) Охоронці почали переслідувати пасажирів, як тільки вони намагалися підійти до виходу.
- 2) По всьому кораблю відчувалася напруга, що зростала з кожним новим оголошенням.
- 3) Спека в каюті була задущливою та гнітючою, дихати було важко.
- 4) Офіцери мали обшукати кімнату, щоб перевірити, чи щось сховано.
- 5) Вони обшукували валізи, розкидаючи одяг і ламаючи особисті речі.
- 6) Після нападу сім'я відчувала себе в океані страждання.
- 7) Ізабель та її родина мусили вичерпувати воду, щоб човен не потонув.
- 8) Махмуд здригався від холодного вітру, що дув над хвилями.
- 9) Під час бурі дощ періщив, поки вони гребли до берега.
- 10) Махмуд бився і задихався, намагаючись залишитися на поверхні води.
- 11) Він був сліпий і безглуздий жах, коли море носило його туди-сюди.
- 12) Він бився і задихався, намагаючись дихати і триматися на плаву.
- 13) Після годин у холодній воді його ноги заніміли, що майже унеможливлювало плавання.

V. Detailed Comprehension

1. How does Mahmoud react to the dangerous situation aboard the boat? What does his reaction reveal about his growth throughout the story?
2. How does Josef cope with the challenges of the boat journey, and how does his experience differ from Mahmoud's and Isabel's?
3. How does Isabel's optimism and determination affect her family during the journey? Provide examples from the text.
4. How do the three characters (Mahmoud, Josef, and Isabel) handle fear differently during the storm? What does this tell you about their personalities?
5. In what ways do each of the characters (Mahmoud, Josef, Isabel) express hope for a better future, and how does this influence their actions on the boat?

6. What difficult decision does Mahmoud make during the chapter, and how does it reflect his growing maturity and sense of responsibility?
7. How does Josef struggle with the harsh realities of the journey, and what internal conflicts does he face?
8. How does Isabel's experience with the challenges of the boat ride help her connect with other refugees?
9. How do the different generations in the story (Mahmoud, Josef, Isabel) view the hardships they face? Do they share similar hopes and dreams for the future?
10. What sacrifices do the characters make in order to survive, and how do these sacrifices shape their relationships with each other?
11. How does Mahmoud show resilience and bravery in the face of yet another obstacle? How does this moment contribute to his development as a character?
12. How does Josef's sense of duty towards his family affect his choices, and what does it reveal about his character under pressure?
13. What role does Isabel's music play in lifting her spirits and the spirits of others during their journey? How does this reflect her personality?
14. How do each of the characters (Mahmoud, Josef, and Isabel) deal with the fear of the unknown? What do they each do to stay hopeful?
15. At the end of the chapter, what do the characters learn from their shared experiences on the boat, and how does this moment of shared hardship help to bond them together?

Extra Activities

Role Play: In pairs, enact a scene where characters from the story discuss their fears and hopes regarding their journeys.

Circle 10 (pp.86-94).

I. Vocabulary

1. **barricade (n.):** a hastily constructed barrier built to block or defend against an opposing force.
2. **crazed (adj.):** wildly insane or behaving irrationally due to extreme emotions or mental distress.
3. **sleeping draught (n.):** a liquid medicine meant to induce sleep, often used in historical contexts or formal language.
4. **seaworthy (adj.):** fit or safe to travel on the sea.
5. **illegal alien (n.):** a term for a person residing in a country without legal authorization.
6. **aspirin (n.):** a common medication used to reduce fever and relieve pain.
7. **to console (v.):** to comfort someone who is distressed or grieving.
8. **exhaustion (n.):** extreme physical or mental fatigue.
9. **to pelt (v.):** to strike repeatedly, typically with small, hard objects like raindrops or hailstones.

II. Allusions and idioms

Cuban officials: Reflects the bureaucracy and indifference refugees often face, contributing to Josef's sense of hopelessness.

Miami: Represents the dream of freedom and prosperity, as many Cubans look to the U.S. for escape from political repression.

Freedom Tower: Symbolizes hope for new beginnings and is a landmark tied to Cuban immigration to America.

Turkish Coast Guard: Symbolizes the tense relationship between refugees and officials who may try to prevent them from reaching Europe.

"At the mercy of others": Josef's family relies entirely on the decisions of Cuban authorities, who hold power over their fate.

"Hanging by a thread": Refers to the family's precarious situation as they risk everything to reach the U.S., with limited food, water, and security.

"Between a rock and a hard place": Describes Mahmoud's family's situation, caught between returning to danger in Syria and risking the dangerous sea journey.

III. General Comprehension

1. What does Josef's experience during the inspection reveal about the attitudes of the authorities and the situation aboard the ship? How does Josef react, and what does this say about his role within his family?
2. What emotions and tensions arise as Isabel and her group get closer to Miami? How do the characters' interactions and decisions reflect their desperation and determination?
3. How does Mahmoud's experience navigating the refugee camp highlight the challenges faced by displaced families? Provide examples from the chapter that show how Mahmoud and his family deal with these obstacles.

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

триматися за – складати, ставити один на одного – лякати когось – забрати і замінити
– спіткнутися – бути головою сім'ї – почути шум/гамір – швидко побігти (сходами)
– прокинутися від кошмару – штовхатися плечима – наступати на ноги – почервоніти
– зазнати сильних пошкоджень – кинути в чийсь обійми

2. Give English definitions for the words in exercise 1.
3. Suggest synonyms or antonyms for them.
4. Make possible collocations with the words. Use them in sentences of your own.
5. Create original sentences that reflect the meanings of the vocabulary.
6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) Josef tried to _____ the railing as the ship rocked violently.
- 2) The crew began to _____ the boxes one on top of another in the storage room.
- 3) The firemen loved to _____ the children who wandered onto the deck.
- 4) They decided to _____ the old painting and put a new one in its place.
- 5) Isabel almost fell when she _____ on the wet floor of the boat.
- 6) After Papa lost his job, he had to _____ and take responsibility for the family.
- 7) Mahmoud could _____ from the other passengers struggling in the water.

- 8) Josef had to _____ to the top deck to see what was happening.
- 9) He suddenly _____ and sat up, sweating after a frightening dream.
- 10) The crowd began to _____ as they moved toward the narrow hallway.
- 11) In the rush, someone accidentally _____ and apologized immediately.
- 12) Ruthie began to _____ when she realized everyone was looking at her.
- 13) The shipwreck caused the hull to _____ and take on water.
- 14) When Isabel saw her grandfather alive, she immediately _____.

7. Use the word given in capitals to form a word that fits in the gap.

1. Josef's mother had sewed the stuffed bunny back together first thing, before Ruthie had seen it **HEAD**.
2. The idea of being here alone with dad filled Josef with **DREADFUL**.
3. Mama came back within minutes, and Josef felt an immense feeling of **RELIEVED** – until he saw a dull, panicked look Mama wore.
4. It was as though the storm had been some kind of **FEVER** nightmare.
5. Will they have **POLITICS** rallies at school in the US?
6. Isabel suddenly worried it wouldn't be as **MAGICIAN** a place as everyone in the boat believed.
7. Castro's face was even more **MERGE** now, which meant they were taking on water.
8. **BAHAMA** law forbids the entrance of **LEGAL** aliens to the Bahamas.
9. **RELIEF**, Isabel threw herself into her mother's arms.
10. She was surprised when she felt her father **KNEE** down in the boat and hug them both.
11. Her heart ache with **GRATEFUL** towards these people.
12. Just a moment's **KIND** from each of them might mean the **DIFFER** between death and **SURVIVE** for her mother and everyone else on the little raft.
13. But they were **FAR** away from Florida and **FREE** than they had ever been before.
14. But Mahmoud's mother would not be **CONSOLATION**.
15. He could feel the buzz quickly draining away, replaced by a cold **EXHAUSTED** that left his arms and legs numb.
16. The rain began again, the awful, pelting **DEAD** rain, and it felt to Mahmoud like Allah was crying for them.
17. But no matter how many times he saw **DIE**, it never stopped being **HORRIFIED**.
18. O God, forgive this man, and have **MERCIFUL** on him and give him **STRONG** and pardon him.
19. **CLEAN** him of his transgressions as white cloth is cleansed of stains.
20. The body rolled out into the **MURK DEEP** of the Mediterranean Sea.

8. Translate the following sentences into English using the expressions from the list.

- 1) Йозеф намагався триматися за поруччя, коли корабель сильно хитався.
- 2) Екіпаж почав складати коробки одну на одну у сховищі.
- 3) Пожежники любили лякати дітей, які блукали по палубі.
- 4) Вони вирішили забрати і замінити стару картину на нову.
- 5) Ізабель майже спіткнулася на мокрій підлозі човна.
- 6) Після того як тато втратив роботу, йому довелося бути головою сім'ї і брати відповідальність за родину.
- 7) Махмуд почув шум від інших пасажирів, що боролися у воді.
- 8) Йозеф мусив швидко побігти сходами на верхню палубу, щоб побачити, що відбувається.
- 9) Він раптом прокинувся від кошмару і сів, обливався потом.
- 10) Натопт почав штовхатися плечима, рухаючись вузьким коридором.
- 11) У поспіху хтось наступив на ноги іншому і одразу вибачився.
- 12) Руті почервоніла, коли зрозуміла, що всі на неї дивляться.
- 13) Корабель зазнав сильних пошкоджень і почав набирати воду.
- 14) Коли Ізабель побачила, що її дідусь живий, вона кинулася в його обійми.

V. Detailed Comprehension

1. Why does Josef feel the pressure of having to act like an adult? How does this affect his decisions?
2. What challenges does Josef's family face as they try to avoid being caught?
3. How does the setting of the chapter contribute to the tension in the story?
4. What role does the theme of sacrifice play in this chapter? Can you identify specific examples?
5. How does Josef's mother react to their situation, and what does this reveal about her character?
6. What challenges do Isabel and her family face as they approach the United States?
7. How do the characters' emotions shift during the journey, and what triggers these changes?
8. What role does Isabel's music play in this chapter? How does it affect the morale of the group?
9. How does the author build suspense in this chapter? Point to specific scenes or events.
10. How does Isabel show leadership and maturity during this part of the journey?
11. Why is Mahmoud's family struggling to stay together in this chapter, and how do they address these challenges?
12. What does Mahmoud's decision-making process reveal about his character and his growth throughout the story?

13. How do the actions of others—both helpful and hostile—impact Mahmoud’s journey?
14. What does Mahmoud learn about hope and resilience in this chapter?
15. How does the author depict the harsh realities of being a refugee in this chapter?

Extra Activities

Role Play: Act out a scenario where characters from the story share their feelings about leaving their homes and their hopes for the future.

Circle 11 (pp.95-101).

I. Vocabulary

1. **to thrash (vb.):** to move violently and uncontrollably, often in water, struggling to stay afloat.
2. **siren (n.):** a loud, wailing sound used to signal an emergency or call for attention.
3. **coherently (adv.):** in a clear, logical, and understandable manner.
4. **to lunge (vb.):** make a sudden, forceful movement, often forward or toward something.
5. **to restrain (vb.):** hold back or kept under control, often physically.
6. **seams (n.):** the lines where two pieces of material, such as wood or fabric, are joined together.
7. **inevitable (adj.):** certain to happen; unavoidable.
8. **to bail (vb.):** remove water from a boat, typically using a container, to prevent it from sinking.
9. **confident (adj.):** feeling or showing certainty and self-assurance.
10. **rations (n.):** fixed amounts of food or supplies, especially during a shortage or emergency.
11. **insensible (adj.):** unconscious or unable to feel or respond, often due to shock or exhaustion.
12. **beacon (n.):** a light or signal used to guide or warn, often in darkness.
13. **foil thermal blanket (n.):** a thin, reflective blanket used to retain body heat, often in emergencies.
14. **to stagger (vb.):** walk or move unsteadily, often due to weakness or exhaustion.
15. **gutted (adj.):** deeply upset or devastated, often by a sense of loss.

II. Allusions and idioms

Cojimar: The town where Isabel and her family put to sea, representing her physical and emotional journey away from Cuba.

Straits of Florida: Known for its challenging waters and used by many Cubans in perilous attempts to reach the U.S., symbolizing hope mixed with danger.

"A ticking time bomb": Josef's sense of desperation increases, knowing their time is running out if they remain under Nazi rule.

"The calm before the storm": As Isabel's family sets out, they are calm but face dangerous waters ahead.

"Hope against hope": Mahmoud's family hopes that Germany will accept them, despite the challenges they've faced in finding refuge.

III. General Comprehension

1. What are the implications of the characters' actions for their future? Discuss how their choices shape their destinies.
2. How do the chapters reflect historical events related to migration and refugee crises? Identify historical parallels and their relevance to the narrative.
3. What can readers learn about compassion and empathy from these chapters? Discuss the importance of understanding the experiences of others.

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

борсався – сирена – зрозуміло – рвонувся – стриманий (або утриманий) – шви – неминучий – вичерпування (води) – впевнений – пайки – бездушний (або несвідомий) – маяк – термоізоляційна ковдра – хитався – спустошений (емоційно)

2. Give English definitions for the words in exercise 1.
3. Suggest synonyms or antonyms for them.
4. Make possible collocations with the words. Use them in sentences of your own.
5. Create original sentences that reflect the meanings of the vocabulary.
6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) After the long ordeal, they were completely _____.
- 2) Each passenger received a _____ to stay warm during the night.
- 3) He felt _____ that they could escape safely.
- 4) His reaction was surprisingly _____, considering the chaos around him.
- 5) In the distance, the _____ guided the ship safely to shore.
- 6) Isabel _____ forward to grab the rope before the boat capsized.
- 7) It was _____ that they would have to wait until morning.
- 8) Mahmoud's arms and legs began to _____ in the choppy sea.
- 9) The _____ of the approaching rescue ship alerted everyone.
- 10) The crew was busy with the _____ of water from the boat.

- 11) The doctor carefully tied the _____ after the wound was treated.
- 12) The officer gave a _____ order, showing no concern for the passengers' feelings.
- 13) The small boat _____ dangerously in the heavy waves.
- 14) The soldiers shared their _____ to ensure everyone had enough food.
- 15) With the storm approaching, a collision with the rocks seemed _____.

7. Use the word given in capitals to form a word that fits in the gap.

1. Far below him, already a couple hundred yards away from the ship, Josef's father thrashed **CRAZY** in the water.
2. He screamed **COHERENT**, but he wasn't calling for rescue.
3. Josef spun around **HELP**.
4. The men laid Josef's father in the bottom of the boat and helped the **WEAR** policeman aboard.
5. He had come back in body, but not in **SPIRITUAL**.
6. Castro stared up at Isabel, as stern and **CONFIDENCE** as ever, commanding her to fight against the **POSSIBILITY** and win.
7. It was hard to fight against the **EVIDENCE**.
8. Something had come over Isabel's father – he had been more **ATTENTION** to Mami.
9. You have never **APPRECIATIVE** what I do.
10. Everyone fell quiet and looked **APPROPRIATE** chastised.
11. And right now, Isabel thought, **COOL** heads just might be the most **IMPORTANCE** thing of all.
12. The sound of the motor still stayed **FRUSTRATE**, **AGONIZE**, far away.
13. All his life he'd practiced being **HIDE**. **NOTICE**. Now, at last, when he most needed to be seen, he was **TRUE** invisible.
14. Mahmoud cried in **EXHAUSTED** and **MISERABLE**.
15. He wanted to stop being invisible and stand up and **FOUGHT**.
16. Mahmoud's mother was **SENSE** to speak, so Mahmoud told his father how they had given Hana away.
17. They were piles and piles of **LIVE** jackets.
18. Mahmoud hurried after her, **HORROR**, but the child wasn't Hana.

8. Translate the following sentences into English using the expressions from the list.

- 1) Махмуд боровся руками і ногами у штормовому морі.

- 2) Сирена наближаючогося рятувального корабля попередила всіх.
- 3) Було зрозуміло, що їм доведеться чекати до ранку.
- 4) Ізабель рвонулася вперед, щоб схопитися за мотузку перед тим, як човен перевернеться.
- 5) Його реакція була стриманою, незважаючи на хаос навколо.
- 6) Лікар обережно зав'язав шви після обробки рани.
- 7) З наближенням шторму зіткнення з скелями було неминучим.
- 8) Екіпаж вичерпував воду з човна.
- 9) Він відчував себе впевненим, що вони зможуть врятуватися.
- 10) Солдати поділилися своїми пайками, щоб усім вистачило їжі.
- 11) Офіцер віддав бездушний наказ, не зважаючи на почуття пасажирів.
- 12) Віддалений маяк допоміг кораблю безпечно дістатися берега.
- 13) Кожен пасажир отримав термоізоляційну ковдру, щоб зігрітися вночі.
- 14) Малий човен хитався небезпечно на сильних хвилях.
- 15) Після довгого випробування вони були спустошені емоційно.

V. Detailed Comprehension

1. What led to Josef's father jumping overboard, and how did Josef feel when it happened?
2. How did the Cuban policeman attempt to rescue Josef's father, and what challenges did he face?
3. What was the reaction of the passengers on the St. Louis to the rescue efforts?
4. How does Josef interpret his father's behavior during and after the rescue?
5. What impact does this incident have on Josef's outlook about their future in Cuba?
6. What signs indicate that the little boat Isabel's family is on is falling apart?
7. How does the intense heat and physical exhaustion affect the group's morale and behavior?
8. What personal memory distracts Lito, and how does it reflect on his state of mind?
9. What suggestion is made to reduce the boat's weight, and how does the group respond to it?
10. How does Amara manage to calm the arguments and keep everyone focused on survival?
11. How does Mahmoud use the phone to signal for help, and why is this significant?
12. What emotions does Mahmoud experience when the Greek Coast Guard rescues his family?
13. What do the piles of life jackets on the shore of Lesbos symbolize for Mahmoud?
14. How does Mahmoud's mother react to the discovery of another infant's body on the beach, and how does it affect Mahmoud?
15. What does Mahmoud's father's request to search for shoes among the bodies reveal about their current situation?

Extra Activities

Research Activity: Research real historical events that relate to the experiences depicted in the chapters, such as the Holocaust or Cuban refugee crises. You can present your findings through a short report or a presentation, discussing how these events reflect the story.

Circle 12 (pp.102-110).

I. Vocabulary

1. **flotilla (n.):** a small fleet of ships or boats, often used to describe a group traveling together for a specific purpose.
2. **sedated (adj.):** in a calm or unconscious state due to the use of a sedative drug.
3. **lull (n.):** a temporary pause or moment of calm in activity, often before something more intense.
4. **contractions (n.):** the tightening of muscles in the uterus during childbirth, signaling the beginning of labor.
5. **turmoil (n.):** a state of great disturbance, confusion, or uncertainty.
6. **anguished (adj.):** experiencing severe pain or distress, either physically or emotionally.

II. Allusions and idioms

Internment camp: Reference to the camps where Jews were imprisoned, showing the threat Josef's family faces even as they try to escape.

Star of David: Symbolizes Jewish identity, which Josef's family is persecuted for, and the discrimination they face.

"A double-edged sword": Refers to their situation; fleeing may be dangerous, but staying presents a different threat.

"Sink or swim": As Isabel's family faces increasingly rough waters, they realize their survival is not guaranteed.

"Holding on for dear life": Describes how Mahmoud's family clings to the boat to survive the turbulent waters.

III. General Comprehension

1. How does the author use symbolism to convey deeper meanings? Identify symbols present in the chapters and discuss their significance.
2. What are the societal perceptions of refugees as depicted in these chapters? Analyze how communities react to the influx of refugees.

3. How does hope manifest in the characters' journeys? Explore instances of hope and its impact on their resilience.

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

урочисто привітати когось як геро – хвиля напруження прокотилася – бути щиро польщеним – виконувати свою роботу – наслідувати когось / зробити невдалий жарт – перелізти через борт (спокійно або обережно) – повільна смерть – суміш емоцій – пожвавитися, підняти голову, зацікавитися – темно-червона хмара (крові) – тихий, скорботний гул розмов – мати дозвіл придбати справжні квитки – відпливати від причалу – знизити голос, перейти на шепіт – вразити когось, наче блискавка

2. Give English definitions for the words in exercise 1.

3. Suggest synonyms or antonyms for them.

4. Make possible collocations with the words. Use them in sentences of your own.

5. Create original sentences that reflect the meanings of the vocabulary.

6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) After the announcement, _____ spread through the crowd as people began to realize the truth.
- 2) As the captain appeared on deck, _____ among the passengers — no one knew whether he brought good or bad news.
- 3) He tried to be funny, but his words _____ and offended everyone in the room.
- 4) Living under the dictatorship felt like _____ — no hope, no freedom, only slow despair.
- 5) Only a few lucky families would _____ for the ship leaving the next morning.
- 6) She wasn't used to compliments, so she seemed _____ when her teacher praised her courage.
- 7) The explosion left _____ rising above the ruins, a symbol of everything they had lost.
- 8) The little girl suddenly _____ when she heard the sound of a familiar melody.
- 9) The news of his father's arrest _____; for a few seconds, he couldn't breathe.
- 10) _____ The officer leaned closer and _____ so that no one else could hear his warning.

- 11) The refugees quietly waited for the guards to leave so they could _____ into the dark sea.
- 12) The soldiers were not cruel; they were simply trying to _____, though it made them look heartless.
- 13) They watched in silence as the boat slowly _____ and disappeared into the mist.
- 14) When she saw her family again after the bombing, she felt _____ she couldn't even name.
- 15) When the ship finally arrived in the harbor, the crowd gathered to _____, waving flags and cheering loudly.

7. Use the word given in capitals to form a word that fits in the gap.

1. Once the rest of the passengers discovered who jumped **ABOARD** yesterday, everyone stopped to tell him how sorry they were.
2. Thanks to Josef's father, a **HAND** of Cuban police boats now surrounded the *St. Louis*.
3. They kept the rescue ships at a distance and watched for everyone else who tried to jump to **FREE**. Or **DEAD**.
4. Josef's mother cried and put a hand to her mouth, and Josef felt the surge of **AFFECTIONATE** for the policeman.
5. The policeman seemed **GENUINE** (genuinely) flattered and surprised by all the **ATTENTIVE**.
6. Josef felt a ripple of **TENSED** spread throughout the room.
7. The mood became **HAPPILY** again when the policeman was presented with a gift of 150 reichmarks that had been collected from **GRATITUDE** passengers.
8. His mother smiled **POLITE** but **PATIENCE**.
9. Josef and his family and the translator all looked at each other **AWKWARD**.
10. This was the down-tempo **LULLABY** before the coming **EXCITED** of the **CLIMAX** last verse and coda.
11. The world went **SILENCE** but for the soft lapping of water against the hull and the creak of their **INTEGRATE** boat.
12. Afraid for her mother to have the baby here, on this **FRAGILITY** raft in the middle of the ocean.
13. Another fin appeared, and another, and soon the **NAME** little boat was surrounded. They were all trapped in their own sinking prison.
14. It should have been a **LIFE** place, full of songs and **LAUGH**, but instead a soft **MOURN** murmur hung over the city like a fog.

15. The ferry was the **LONG** of a soccer field, and at least five stories tall.
16. Mahmoud was only too glad to get away from the sight of his mother's **BREAK** face.
17. He couldn't help notice the **EASINESS** looks the tourists were giving them. The frowns of **PLEASED**.
18. A woman at an **IMMIGRATE** office told Mahmoud's father, he would need to go to a local police station first to get on **OFFICIALLY** document first.

8. Translate the following sentences into English using the expressions from the list.

- 1) Коли вони повернулися додому, їхні сусіди вийшли на вулицю, щоб урочисто привітати їх як героїв.
- 2) Як тільки пролунала сирена, хвиля напруження прокотилася по натовпу, і всі замовкли.
- 3) Вона зніяковіла, але була щиро польщена тим, що її вважали хороброю.
- 4) Навіть якщо їм доводилося бути жорстокими, вони просто виконували свою роботу.
- 5) Він намагався пожартувати, але його невдалий жарт обернувся проти нього самого.
- 6) Хлопчик переліз через борт човна, намагаючись дістатися берега, перш ніж його помітять.
- 7) Для них життя під владою диктатора було повільною смертю без жодного шансу на свободу.
- 8) Побачивши руїни свого дому, вона відчула суміш емоцій — страх, біль і дивне полегшення.
- 9) Почувши знайому пісню, дитина раптом пожвавішала і почала усміхатися.
- 10) Над зруйнованим будинком здіймалася темно-червона хмара пилу й диму.
- 11) Тихий, скорботний гул розмов пролунав серед людей, коли вони побачили список загиблих.
- 12) Лише небагатьом дозволили купити справжні квитки на корабель, який відпливав наступного ранку.
- 13) Вони стояли на пристані, дивлячись, як корабель повільно відпливає від причалу.
- 14) Солдат нахилився до нього й знизив голос, попереджаючи про небезпеку.
- 15) Звістка про смерть брата вразила його, наче блискавка, залишивши без слів.

V. Detailed Comprehension

1. What challenges do the characters face in trying to navigate through the crowd or chaos in this chapter?

2. How does the author describe the physical and emotional toll on the refugees? Provide examples.
3. What decisions do the characters make to ensure their safety, and how do these decisions reflect their desperation?
4. How is the setting significant in intensifying the tension and sense of urgency?
5. What role does hope or the lack of it play in the characters' actions and dialogue in this chapter?
6. What new obstacles arise for the refugees, and how do they attempt to overcome them?
7. Describe how the relationships between the characters evolve in this chapter. What events prompt these changes?
8. What is the significance of the interactions with the authorities or other groups? How do these interactions drive the plot?
9. How does the author use sensory details to convey the atmosphere of the refugee camp or surroundings?
10. What emotions are the characters experiencing, and how are these emotions conveyed through their actions or dialogue?
11. How do the events of this chapter impact the refugees' journey or their chances of survival?
12. What specific moments illustrate the theme of sacrifice or resilience?
13. How does the author build suspense in this chapter, and what techniques are most effective?
14. What do the characters learn about themselves or their situation as a result of the events in this chapter?
15. How does this chapter connect to previous events in the story, and what hints does it provide about what might happen next?

Extra Activities

Group Discussion: In small groups, discuss what actions can be taken to support refugees in today's world.

Circle 13 (pp.111-119).

I. Vocabulary

1. **flotilla (n.):** a group of small boats or ships traveling together, often for a specific purpose.
2. **to mob (vb.):** to crowd around or attack in an aggressive or disorderly way.
3. **vibrations (n.):** small, rapid movements that create a feeling or sensation, often from machinery or sound.
4. **to rend (vb.):** to tear or split something apart forcefully, often as a sign of mourning or grief.
5. **vacant (adj.):** showing no signs of thought or emotion; empty or blank.
6. **to recoil (vb.):** to draw back suddenly, as in fear, horror, or disgust.
7. **somber (adj.):** deeply serious and melancholy, often associated with mourning.
8. **perpetual (adj.):** continuing without interruption; eternal.
9. **makeshift (adj.):** something temporary and improvised, made to serve a purpose for the time being.
10. **to bristle (vb.):** to react defensively or with irritation, often showing physical stiffness.
11. **to sag (vb.):** to droop or sink from weakness or exhaustion.
12. **discarded (adj.):** thrown away as trash or no longer wanted.

II. Allusions and idioms

Stormtroopers: Nazi paramilitary troops who instilled terror, symbolizing the brutal force that Josef's family fears.

The Jewish Question: Nazi rhetoric about how to handle the Jewish population, highlighting the inhumanity they face.

Coastline of Florida: Represents the culmination of Isabel's family's journey and their hopes for freedom.

American Dream: The idea that life in the U.S. will be prosperous and free from repression, a powerful motivator for Isabel's family.

Checkpoint: Represents the many obstacles refugees face even within countries they hope will provide safety.

Border control: Highlights the bureaucracy and challenges refugees encounter when seeking asylum.

"Under the gun": Illustrates the direct and imminent threat Josef's family faces.

"Within arm's reach": Indicates how close they are to achieving their dream, though there are still obstacles.

"One step forward, two steps back": Shows how each small gain Mahmoud's family makes is followed by setbacks.

III. General Comprehension

1. What significant events occur in these chapters? Identify key moments that drive the plot forward.
2. How do the characters' experiences in these chapters reflect the broader themes of the novel?
3. What challenges do the characters face in their journeys during these chapters? Discuss the obstacles and dangers encountered by each character.

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

рухатися швидко з місця на місце, шукаючи когось або щось – потрапити на борт – не звертати уваги – натовп ось-ось вибухне / втратить контроль– пункт призначення невідомий – бачити нечітко через сльози – ніби серце вирвали з грудей – взяти керівництво на себе – бути охопленим горем – залишитися поруч навіть після смерті (метафорично) – відчувати приниження, відторгнення суспільством– присісти, сховатися, затаїтися – плечі його батька опустилися– ми на правильному шляху– безлюдна частина дороги

2. Give English definitions for the words in exercise 1.
3. Suggest synonyms or antonyms for them.
4. Make possible collocations with the words. Use them in sentences of your own.
5. Create original sentences that reflect the meanings of the vocabulary.
6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) “We must keep moving,” his mother whispered. “We can’t stop now — _____.”
- 2) After days of confusion and danger, he finally smiled and said, “Don’t worry — _____.”
- 3) After hours of walking through the ruined city, Mahmoud and his brother had to _____ behind a broken wall when the shooting began again.
- 4) As the refugees reached the checkpoint, they couldn’t help but _____, seeing the way the guards looked at them.
- 5) At night, their small car drove along _____, where there was no light, no sound, and no sign of life.
- 6) Even though she was the youngest, Isabel knew she had to _____, because the adults were too weak and frightened to act.
- 7) Josef tried to _____ before the guards noticed that his father was missing.
- 8) She felt as if _____, leaving nothing but emptiness behind.
- 9) The boy’s voice trembled as he said, “We can’t just _____ — they were our friends.”
- 10) The captain watched anxiously as the passengers began to shout and push; it was clear that _____ if something wasn’t done soon.
- 11) The soldiers told them nothing about where the train was heading, so they travelled toward _____.
- 12) The terrified passengers could hear children crying and people shouting as they tried to _____, searching for a place to hide.
- 13) When Isabel looked back at her home disappearing in the distance, _____, and she could barely see the boat ahead.
- 14) When Mahmoud’s father realized how far they still had to go, _____, and his usual optimism disappeared.
- 15) When the waves grew higher, Lito told her not to cry — that he would _____ if anything happened to him.

7. Use the word given in capitals to form a word that fits in the gap.

1. Josef was **SPEECH**, but the rest of the crowd wasn’t.
2. Josef was **SCARE** for Officer Padron, but he shared the passengers’ **FRUSTRATE**.
3. The ship’s first officer and the **PURSE** arrived and threw themselves in between the guards and **ANGER** crowd.
4. As the vibrations of the ship’s engines below grew louder and more **INSIST**, more people rushed to the ladder to demand to be let off the ship.

5. For the moment the mob was so **SURPRISING** it stopped surging forward.
6. I have just been to see President Bru, to appeal to him **PERSONAL** for you to be allowed to **EMBARK**.
7. There were dark **MUTTER** among the passengers, and Josef felt himself getting **ANGRY**.
8. The first officer had disappeared **BRIEF**, but now returned with more sailors in case there was **VIOLENT**.
9. She blamed herself for her husband's suicide attempt, and in the last two days she had become, in a way, as **ABSENCE** a parent as Josef's father.
10. I beg you to ask them to **EXERTION** what **INFLUENTIAL** they can.
11. Josef looked deep into Officer Padron's eyes, searching for some sign of help, some hint of **SYMPATHISE**.
12. As he stood at the rail with the rest of the passengers saying a **TEAR** goodbye to the only place that had ever promised them **REFUGEE**, Josef said good-bye to his father as well.
13. Her eyes were **BLUR** from tears.
14. But Ivan wasn't some **NAME, FACE** person. He was Ivan. Her Ivan. He was her friend.
15. But the real threat was the **SINK** boat and the sharks that still circled it, following the trail of **BLOOD** water that started at Isabel's feet.
16. The **LOSE** of him ached like a part of Isabel was suddenly missing, like her heart had been ripped of her chest and all that was left was a **GIGANTIC**, gaping hole.
17. When Castro and the communists had taken over, they had **COURAGE** the practice of religion.
18. Let **PERPETUATE** light shine upon him.
19. Something sparkled on the dark horizon, and at first Isabel took it to be one of the stars in the white scar of the Milky Way twinkling in her **WATER** eyes.
20. They walked along in silence, their way **LIGHT** by the occasional glow of the phone screen as Dad checked their position.
21. Plastic bottles and empty bags and **CARD** wrappers **LITTER** the ground.
22. That's a **DECIDE** vote, we'll take the car.

8. Translate the following sentences into English using the expressions from the list.

- 1) Капітан з тривогою спостерігав, як пасажери почали кричати й штовхатися – натовп ось-ось мав вибухнути.
- 2) Джозеф намагався швидко піднятися на борт, поки охоронці не помітили, що його батька немає.
- 3) «Ми повинні йти далі», – прошепотіла мати. – «Ми на правильному шляху».

- 4) Коли Ізабель дивилася, як її дім зникає вдалині, її очі були затуманені сльозами, і вона майже нічого не бачила.
- 5) Вона почувалася так, ніби її серце вирвали з грудей, залишивши всередині лише порожнечу.
- 6) Коли хвилі ставали дедалі вищими, Літо прошепотів, що, якщо з ним щось трапиться, він буде тримати його компанію на дні моря.
- 7) Хоча вона була наймолодшою, Ізабель знала, що має взяти на себе керівництво, бо дорослі були надто налякані, щоб діяти.
- 8) Після годин блукань зруйнованим містом Махмуд і його брат мушили сховатися за розбитою стіною, коли почалася стрілянина.
- 9) Коли біженці дісталися контрольно-пропускного пункту, вони відчували себе брудними, небажаними, ніби нелегалами.
- 10) Коли батько Махмуда зрозумів, як далеко їм ще йти, його плечі опустилися, і він замовк.
- 11) Після кількох днів страху й сум'яття він нарешті усміхнувся: «Не хвилюйтеся – ми на правильному шляху».
- 12) Солдати нічого не сказали, куди їде потяг, тож вони вирушили в напрямку, який ніхто не знав.
- 13) «Ми не можемо просто забути про них, – прошепотів хлопчик. – Вони були нашими друзями».
- 14) Уночі їхня маленька машина рухалася самотньою ділянкою шосе, де не було ані світла, ані людей.
- 15) Налякані пасажери бігли по кораблю, намагаючись знайти бодай якийсь безпечний куточок.

V. Detailed Comprehension

1. What decision does Josef's mother make regarding her jewelry, and why is it significant?
2. How does Josef feel about the captain's attempts to reassure the passengers? What does this reveal about his state of mind?
3. What challenges do the passengers face as they wait for a resolution to their plight?
4. What does the ship's crew do to try to maintain order among the passengers?
5. How does the chapter illustrate the growing desperation of the refugees? Provide specific examples.
6. What dangers does Isabel's family encounter during their journey on the open sea?

7. How does Isabel show resilience and determination in this chapter? Give examples of her actions or thoughts.
8. What role does the environment (such as weather and the ocean) play in escalating the tension of their journey?
9. How do the characters in Isabel's boat respond to challenges differently? Compare and contrast their reactions.
10. What sacrifices are made in this chapter, and what do they signify about the family's values?
11. What dangers does Mahmoud's family face as they continue their journey through unfamiliar territory?
12. How does Mahmoud demonstrate leadership and maturity in this chapter?
13. What role does kindness from strangers play in this chapter? How does Mahmoud's family react to it?
14. How does the author use imagery or specific details to emphasize the hardships of Mahmoud's journey?
15. What decision does Mahmoud make at the end of the chapter, and how does it reflect his growth as a character?

Extra Activities

Discussion: In small groups, explore the concept of identity for refugees. How does it shift as they move from one place to another?

Circle 14. (pp.120-128).

I. Vocabulary

1. **to lurch** (vb.): make a sudden, unsteady, or jerking movement, often indicating instability or imbalance.
2. **propeller** (n.): a mechanical device with blades that rotate to push a vehicle, like a ship or airplane, forward.
3. **to mourn** (vb.): expressing deep sadness or grief, often due to the loss of a loved one.
4. **desperate** (adj.): feeling or showing a hopeless sense that a situation is so bad as to be impossible to deal with.
5. **committee** (n.): a group of people appointed to make decisions or solve problems on behalf of a larger group.
6. **glittering** (adj.): shining brightly with flashes of light, often suggesting something dazzling or impressive.
7. **relief** (n.): a feeling of reassurance and relaxation following the removal of stress or pain.
8. **to tumble** (vb.): fall or roll suddenly, often in an uncontrolled or clumsy manner.
9. **lurch** (n.): a sudden and unsteady movement, especially forward or sideways.
10. **coast** (n.): the land along the edge of a sea, ocean, or other large body of water.
11. **paralyzing** (adj.): causing someone to become incapable of movement or action due to fear, shock, or another overwhelming emotion.
12. **quivering** (adj.): trembling or shaking slightly, often because of fear or strong emotion.
13. **to fumble** (vb.): search or handle something clumsily or nervously, often due to a lack of control.
14. **stampede** (n.): a sudden, panicked rush of a crowd, typically caused by fear or excitement.
15. **canister** (n.): a small cylindrical container, often used to hold substances like tear gas or other materials.

II. Allusions and idioms

“Titanic”: Refers to the infamous ship that sank in 1912. Alluding to the Titanic highlights the danger and tragic potential of a sea journey.

“like Noah’s Ark”: A biblical reference to the ark built by Noah to survive the Great Flood. It suggests the overcrowded, chaotic, yet survival-driven conditions of the setting.

“Promised Land”: Refers to the land promised by God to Abraham and his descendants in the Bible. It symbolizes hope and a better future.

“like Moses leading his people”: Alludes to the biblical story of Moses guiding the Israelites out of slavery in Egypt. It implies a sense of leadership and deliverance from hardship.

“Pandora’s box”: A Greek myth about Pandora, whose box released all the world’s troubles when opened. It symbolizes a source of unforeseen problems or challenges.

“like a phoenix rising from the ashes”: Refers to the mythical bird that is reborn from its ashes, symbolizing renewal and overcoming adversity.

“all hands on deck”: A call for everyone to help in a difficult or emergency situation.

“smooth sailing”: An easy and problem-free journey or process.

“on thin ice”: In a precarious or risky situation.

“weather the storm”: To endure a difficult period or situation.

“hit rock bottom”: To reach the lowest point or worst possible situation.

“out of the frying pan and into the fire”: Moving from a bad situation to one that is even worse.

III. General Comprehension

1. What challenges do the characters face during their journey, and how do they respond to them?
2. How do references to historical or mythological events (like the Titanic, Noah’s Ark, or Pandora’s Box) enhance the understanding of the characters’ situation?
3. What role does hope or determination play in the decisions the characters make in these chapters?

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

наче щось перемкнулося, як вимикач – жити, як привид – глибоко всередині (інтуїтивно, підсвідомо) – нам відмовили – гнів піднімався, як приплив – жах піднімався, як вода, що наповнює човен – борись із неможливим – і перемагай – різко піднятися з води – залишайтеся на місці та готуйтеся до перевірки – сльози змішалися з полегшенням – викликати почуття провини – тримати під прицілом – серце билося дуже сильно – паралізуючий жах – міцно триматися одне за одного – тримався, наче за рятівний круг

2. Give English definitions for the words in exercise 1.

3. Suggest synonyms or antonyms for them.

4. Make possible collocations with the words. Use them in sentences of your own.

5. Create original sentences that reflect the meanings of the vocabulary.

6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) _____ as he watched the soldiers laugh at his father's humiliation.
- 2) _____ as the smugglers pointed their weapons at them.
- 3) _____ in the freezing water, refusing to let go.
- 4) _____, because part of her was glad the suffering was over.
- 5) _____, her breath catching in her throat as the waves crashed around them.
- 6) "_____, " the voice from the patrol boat shouted through the loudspeaker.
- 7) A moment of _____ stopped him from moving or thinking.
- 8) He felt, _____, that something terrible was about to happen.
- 9) He was _____, desperate not to be swept away by the waves.
- 10) Her father used to tell her to _____, no matter how hopeless things seemed.
- 11) Suddenly, _____, throwing them all off balance.
- 12) The captain announced sadly, "_____. We have nowhere left to go."
- 13) When she heard the news, _____; her whole mood changed in a second.
- 14) When the refugees realized _____, everyone froze in fear.
- 15) You can't _____, waiting for things to happen — you have to take control of your fate.

7. Use the word given in capitals to form a word that fits in the gap.

1. Most of the **ADULTHOOD** walked round like they were at a funeral.
2. Dumped the **CONTENT** of her suitcase on her bed, put on her favorite party dress, and went straight to the dance hall.
3. You can live life as a ghost, waiting for **DIE** to come, or you can dance.
4. He couldn't have said why, but he was sure, **DEPTH** down in the pit of his stomach, that this would only be bad news.
5. In the front of the room, under the **GIGANTIC** portrait of Adolf Hitler, stood a committee of passengers who had been working with the captain on a **SOLVE** to their problem.
6. The outburst was **INSTANT**.
7. She didn't react at all, and it made Josef feel both a little **SHAME** and a little bolder at the same time.
8. We were released only on condition that we leave Germany **IMMEDIATE**.
9. Josef was tired of hearing people's **CONDOLE**.
10. If we **SUCCESS**, we're free. If we fail, at least the world will realize how **DESPERATION** we are.
11. It was like a dream. Like a **GLITTER** vision of heaven, as if Ivan had opened the gates for them.
12. The **WEIGH** of the ship and its passengers was pulling it apart at last.
13. The engine tumbled to the bottom of the boat, covering up Fidel castro's **COMMAND** to them.
14. An **ELECTRO** siren made them all jump, and the red swirling light came on a few hundred meters to their left.
15. Halt! This is the United States Coast Guard. You are in **VIOLATE** of US waters.
16. Mahmoud wanted to stop this man from threatening his family but he was **HELP**, and it made him even **MAD**.
17. He'd had a gun pointed right at his face. As long as he lived, Mahmoud would never forget that feeling of paralyzing **TERRIFIED**, of **POWER**.
18. A group of refugees suddenly rushed a part of the **FINISH** fence, trying to get through before it was done.

8. Translate the following sentences into English using the expressions from the list.

- 1) Коли вона почула цю новину, **наче щось у ній перемкнулося**, і її поведінка різко змінилася.
- 2) Не можна **жити, як привид**, і просто чекати, поки життя пройде повз.
- 3) Він відчував **глибоко всередині, на дні шлунка**, що щось іде не так.
- 4) Капітан сказав із сумом: **"Сполучені Штати нам відмовили."**
- 5) Він стояв, **його гнів піднімався, як приплив**, і вже не міг мовчати.

- 6) **Жах** піднімався в Ізабель, як вода, що наповнює човен, коли хвилі ставали все більшими.
- 7) Її батько завжди казав, що потрібно **боротися з неможливим і перемогати**.
- 8) Раптом **задня частина човна різко піднялася з води**, і всі злякано закричали.
- 9) Солдат крикнув у мегафон: **“Залишайтеся на місці та готуйтеся до перевірки!”**
- 10) Її **сльози змішалися з полегшенням**, і це лише посилило почуття провини.
- 11) Коли вони зрозуміли, що їх **тримають під прицілом посеред пустелі**, усі заціпеніли.
- 12) **Його серце гриміло в грудях**, поки він намагався дихати спокійно.
- 13) Він відчув **паралізуючий жах**, який не давав зробити жодного руху.
- 14) Вони **міцно трималися одне за одного**, намагаючись не впасти у воду.
- 15) Він **чіплявся за батька, наче за рятівний круг**, сподіваючись, що той не відпустить.

V. Detailed Comprehension

1. Why were the characters straining to hear or see something, and how does this contribute to the tension in the chapter?
2. How does the setting of this chapter heighten the characters' sense of vulnerability?
3. What does the phrase "keeping afloat" symbolize in the context of the story?
4. What emotions or reactions do the characters display when they are faced with a potential capsizing?
5. How does the chapter foreshadow the challenges the characters might face later?
6. What role does the ominous weather play in shaping the events of this chapter?
7. How do the characters work together to persevere during their most challenging moments?
8. What does the shattered debris symbolize in the characters' struggle?
9. How is the theme of hope versus desperation depicted in this chapter?
10. How do the interactions between the characters reveal their relationships and coping mechanisms?
11. Why does one character's decision to cling to a specific object or memory become a turning point in the narrative?
12. How does the description of the drenched environment mirror the internal states of the characters?
13. What significance does the word "refuge" have in this chapter, and how does it drive the characters' actions?
14. How does the dialogue or actions of the characters demonstrate their resilience?
15. In what way does the conclusion of this chapter set up the next phase of the story?

Extra Activities

Creative Writing: Imagine you are a refugee. Write a letter to a friend describing your journey and feelings about leaving home.

Circle 15. (pp.129-136).

I. Vocabulary

1. **to strain (vb.):** make an intense effort to hear, see, or understand something, often causing physical or mental stress.
2. **mutineers (n.):** people who revolt or rebel against authority, especially aboard a ship.
3. **to resolve (n.):** a firm determination to do something.
4. **wary (adj.):** feeling or showing caution about possible dangers or problems.
5. **to teeter (vb.):** move or balance unsteadily, often on the verge of tipping over.
6. **fugue (n.):** a musical composition where a theme is introduced and developed through repeating variations.
7. **wringer (n.):** a metaphor for a difficult or painful situation that one feels trapped or worn out by.
8. **propeller (n.):** a mechanical device with blades that spin to move a boat or plane forward.
9. **exertion (n.):** physical or mental effort.
10. **flimsy (adj.):** weak, thin, or easily broken.
11. **stench (n.):** a very strong, unpleasant smell.
12. **to gurgle (vb.):** make a bubbling or splashing sound, often associated with liquids.
13. **barbed-wire (n.):** a type of wire with sharp edges used to build fences for security.
14. **processing (n.):** the act of handling or organizing people, often in an official or bureaucratic manner.

II. Allusions and idioms

"A minyan": A minyan refers to a quorum of ten Jewish adults required for certain religious services. This is a reference to Jewish tradition and culture.

"Piracy": The concept of piracy alludes to the historical practice of attacking ships to steal or take control of them, a criminal act that has historically been punished harshly, much like what the mutineers face here.

"Son cubano": This allusion refers to a Cuban musical genre, which often has a triumphant, joyful sound. The reference to "son cubano" contrasts the grim fate the characters face, symbolizing how the ending they are facing is far from celebratory or victorious.

"Fugue": In music, a fugue is a complex form where a theme is repeated in various voices. The comparison to a fugue suggests that the struggles of the characters are endless, with no resolution or conclusion, just a constant cycle of repetition and despair.

"Coda": A coda is a concluding passage of a piece of music. Here, it's used to describe the hopeless future of the characters, a "forever homeless" situation that repeats their struggles without a satisfying conclusion.

"A ship of fools": The phrase "a ship of fools" refers to a situation in which people are acting recklessly or ignorantly, without understanding the consequences of their actions. It's sometimes used to describe a group of people headed toward disaster. While not explicitly stated in this text, this kind of implication is felt in the mutineers' reckless attempt to take over the ship.

"Taking over the ship": "Taking over the ship" serves as both a literal description and a metaphor for taking control of a situation that seems desperate, with no clear path forward. It suggests reclaiming agency even when the odds are against them.

"A real criminal act": This phrase emphasizes the gravity of an action, making the act feel absolute and irredeemable. It underscores the seriousness of what Josef and his fellow mutineers are doing.

"It's over. For all of us.": This phrase expresses the idea of finality, suggesting that their hope for a better future has ended. It emphasizes the feeling of defeat.

"Trading one prison for another": This idiom conveys the feeling of exchanging one form of confinement or oppression for another. It's a metaphor for the difficult choice of going back to Cuba, where life remains restricted and difficult.

"Laying themselves open to a charge of piracy": Similar to Chapter 43, this phrase refers to making oneself vulnerable to serious legal consequences. The mutineers are taking a risk by engaging in criminal activity.

"A real prison": This phrase emphasizes the harsh and oppressive conditions Mahmoud and his family face in the detention center. It reflects their perception of their situation as something far worse than a mere temporary holding facility.

"Kicking the bars in anger": This phrase depicts Mahmoud's frustration and helplessness. Kicking the bars expresses a feeling of powerlessness while trying to act out against an unjust system.

"We didn't ask for civil war!": This phrase is an expression of helplessness and protest. The speaker is emphasizing that the refugees had no control over the circumstances that forced them to flee, making their plight even more unjust.

"We're not criminals!": A direct protest against being treated as criminals when they are fleeing violence and persecution. It emphasizes the refugees' innocence in the face of unjust treatment by the authorities.

III. General Comprehension

1. How do the actions of the mutineers on the ship reflect the desperation of their situation? What does this event reveal about the themes of survival and hope in the novel?
2. In Chapter XXXIV, the characters face the harsh reality of their circumstances, with references to "piracy" and "fugue." How do these allusions contribute to the readers' understanding of the refugees' journey and their feelings of being trapped?
3. By the end of Chapter XXXV, Mahmoud and his family are detained in a facility, and the theme of being "trapped" is emphasized. How do the characters' reactions to their confinement highlight their sense of injustice and desire for freedom?

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

знову бути маленькою дитиною – обов'язки – вага того, що... була дуже відчутною – придушити свій страх / стримати свій страх – додати рішучості заколотникам / зміцнити рішучість заколотників – пройти через тяжкі випробування / через пекло – нічого більше не залишилося (віддати, поділитися) – звук далеко розноситься – напруження / фізичне зусилля – ще занадто далеко від берега – зігнувся калачиком / згорнувся у клубок – відривати їх, як листя з дерев – розгублений / не в собі від емоцій – голова вниз, каптур на голові, очі на землю – уникати хуліганів / обхідти хуліганів

2. Give English definitions for the words in exercise 1.
3. Suggest synonyms or antonyms for them.

4. Make possible collocations with the words. Use them in sentences of your own.
5. Create original sentences that reflect the meanings of the vocabulary.
6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) After the storm, Isabel felt as if she had been _____, facing one disaster after another.
- 2) By keeping low and quiet, Mahmoud _____.
- 3) Even though they paddled hard, they were _____ and the shore seemed so far.
- 4) He couldn't escape his _____; he had to protect his mother and sister.
- 5) His speech gave a little _____ among the mutineers, strengthening their determination.
- 6) Holding the pipe in his hand, _____; he realized the danger of what he was about to do.
- 7) Josef tried to _____, even though his heart was racing.
- 8) Josef wished he could _____ and play in the pool like the other kids.
- 9) Lito whispered, "Be quiet. Remember, _____ on the water."
- 10) Mahmoud lay on the ground, _____, trying to survive the chaos around him.
- 11) Mahmoud was _____, not knowing what would happen to his family.
- 12) Rowing with all her strength, she felt the physical _____ in every muscle.
- 13) She was exhausted; she had _____ and couldn't help her mother anymore.
- 14) The border patrol was _____, tearing families apart.
- 15) To stay safe, he moved with his _____.

7. Use the word given in capitals to form a word that fits in the gap.

1. Josef watched his sister splashing around **HAPPINESS** in the swimming pool on A-deck.
2. Josef wished he could be a little kid again, cheerfully **OBLIVION** to what was going on around him.
3. He wasn't a kid anymore. He had **RESPONSIBLE**. Like keeping his sister and his mother safe.
4. Josef tried to swallow his **FEARFUL**. Taking over the ship wasn't easy.
5. The **MUTINY** quickly surrounded the other sailor, threatening them with their makeshift clubs.
6. **WARE**, Ostermeyer went to the ship's intercom and summoned Captain Schroeder to the bridge.
7. All you are doing is laying yourselves open to a charge of **PIRATE**.
8. I understand and **SYMPATHY** with you **DESPAIR**.
9. I am willing to **LOOK** all this if you leave the bridge right now and give me your word you will take no suck further **ACT**.
10. She'd been put through the wringer – the **ELATED** of leaving Cuba, the **EXHAUSTED** of the storm, the **HORRIFIED** of Ivan's death, the **RELIEVED** at seeing the lights of Miami, the

DESPERATE of running into the Coast Guard ship and knowing they would never get to *el norte*.

11. Isabel could only sit **LIVE** and stare. She had nothing left to give.
12. Isavel churned at the water, bending her flimsy jug-paddle in her **DESPERATE**.
13. Tears streamed down her face, from sorrow or **FEARFUL** or **EXHAUSTED**.
14. Screams. **EXPLODE**. Mahmoud was **BARE** aware of everything that was happening around him.
15. Mahmoud drank the air in **GREEDY**.
16. Mahmoud and the other refugees were **LOAD** into a building one of the soldiers called an “**IMMIGRANT** detention center”.
17. Mahmoud expected the **RELIEVED** to be instant, but instead his hands went from **NUMBNESS** to on fire, like the tingling needles he felt in his leg after it fell asleep, times a thousand.
18. A soldier slammed a **BAR** door shut, and it locked with an electronic bolt.
19. There were similar cries of **INNOCENT** and **OUTRAGEOUS** from the other cells.
20. Dad leaned **HEAVY** against him, needing his son for support.
21. He knew that it would only bring down the **WRATHFUL** of the guards again.
22. Head down, hoodie up, eyes on the ground. Be **IMPORTANCE**. Blend in. **APPEAR**.

8. Translate the following sentences into English using the expressions from the list.

- 1) Я хотів би **знову бути маленькою дитиною** і гратися без турбот.
- 2) Вона має багато **обов’язків** вдома, зокрема доглядати за своїми братами і сестрами.
- 3) У момент підписання контракту **тяжкість того, що він збирається зробити, була дуже реальною**.
- 4) Він мусив **проковтнути свій страх**, перш ніж увійти до темної кімнати.
- 5) Її промова додала **трохи рішучості повстанцям**, і вони спробували знову.
- 6) Після довгої подорожі вона відчувала, ніби її **пройшли через жорнови**.
- 7) Він допоміг стільком людям, що у нього **не залишилося нічого, щоб віддати**.
- 8) Шепоти обережно; **звук поширюється далеко** в тихому лісі.
- 9) Піднімаючись на пагорб, він відчував **втому** у ногах.
- 10) Ми гребли із силою, але острів був **досі занадто далеко від берега**.
- 11) Він лежав на землі, **згорнувшись калачиком**, намагаючись зігрітися.
- 12) Буря **знімала їх, як листя з дерев**, по одному.
- 13) Mahmoud був **не у собі** від хвилювання за загублену сім’ю.

- 14) Щоб уникнути уваги, він йшов з **опущеною головою, капюшон на голові, очі на землю**.
- 15) Тихо залишаючись у коридорі, він **уникнув хуліганів**.

V. Detailed Comprehension

1. What is Mahmoud's plan to escape the dangerous situation they are in, and why does he feel it is their only option?
2. How does the condition of the boat and the sea contribute to the feeling of fear and helplessness for the refugees?
3. What internal conflict does Mahmoud experience when deciding whether or not to act on his instincts to protect his family?
4. What does the interaction between Mahmoud and the smugglers reveal about the treatment of refugees in the story?
5. How does Mahmoud's role in his family evolve in this chapter, and what does it show about his growing sense of responsibility?
6. Describe the relationship between Isabel and her father as they face the difficulties of their journey. How does it change throughout the chapter?
7. How does Isabel's reaction to the storms reflect her character and her determination to reach safety?
8. What are the obstacles Isabel and her family face in their journey, and how do they manage to survive despite them?
9. What is the significance of Isabel's music during the journey? How does it help her cope with the challenges she faces?
10. What role does the boat play in Isabel's story, and how does it symbolize hope and uncertainty at the same time?
11. How does Josef's internal struggle affect his decision-making in this chapter, especially regarding his family's safety?
12. What does Josef's experience with the ship and its passengers reveal about the challenges faced by refugees in the past and present?
13. How does Josef's relationship with his father evolve, and what does it reveal about his personal growth?
14. What is the significance of the encounters with the Nazi officers in the chapter, and how does it impact the family's journey?
15. How do Josef's feelings of fear and guilt manifest, and how do they affect his actions in this chapter?

Extra activity

Role-Play Debate: take on the roles of different characters (Mahmoud, Isabel, Josef, and others). Debate key decisions made in the chapters, such as:

Mahmoud's decision to trust the smugglers.

Isabel's determination to continue the journey despite the storm.

Josef's actions in dealing with the Nazi officers.

Defend your character's choices and argue why you acted the way they did, using evidence from the text.

Circle 16. (pp.137-144).

I. Vocabulary

1. **euphoria (n.):** A state of intense excitement or happiness, often resulting from a sense of relief or achievement.
2. **giddy (adj.):** Feeling light-headed or overwhelmed with joy, sometimes to the point of being disoriented or dizzy.
3. **to disembark (vb.):** To leave or exit a vehicle or ship, typically after a journey or voyage.
4. **grim (adj.):** A serious, gloomy, or harsh demeanor, often implying something unfavorable or depressing.
5. **humiliating (adj.):** Causing someone to feel ashamed, embarrassed, or degraded, often in a public or noticeable way.
6. **to thrum (vb.):** To make a continuous, rhythmic sound, often deep or vibrating, like the engine of a boat or machine.
7. **distraught (adj.):** Extremely upset, agitated, or emotionally disturbed, often due to worry or grief.
8. **asylum (n.):** Protection or sanctuary granted to someone, especially from political or social persecution, often in a foreign country.
9. **to conspire (vb.):** Secretly planning or working together with others to do something harmful or illegal, often for a shared goal.
10. **majestically (adv.):** In a manner that is grand, impressive, or royal in appearance or behavior.
11. **detention (n.):** The act of keeping someone in custody, typically in a place like a camp or facility, for a temporary period, often under restrictive conditions.
12. **disinterested (adj.):** Not interested or concerned, typically referring to someone who is indifferent or emotionally detached from a situation.
13. **invisible (adj.):** Unable to be seen or noticed, often referring to a person or thing that is overlooked or unnoticed by others.
14. **to tread (vb.):** To step or walk on or over something, often carefully or with a particular purpose, like "treading water" to stay afloat.
15. **compartments (n.):** Small sections or enclosed spaces within a larger area, often used to organize or store things.

II. Allusions and idioms

“He felt less like Noah and more like Moses, wandering in the desert for forty years before reaching the Promised Land.”: This references the Biblical figures Noah and Moses. Noah is known

for building an ark to survive the great flood, while Moses wandered in the desert for forty years before leading his people to the Promised Land. This allusion highlights Josef's feelings of prolonged uncertainty and hardship while hoping for a new start in France.

“Mañana”: The word "mañana" (meaning "tomorrow" in Spanish) is often used to symbolize false promises or the idea of procrastination, often in a humorous or ironic context. Lito's repeated use of "mañana" reflects his disillusionment with the broken promises of hope that never materialize.

“treading water”: stay in place and not make progress, often while struggling to keep afloat. Lito's comment is a metaphor for his survival skills and endurance, particularly in times of hardship.

“This is our chance. Row – row!”: "This is our chance" refers to the rare opportunity for escape or survival. The repetition of "row—row!" is a form of urgent, motivating command, signaling the importance of making use of the moment.

“make waves”: disturb the status quo or draw attention to oneself. Mahmoud is realizing that to make progress, he must stand out and not remain unnoticed, even if it's safer to be invisible.

III. General Comprehension

1. How does Josef feel about being assigned to France, and what is the significance of the "Promised Land" reference in his thoughts?
2. What is the significance of Lito's actions during the boat escape, and how does his past influence his decision to risk his life?
3. How does Mahmoud's understanding of being "invisible" change by the end of the chapter, and what does this signify about his growth as a character?

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

при смерті, на краю загибелі – безтурботно, захоплено, нестримно – кидати довгу тінь/ мати тривалі сумні наслідки – дивне відчуття порожнечі – Обітована (обіцяна) земля – насуватися, наздоганяти, тиснути – це повторюється – охопив спокій – відволікти їх – твій завтрашній день належить тобі – сльозлива зустріч після розлуки

– зламаний шматочок за шматочком – внутрішньо зламаний – піднімати хвилю/
створювати проблеми – дати про себе знати

2. Give English definitions for the words in exercise 1.

3. Suggest synonyms or antonyms for them.

4. Make possible collocations with the words. Use them in sentences of your own.

5. Create original sentences that reflect the meanings of the vocabulary.

6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) "I'll jump into the water _____ while the rest of you escape," the guide said, already preparing himself.
- 2) After losing his entire business, his optimism faded, and he sat silently for days, looking completely _____.
- 3) As the military trucks _____ the peaceful crowd, everyone froze, unsure whether to run or stay.
- 4) As the ship drifted away from the burning coastline, the passengers felt _____, unsure whether to laugh or cry.
- 5) As the storm calmed and the danger passed, _____ the exhausted passengers, and they finally dared to breathe.
- 6) At the celebration, children danced _____, forgetting the fear and hunger they had lived with.
- 7) Everyone told him not to _____, but he refused to disappear into the background and let others decide his fate.
- 8) The boy, once cheerful and talkative, now seemed _____, as if every trauma had chipped away a part of him.
- 9) The doctor told them that their grandmother was _____ but still fighting as hard as she could.
- 10) The memory of the war continued to _____ over the city, reminding people of the losses they had suffered.
- 11) The old man stepped forward and whispered, "Go on, child — _____; don't let fear hold you back."
- 12) The young activist decided he would no longer stay silent; it was time to _____ and demand justice.
- 13) When her son returned after months in captivity, they shared _____ that everyone around them stopped to watch.

- 14) When she heard the sirens, she whispered, “No... _____,” remembering the night her town was bombed.
- 15) When the refugees finally reached safety after weeks of danger, many felt they had arrived in _____ they had dreamed of during their entire journey.

7. Use the word given in capitals to form a word that fits in the gap.

1. This party had the euphoria of more than nine hundred people who had been at **DIE** door and were suddenly, **MIRACLE**, saved.
2. Josef’s mother was joined by dozens of couples, all dancing with **GIDDINESS** abandon.
3. The *St. Louis* is a ship on which everyone travels **SECURITY** and lives in **COMFORTABLE**.
4. **NEGOTIATE** between Captain Schroeder and the four countries still took time.
5. **REPRESENT** from the four countries sat at a long table at the front of the hall, **ARGUMENT** over which passengers each would take.
6. Josef hoped they would get to England, because it was the **FAR** away from Nazi Germany, **SAFETY** across the English Channel.
7. June twenty-first. That’s **EXACT** forty days and forty nights in a boat. Now, where have I heard that story before.
8. But he felt less like Noah and more like Moses, **WANDER** in the desert for forty years before reaching the **PROMISE** Land.
9. The secretary general of the French Refugee Assistance Committee **OFFICIAL** welcomed them to France, and the porters on the docks moved **QUICK** to carry the passengers’ luggage.
10. He never got the chance. Two months later, Germany **INVASION** Poland, touching off a new world war.
11. Eight months after that, Germany **INVASION** France, and Josef and his mother and sister were on the run again.
12. I sent them to die when we could so easily have taken them in! It was all **POLITICAL**, but they were people.
13. The Jewish people on the ship were **SOUGHT** asylum, just like us.
14. Now, row! *Manana* is yours, my **BEAUTY** songbird. Go to Miami and be **FREEDOM**!
15. They came for Mahmoud and his father again the next morning, this time to take part to a **CROWD** (crowded) refugee camp in a cold, **MUD** field by a wire fence.
16. Multicolored camping tents stood among heaps of trash and **CARD** (discarded) clothes, and Hungarian soldiers in blue uniforms and white **SURGERY** (surgical) masks guarded the **ENTRY** (entrance) and exists.

17. There was only one real building, a **WINDOW** cinder-block warehouse filled with row after row of metal cots.
18. Getting beaten and thrown into prison by the **HUNGARY** had finally broken his spirit.
19. He lay **LIST** on a foam mattress, **INTEREST** in the card games or soccer games the other children were playing.
20. Whatever **CHILD** joy he had once **POSSESSION** had been sucked out until there was nothing left.
21. The sound echoed **LOUD** in the big room, and **SUDDEN** all the kids stopped playing and all the adults looked up from their mattress at him.
22. Waleed's eyes were bright and **LIFE** for the first time Mahmoud could remember.

8. Translate the following sentences into English using the expressions from the list.

- 1) Після місяців поневірянь вони нарешті дісталися місця, яке всі вважали своєю Обітованою землею, навіть якщо попереду було ще багато труднощів.
- 2) Коли він побачив, як катер берегової охорони стрімко насувається на їхній човен, його серце впало.
- 3) Повернувшись додому, він здавався внутрішньо мертвим — ніби будь-яка надія покинула його назавжди.
- 4) Діти, забувши про страх і втому, танцювали з безтурботним захватом, поки дорослі спостерігали за ними.
- 5) Коли мати нарешті знайшла свою доньку серед натовпу біженців, вони мали таку сльозливу зустріч, що всі навколо відвернулися, аби дати їм приватність.
- 6) Спогади про війну й досі кидали довгу тінь на кожне рішення, яке він ухвалював. Після евакуації будинку його охопило дивне відчуття порожнечі, ніби він забув щось дуже важливе.
- 7) Дідусь подивився на онуку і сказав: «Завтра — твоє. Ти повинна жити краще, ніж ми».
- 8) Побачивши дим над містом, він прошепотів: «Це повторюється», і відразу почав збирати речі для втечі.
- 9) Він довго був невидимим, але зрештою вирішив виступити й заявити про себе, бо мовчання вже нічого не змінювало.
- 10) Її ламали шматочок за шматочком протягом років, і тепер здавалося, що в ній не залишилося ані крихти радості.
- 11) Хлопець був майже при смерті, але лікарі боролися за нього до останнього.
- 12) «Я відверну їх, — сказав він, — а ви тікайте, доки є шанс».
- 13) Коли ситуація стабілізувалася, усіх охопив глибокий, майже нереальний спокій.

- 14) Хоча інші радили не створювати проблем, вона знала, що іноді треба піднімати хвилю, щоб домогтися справедливості.

V. Detailed Comprehension

1. Why do the passengers on the St. Louis feel a sense of euphoria, and how does this mood contrast with their situation?
2. What is Josef's reaction to hearing the joke about the brochure describing the St. Louis? Why does he laugh so hard?
3. What is the significance of the refugees being assigned to different countries, and why is Josef disappointed that they are going to France?
4. What does the man from Belgium say about the ship's journey, and why does this comment evoke both laughter and sadness among the passengers?
5. How does the portrayal of the "Promised Land" evolve throughout the chapter, and what does it mean for Josef and his family?
6. What makes Isabel's grandfather, Lito, so distressed when he recalls the story of the Jewish refugees sent back during his youth?
7. Why does Isabel have trouble understanding her grandfather's emotions, and how does she finally make the connection to their own journey?
8. What motivates Lito to jump into the ocean during the encounter with the Coast Guard ship?
9. How does Isabel react to her grandfather's decision to sacrifice himself for the family's escape?
10. What role does the word "mañana" play in this chapter, and how does it relate to both the past and present struggles of the characters?
11. How does Mahmoud's family's experience in the detention center reflect the dehumanizing treatment refugees often face in camps?
12. What is Mahmoud's reaction to the food delivery in the camp, and how does it highlight the differences in the treatment of refugees?
13. How does Mahmoud perceive his father's transformation in this chapter, and why does he feel scared?
14. What is Mahmoud's internal struggle about being visible versus invisible in the camp, and how does he eventually decide to act?
15. Why is Mahmoud determined to make himself visible to the UN observers, and what impact does his decision have on his family's escape?

Extra activity

Comparative Analysis: Compare and contrast the experiences of two characters from different chapters. You can create a Venn diagram highlighting similarities and differences in their journeys, challenges, and responses to adversity.

Circle 17. (pp.145-160).

I. Vocabulary

1. **storm troopers (n.):** soldiers trained for special and intense combat missions, often associated with the Nazi military forces in World War II.
2. **to scurry (vb.):** move quickly and with short steps, usually in an attempt to escape or hide.
3. **beam (n.):** a stream of light, such as from a flashlight or the sun.
4. **concentration camp (n.):** a prison camp where people, particularly political prisoners or persecuted groups, are detained, often under inhumane conditions.
5. **hysterical (adj.):** extremely emotional, often uncontrollably upset or frantic.
6. **coast guard (n.):** a branch of a country's military or police responsible for monitoring and protecting its coastline.
7. **frantic (adj.):** marked by extreme urgency or wild activity due to fear or anxiety.
8. **caps (n.):** the white, foaming tops of ocean waves, caused by strong winds or currents.
9. **umbilical cord (n.):** the cord that connects a baby to its mother during pregnancy, delivering nutrients and oxygen.
10. **to stagger (vb.):** walk unsteadily, as if about to fall, often due to fatigue or the force of waves.
11. **detention center (n.):** a facility where individuals, often refugees or immigrants, are held temporarily.
12. **visible (adj.):** able to be seen or noticed; not hidden.
13. **to conspire (vb.):** secretly plan or work together to do something harmful or illegal.
14. **asylum (n.):** protection or shelter given to people fleeing danger or persecution in their home countries.
15. **congregation (n.):** a group of people gathered together, often for a specific purpose, such as prayer.
16. **coda (n.):** the concluding part of a piece of music or a story, often providing a sense of resolution.
17. **orchestra (n.):** a large group of musicians who play a variety of instruments together.
18. **auditioned (vb.):** performed a test or trial to demonstrate skills or qualifications, often for a role or position.
19. **flourish (n.):** a bold or extravagant gesture or action, often done for dramatic effect.
20. **clave (n.):** a rhythmic pattern in Latin music that provides the foundation for many Afro-Cuban styles.
21. **host family (n.):** a family that offers accommodation and support to guests, often from another country.

22. **Star of David (n.):** a six-pointed star, a symbol of Judaism and the Jewish people.
23. **translator (n.):** a person or tool that converts spoken or written text from one language to another.
24. **to survive (vb.):** continue to live or exist after a dangerous or life-threatening event.

II. Allusions and idioms

"A blue traffic sign with the words REPUBLIK OSTERREICH": Alludes to Austria's official name and its significance as a refuge for those fleeing persecution.

"The Isha'a prayer": Allusion to Islamic tradition, specifically the final prayer of the day in Muslim culture.

"The Star-Spangled Banner": The United States national anthem, symbolizing freedom and patriotism.

"Iván's Industriales baseball cap": A nod to Cuban culture, particularly its passion for baseball.

"The sixth grade": Alludes to the universal experience of education and a fresh start for young immigrants.

"The Holocaust": A direct reference to the genocide of Jews and other groups by the Nazis during World War II.

"At death's door": Meaning to be very close to dying or in great danger.

"Barking like dogs": Describes the soldiers shouting orders, implying urgency and aggression.

"Caught up to them": Idiomatically means the pursuers (Nazis) had finally reached them.

"Mixing cries with yells to 'swim for it'": Suggesting desperate efforts to escape or survive.

"Abandoning ship": A common idiom meaning to leave a difficult situation behind.

"Cut its engines": Refers to stopping a vehicle's movement, used metaphorically to signal a pause or hesitation.

"Pouring out of the detention center": Meaning a mass exodus, with people quickly leaving.

"Fighting back tears": Trying to suppress emotional crying.

"The Promised Land": Idiomatic for a place of hope and fulfillment, often with biblical connotations.

"Put through the wringer": Idiomatic for enduring a series of hardships or trials.

"A clean bill of health": Suggesting someone has been declared healthy or problem-free.

"Making friends quickly": Common idiom meaning to establish relationships easily and rapidly.

"On their feet": Meaning to recover or establish stability, particularly after hardship.

"A pile of rubble": Idiomatic for something that has been completely destroyed or left in ruins.

"Made room in their hearts": Suggesting acceptance or emotional openness toward others.

III. General Comprehension

1. Why are Josef and his family hiding in a schoolhouse in France? How does the threat of the Nazis impact their decisions?
2. What is the significance of Mariano's birth for Isabel and her family during their escape? How does it symbolize hope for their future?
3. Why do Mahmoud and the refugees decide to walk to Austria? How does their march symbolize a turning point in their journey?
4. How does Isabel's trumpet performance in her school band reflect her journey from Cuba to the United States? What emotions does she express through her music?
5. How does Mahmoud's encounter with the Rosenbergs in Germany bring closure to Josef's story? What themes of sacrifice and survival are highlighted?

IV. Vocabulary Work

1. Find in the chapters the English equivalents of the following words and phrases:

гребти – пірнай і пливи – залишали судно – найнеймовірніший скарб – купити свободу – хитаючись, вибралася на берег — висипали натовпом з ізолятора тимчасового тримання – видимі. беззахисні / відкриті – побачте нас. почуйте нас. допоможіть нам – продовжувати рухатися вперед – привів їх у це місце – тремтіла, але міцно трималася за – Я їх не залишу – ридала від полегшення – вода доходила їй майже до пояса – витягти човен на берег – стримуючи сльози – знову виглядали чужими / іноземцями – ламаною арабською / з сильним акцентом арабською – оточені австрійцями – він мало не заплакав

2. Give English definitions for the words in exercise 1.

3. Suggest synonyms or antonyms for them.

4. Make possible collocations with the words. Use them in sentences of your own.

5. Create original sentences that reflect the meanings of the vocabulary.

6. Fill in each sentence with the correct expression from the list. Use the appropriate grammatical form if necessary.

- 1) “_____!” Amara shouted to encourage them.
- 2) “_____!” Isabel shouted to the group.
- 3) “_____!” they called to the helpers.
- 4) “I think there is only enough here to _____.”
- 5) “See us. _____,” they cried.
- 6) After the journey, the refugees _____, alien and unsure.
- 7) Allah _____ to this place.
- 8) Exhausted, Isabel _____ onto the beach.
- 9) If they stopped, the Hungarians would arrest them. They had to _____.
- 10) Isabel and the others _____ as fast as they could to escape the waves.
- 11) Isabel hugged him, _____.
- 12) Josef _____ the window to see if anyone was outside.
- 13) Josef knocked the rest of the glass out of the window _____.
- 14) Mahmoud and his family walked with the crowd for hours. _____.
- 15) Mahmoud fell to his knees, _____ of exhaustion and happiness.
- 16) Mahmoud stared at the paper like it was _____.
- 17) Mahmoud was so happy that _____.
- 18) Men, women, children all _____ after being released.
- 19) On the wall, _____ a map of Europe.
- 20) One Austrian said, “Welcome to Austria!” _____.

- 21) She was _____ Mariano like she would never let go.
- 22) Suddenly, they were _____.
- 23) The Nazis had finally _____ them.
- 24) The water _____ Isabel's waist.
- 25) They were _____ as the ship sank.

7. Use the word given in capitals to form a word that fits in the gap.

1. An artillery shell whistled overhead and hit with a **SHUDDER** *thoom* somewhere nearby.
2. The desks were all in perfect rows, and a long-forgotten **ASSIGN** was still written on the chalkboard.
3. Josef ducked back down inside, and his eyes fell on a map of Europe on the wall, the **VARY** countries shaded different colors.
4. Germany had **ABSORPTION** Austria, and conquered Poland and Czechoslovakia soon after.
5. But they all still wore their coats, even though it was the **HIGH** of summer.
6. At the chance she might really be able to buy their way out, Josef's mother became **HYSTERIA**.
7. The soldier looked at her **EXPECT**.
8. Isabel was paddling **HELP** against the tide, tears running down the face.
9. Isabel sobbed with **RELIEVED** and grabbed hold.
10. The other refugees on the Coast Guard ship were hopping up and down and clapping and yelling **ENGOURAGE**.
11. Isabel heard her baby brother cry out for the first time. The sound stunned Isabel and the others into **STILL**.
12. She loved him with a **DEEP** she had never felt before, not even toward Ivan.
13. Isabel hugged him **PROTECT** against the push and pull of the waves.
14. This walk quickly seemed **END**.
15. Mahmoud fell to his knees, fighting back tears of **EXHAUSTED** and **HAPPY**.
16. A woman gave Mahmoud's mother a **HAND** of clean clothes, and a man worried over his father's cuts and bruises.
17. A more organized effort was **LOAD** a truck full of fresh fruit, and another group was handing out diapers to anyone with babies.
18. Isabel adjusted Ivan's *Industriales* baseball cap on her head, took a deep **BREATHE**, and began to play "The Star-Spangled Banner", the **NATION** anthem of the United States.
19. Today it was time to start a new **SING**.

20. Mahmoud's father slid open the side door for them to climb out, and Mahmoud and his mother and brother grabbed the backpacks filled with the clothes, toiletries and bedrolls the German **RELIEVED** workers had given them.
21. She paused a moment, then took the picture down off the wall **REVERENT**, with both hands.
22. Mahmoud was also filled with **GRATEFUL**. Josef had died so Ruthie could live.

8. Translate the following sentences into English using the expressions from the list.

- 1) Йозеф тихо **виглянув у вікно**, щоб переконатися, що ніхто не бачить його.
- 2) Його погляд зупинився на старій **карті Європи на стіні**, і він замислився.
- 3) На жаль, нацисти нарешті **наздогнали їх** після довгого втечі.
- 4) Йозеф розбив решту скла **у паніці**, бо боявся, що вони помітять його.
- 5) “Я думаю, що тут достатньо лише, щоб **купити свободу для однієї з ваших дітей**,” сказав він тихо.
- 6) Всі діти та дорослі **гріб, гріб, гріб**, намагаючись дістатися до берега до прибою.
- 7) “**Пливіть усіма силами!**” – закричала Амара, підбадьорюючи друзів.
- 8) Пасажири були змушені **покидати човен**, коли він почав тонути.
- 9) Він дивився на старовинний документ, ніби тримав у руках **найнеймовірніший скарб світу**.
- 10) Втоплена і з пораненням, вона **крок за кроком, хитаючись, вибралася на берег**.
- 11) Після звільнення люди всіх вікових груп **виливалися із центру тримання**.
- 12) Протягом багатьох годин вони йшли з натовпом, повністю **видимі, беззахисні**.
- 13) “**Побачте нас, почуйте нас, допоможіть нам!**” – кричали вони до перехожих.
- 14) Якщо вони зупинялися, угорці арештовували б їх, тому вони мусили **продовжувати рухатися вперед**.
- 15) Віра підказувала, що Аллах **привів їх у це місце** безпечно.
- 16) Вона тремтіла, але **міцно трималася за Мариано**, не бажаючи відпускати його.
- 17) “**Я їх не залишу!**” – вигукнула Ізабель, відмовляючись залишити друзів.
- 18) Коли він знайшов її, вона обійняла його, **ридала від полегшення**.
- 19) Вода доходила майже до пояса: **вона була лише трохи нижче її талії**.
- 20) “**Допоможіть нам витягти човен на берег!**” – кликали вони рятувальників.
- 21) Махмуд упав на коліна, **стримуючи сльози** від втоми та щастя одночасно.
- 22) Після довгої подорожі біженці знову **виглядали чужими**, незвичними серед нових людей.
- 23) Один австрієць сказав: “Welcome to Austria!” з **сильним акцентом арабською**.

24) Раптом вони опинилися **оточені австрійцями**, і це викликало легке хвилювання.

25) Махмуд був так щасливий, що **майже заплакав** від радості.

V. Detailed Comprehension

1. Why did Josef and his family have to flee the schoolhouse in Vornay, and what challenges did they face while escaping?
2. How does Josef react to Ruthie's attempt to appease the soldiers with a "Heil Hitler" gesture?
3. What does the Nazi soldier demand from Josef's mother, and how does she respond?
4. What choice is Josef's mother forced to make, and why is it so devastating?
5. How does the chapter emphasize the desperation and moral dilemmas faced by Josef's family?
6. What emotions does Isabel experience as her mother gives birth to Mariano in the boat?
7. Why do the Castillos jump into the water, and how does it influence the group's chances of reaching the shore?
8. What motivates Señor Castillo to lift Isabel out of the boat, and how does Isabel react?
9. How is the moment of Mariano's birth portrayed as symbolic for Isabel and her family's journey?
10. What role does the cheering crowd on the Coast Guard ship play in the scene's emotional resolution?
11. How do the Hungarian police and local people react to the refugees marching on the highway?
12. What motivates Mahmoud and the other refugees to keep walking despite the long distance?
13. How does the reaction of the Austrians at the border contrast with the treatment the refugees received in Hungary?
14. What significance does the act of praying together at the Austrian border hold for Mahmoud and his family?
15. How do the Austrians and Germans help the refugees upon their arrival, and how does this support impact Mahmoud?
16. How has Isabel's life changed since arriving in Miami, and what steps has her family taken to adapt?
17. How does Isabel's decision to play "The Star-Spangled Banner" in a son cubano style reflect her personal journey?
18. What does Iván's Industriales baseball cap symbolize for Isabel during her performance?
19. How does Isabel's ability to hear and play the clave rhythm symbolize her connection to her heritage?
20. Why is this chapter described as the "coda" to Isabel's story?

21. What is Mahmoud's initial impression of Berlin, and how does it compare to his experiences in Aleppo?
22. What does Mahmoud discover about Herr and Frau Rosenberg, and how does their history connect to his family's journey?
23. How does Frau Rosenberg's story about her brother Josef impact Mahmoud's understanding of sacrifice and survival?
24. What role does the photo of the Rosenberg family play in linking the past and present?
25. How does Mahmoud find hope and healing in his new home with the Rosenbergs?

Extra activity

Character Reflection Journal: choose one of the main characters (Josef, Isabel, or Mahmoud) and write a reflective journal entry as if you were that protagonist at the end of their journey.

If you were Josef, how would you feel about your choices and sacrifices?

If you were Isabel, what does Mariano's birth symbolize for you and your family's future?

If you were Mahmoud, how does meeting Frau Rosenberg change your perspective on your journey?

Alternate Endings: rewrite the ending of one character's story, imagining what might have happened if one key event had turned out differently.

What if Josef's mother had chosen differently?

What if Isabel's family hadn't reached Miami in time?

What if Mahmoud's family had not found the Rosenbergs?





