

ББК 81.2 Англ

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МЕТОДИЧНІ ВКАЗІВКИ
з домашнього читання
(по роману А. Мердок “Замок на піску” (*The Sandcastle*))

Навчально-методичні розробки для студентів III курсу

Посібник складено відповідно до програмних вимог.

Мета посібника – забезпечити цілеспрямоване засвоєння лексичного матеріалу та подальшого виконання вправ і завдань.

Матеріал розміщений відповідно до композиційної побудови роману. Завдання згруповано у три групи з запропонованими вправами для повторення матеріалу кількох частин.

В кінці пропонуються теми для творів, а також для обговорення ключових моментів сюжету, образів головних героїв, мови та стилю письменника.

Набір вправ включає: переклад слів і словосполучень з англійської мови на українську та з української мови на англійську з вказівкою відповідного контексту, пояснення словосполучень англійською мовою, перефразування речень, вибір синонімів, переклад речень з української мови на англійську та обговорення проблематики твору.

ASSIGNMENT 1

Chapter 1

1. Words for activation:

casement, jab, soporific, conjugal, vulnerable, cloister

2. Transcribe the following words:

Saracen, academic, echo

3. Expressions under study:

to sit for an examination

for all one's talk about smth

to fall to doing smth

to be academic about smth

to be tied for life to smb

to think oneself in the wrong

to dote on smb

to bully smb into doing smth

to make a fool of oneself

to go out of one's way to do smth

to have none of one's father in looks

4. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

vulnerable, at heart, a semi-detached house, neo-Gothic, a housemaster, a headmaster, a goldsmith, a safe Labour seat, a snob

5. Paraphrase the following expressions:

a) You must have money to burn. (p.5)

b) I've got a bone to pick with Don. (p.5)

c) He began to have a soporific feeling of conjugal boredom. (p.6)

d) She is sure to be all flossed up. (p.6)

e) You are stuffed with those dreams that Tim Burke put into you. (p.9)

6. Differentiate between the stylistic colouring of the following words:

soporific

conjugal

casement

to be academic

and

to be flossied up

to draw one's horns in

7. Pick out the words in the chapter dealing with school:

school Governor, master, prep, etc.

8. Translate into Ukrainian:

p.10 “Mor had hoped...” up to “...other than housework.”

9. Translate into English using the expressions under study:

- 1) В її зовнішності не було нічого від батька.
- 2) Мор зрозумів, що зв'язаний з Нен до кінця життя.
- 3) Нен завжди вважала Мора неправим.

10. Questions and topics for discussion:

- 1) Sum up the Mors. Discuss the atmosphere in the Mor family and its effect on the members. Pay special attention to Nan's utterances, her manner and tone, her likes and dislikes unshared by Mor. How does the author make the reader feel that the family was insecure, unstable? Whose fault was that?
- 2) Discuss Mor's social status and his secret ambitions. Why was Nan opposed to them?
- 3) Why does the novel open with a dialogue? Is it traditional to start a novel like that? What advantages does it give to the author?

ASSIGNMENT 2

Chapter 2

1. Words for activation:

definitive, treatise, tenure, mitigate, rut, henchman, pediment, rhino, baize, fugitive, tilt, vocation, infidel, to skirt, mulberry, scholar

2. Transcribe the following words:

treatise, tenure

3. Expressions under study:

to stand high
 a right-hand man
 to take to smb
 to take smth for granted
 to sum smb up
 to be in the wrong
 to put up with smb
 to make smth of smb

4. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

scholar, to sum smb up, to take to smb

5. Paraphrase the following expressions:

- a) The yearly bag of College scholarships by St Bride's rose steadily and surely. (p.12)
- b) I hate to see you as poor Evvy's henchman. (p.13)
- c) Demoyte did not believe in seeing his guests off the premises. (p.22)

6. State the contextual meaning of the combinations with the verb *to make* in the dialogue:

- I say, what do you make of this picture?
- To tell the truth, I can't make head or tail of it.
- Neither can I. I wonder why people make so much of it.
- Don't let's discuss it here. I am afraid we are making fools of ourselves, with all these great scholars around.

7. Define the meaning of the verb *to take* with various post-positions:

to take to smb, to take up smth, to take smb in about smth

8. Translate into Ukrainian:

p.14 “Demoyte...” up to “...look after itself.”

9. Translate into English using the expressions under study:

- 1) Нен сприймала таке становище як саме по собі зрозуміле.
- 2) Мор намагався помиритися з Нен.
- 3) Нен спитала Мора, що він думає про Рейн.

10. Questions and topics for discussion:

- 1) Sum up Demoyte, his manner, his principles of a schoolmaster. Comment on his view of school morality.
- 2) Speak about the impression Rain Carter gave to Mor. Sum up Rain Carter and her background relying on the information provided by the two chapters. What did Nan make of Rain?
- 3) Discuss the author’s presentation of the characters of the novel. Specify the share of direct and indirect characterization resorted to by the author.

ASSIGNMENT 3

Chapter 3

1. Words for activation:

efficient, efficiency, confluence, admonish, musty, riot, nobbly, patently, glassy, lop-sided, insatiable, lilt, rafter, corduroys, peremptory, pottery, loft, potter, chaste

2. Transcribe the following words:

aegis, arterial, patently, insatiable

3. Expressions under study:

to come one's way

to keep order

to feel at ease

to get a move on

to show smb round a school (an exhibition, a town, etc.)

to throw caution to the wind

to be rooted to the spot

to hang about

to take to one's heels

to show off

4. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

to have a bash, efficiency, to show off, to hang about

5. Paraphrase the following expressions:

Mor knew that keeping order was a gift of nature. (p.27)

6. Translate into Ukrainian:

p.39 "Mor was irritated..." up to "...into the wood."

7. Translate into Ukrainian:

1) It was dinnertime, and there was no guide to show us round the museum.

2) May good luck always come your way!

3) The boy is not much of a footballer, but he is constantly hanging about the stadium.

4) The cook was efficient and the dinner was a success.

8. Questions and topics for discussion:

1) Dwell on Mor as a teacher.

- 2) Discuss Mor and Donald's relations.
- 3) Mor shows Miss Carter round the school. Comment upon Miss Carter's behaviour.
- 4) Describe the situation of school buildings and the teachers' houses.
- 5) How did Rain Carter guess that Demoyte was pulling her leg?

ASSIGNMENT 4

Chapter 4

1. Words for activation:

exalt, gauntlet, den, tupenny ha'penny

2. Transcribe the following words:

exalt, gauntlet, shepherd, lapis lazuli

3. Expressions under study:

to be on easy (friendly) terms with smb

to do smth for appearances

to put up a show

to parade smth (a view-point, one's learning, knowledge, etc.)

one and all

to fill a more exalted post

to arrange smth behind smb's back

to break up a meeting

to take smb under one's wing

to shepherd smb out of the room

to prepare (oneself) for a sulk

to outstay smb

to smooth things over

to talk shop

to square smb

to give notice

to come round

4. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

to put one's foot in smth, to run the gauntlet, time waits for no man, to talk shop

5. Paraphrase the following expressions relating to education; give your opinion of them:

a) ... many teachers, including some who got high reputations by doing so, contented themselves with putting up a show, often a brilliant one, in front of those who were to be instructed – and of this performance both sides might be the dupes. (p.41)

b) ... the real teacher cares only for one thing, that the matter should be understood; and into that process he vanishes. (p.41)

c) An adult education class will often contain persons who have come merely to parade a certain view-point, and with no intention of learning anything. (p.41)

6. Translate into Ukrainian:

p.41 “He felt...” up to “...evening’s efforts.”

7. Translate into Ukrainian:

- 1) What kind of show are you trying to put up here?
- 2) He has been trying to arrange his trip to the river behind his parents’ back. And now he is not on speaking terms with his family, as a result of it.
- 3) Whenever teachers come together, they talk shop, even at leisure time.
- 4) His mother said she would never come round to his marriage.
- 5) I must be off, I don’t want to outstay my welcome.
- 6) To smooth things over, he invited his mother to the theatre.
- 7) The lecturer kept parading his learning and wisdom to an indifferent audience.

8. Translate into English using the expressions under study:

- 1) Мор вирішив пересидіти своє сімейство.
- 2) Нен і Мор опікали Тіма, оскільки він був холостяком.
- 3) Мор не міг залишити школу, не попередивши про це наперед.
- 4) Тім був впевнений, що Нен поступово змириться з цим планом.

9. Questions and topics for discussion:

- 1) Dwell on Mor as a teacher, relying on all the information of the two chapters. (3, 4)
- 2) Give a brief account of the WEA class and of the different motives that brought the Mors to Marsington.
- 3) Speak about Nan’s appearance, manner and treatment of the people in class.
- 4) What feelings possessed Mor and his family in the shop of Tim Burke?

10. Define stylistic devices in the following sentence and state their functions:

In the dim light of the lamp Tim’s shop looked like some treasure cave or alchemist’s den. (p.45)

ASSIGNMENT 5

Chapter 5

1. Words for activation:

conventional, doe, candid, portentous, ludicrous, convention, deplorable, insipid

2. Transcribe the following words:

chagrin, tyrant

3. Expressions under study:

to be responsible for smth
 to have things one's own way
 to bring oneself to do smth
 to get on with smth
 to be overcome with some emotion
 to be pierced to the heart
 to be characteristic of smb/smith
 to dominate the conversation
 to give smb a lift
 to start the engine

4. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

ludicrous, convention, to get on with smth, deplorable

5. Paraphrase the following expressions:

- a) Mor's opinion of him went up the point. (p.51)
- b) Mr. Everard was not famous for putting his guests at ease. (p.51)

6. Recall the whole situation. Give reasons for these utterances or actions:

- 1) ...it was Miss Carter who had been responsible for his ability to decide... (p. 49)
- 2) Eccentric people, he concluded, were good for conventional people... (p. 49)
- 3) Evvy had once tried to persuade Mor to call him by his Christian name, but Mor couldn't bring himself to do so. (p. 51)
- 4) This he (Bledyard) did with a sort of slow deliberation which made his utterance ludicrous. (p. 52)
- 5) "Well, Miss Carter," he said, "and how are we getting on with the picture? Soon be done, will it?" Miss Carter looked very shocked. (p. 52)
- 6) Mor envied Bledyard's total disregard of convention. (p. 53)
- 7) Mor looked at Miss Carter too. She seemed to be overcome with confusion... (p. 54)
- 8) Mor was pierced to the heart. How little imagination I have! he thought. (p. 54)

- 9) "...I suppose I can't give either of you a lift...?" The invitation did not sound very whole-hearted. (p. 58)

7. Translate into Ukrainian:

- p.52 "Mr. Everard..." up to "...at Mr. Everard's table."
 p.56 "As you know..." up to "...is everything."

8. Translate into Ukrainian:

- 1) It was characteristic of him to walk up and down the room when in a fix.
- 2) The books in the library are in a deplorable state.
- 3) The little boy was overcome with fear and trembled in his shoes.
- 4) How are you getting on with your composition?
- 5) I was pierced to the heart by the closing episode of the film.
- 6) Who is responsible for watering the flowers?
- 7) We find the situation too ludicrous for words.
- 8) I can hardly bring myself to cross the street with its heavy traffic.

9. Translate into English using the expressions under study:

Рейн запропонувала Блед'ярду та Мору підвезти їх.

10. Develop the following sentences:

- 1) We interpret a human face by what we are ourselves.
- 2) Our paintings are a judgement upon ourselves.

11. Questions and topics for discussion:

- 3) Mor's new state of mind. Why did he think Miss Carter responsible for his ability to decide?
- 4) Sum up Mr. Everard. Account for Mor's inability to summon up any affection for Mr. Everard.
- 5) The luncheon party at Mr. Everard's. Comment upon the behaviour of each of those present.
- 6) Bledyard talks to Miss Carter. How did their talk reveal the artistic essence of the two painters?

12. Define stylistic devices in the following sentence and state their function:

- 1) He had a rich deep public school voice. (p.51)
- 2) Now the furry den-like interior of the room had gone. (p.51)

ASSIGNMENT 6

Chapter 6

1. Words for activation:

prank, bramble, bulrush, flaky

2. Transcribe the following words:

resin, bulrush, precipitately, insulate

3. Expressions under study:

to sound short
 to command respect
 to feel knocked out by the conversation
 to take refuge in smth
 a break-down unit
 to be in a fix
 to involve smb in smth

4. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

to offer smb a lift, to owe smb a service

5. Paraphrase the following expressions:

- a) It will save me a railway journey. (p.61)
- b) I've got some time in hand. (p.63)
- c) Look, I must get home. I'm in an awful fix. (p.71)

6. Translate into Ukrainian:

p.65 "Mor felt..." up to "...her ankles."
 p.68 "It was easier..." up to "...staggered up."
 p.69 "They watched..." up to "...of the stream."

7. Translate into Ukrainian:

- 1) The hero of the novel is involved in some mystery.
- 2) Somerset Maugham states that unconventional women take refuge in marriage.

8. Translate into English using the expressions under study:

Мор відчував себе боржником міс Картер за її послугу.

9. Questions and topics for discussion:

- 1) Mor and Rain's outing in the car. Mor's feelings after his first lie to his wife. Through what stylistic device do we find out about it?
- 2) Describe the accident at the river and discuss its symbolic significance.

10. Define stylistic devices in the following sentence and state their function:

To drive a car along a path like this ...is like sailing a boat along a street. It is an enchantment. (p.51)

11. Enumerate all the technical terms pertaining to the car. Speak about their stylistic function

ASSIGNMENT 7

Chapter 7

1. Words for activation:

jolt, buckle, batter, ram, pensive, fretful, imbecility, spurious, bungle, dotty

2. Transcribe the following words:

rheumatism, clandestine, epistle, posture

3. Expressions under study:

in quest of smb
 to make free with smb/smth
 the ... (noun) in question
 to see a situation from the outside
 to pin smb down
 to own up
 to be in company with smb
 (to do smth) in person
 to have several tries
 to feel like doing smth
 to be wrapped up in a pensive veil
 to have faith in smb/smth
 to know one thing from another
 to conspire against smb
 to inspire tenderness in an unexpected quarter
 to be fed up with smth
 to give smb a turn
 to get away with

4. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

to resent, paraphernalia, to give smb a rocket, to drop a brick, to give the girl a chance, morbid

5. Paraphrase the following expressions:

- 1) "I wish you wouldn't enter rooms like a battering ram, Handy," said Demoyte. (p.77)
- 2) "...This man doesn't know a Rubens from a Rembrandt. He lives in a monochrome world". (p.81)
- 3) "Why, it's Mr. Mor!" said Miss Handforth in her sonorous voice, scattering the moonlit night about her in fragments. (p.89)

6. Translate into Ukrainian:

p.87 “You are as timid...” up to “...cross me here.”

7. Translate into Ukrainian:

- 1) I am fed up with your complaints.
- 2) They are so ignorant; they don't know A from B.
- 3) The film was dull, and we felt like walking out.
- 4) The teachers resent the poor attendance of this group.
- 5) Normal people hate bungling and bunglers.
- 6) It's pity you cannot see yourself from the outside.
- 7) The rumour spread he had fallen in love. The lady in question was much younger.
- 8) It is difficult to cure a person who has no faith in medicine.
- 9) The typist's paraphernalia were lying all over the room.
- 10) Nobody is conspiring against you, it's morbid to think so.

8. Expand and comment on the following:

- 1) “Every portrait is a self-portrait,” said Rain. (p.76)
- 2) Everything seemed to be conspiring against him to make something that was really unimportant to look like something important. (p.82)
- 3) ...it occurred to Mor that in a way he was sacrificing Felicity's future to his own. (p.87)

9. Questions and topics for discussion:

- 1) Rain Carter paints Demoyte's portrait. Account for her sitter's clothing, her choice of the background and the accessories.
- 2) Discuss Demoyte's behaviour when he was sitting for Rain, his attitude to her work and to her.
- 3) Mor's second thoughts about the outing. How was the problem of telling Nan about it solved?
- 4) Mor calls on Demoyte and passes a letter to Miss Carter. Account for Demoyte's manner throughout the evening.
- 5) Felicity's future as regarded by Mor and Demoyte.
- 6) Mor's state of mind when he was leaving Demoyte's.
- 7) Sum up the new information about Demoyte.
- 8) Why did Rain stop drawing Mor's portrait and leave the room?

ASSIGNMENT 8

Chapter 8

1. Words for activation:

slug, dire, penalties, slither, bramble, coagulate, blazer, notorious, champion, clutch, incredulity

2. Transcribe the following words:

precincts, incumbent, doughnut, siesta, charlock

3. Expressions under study:

to overhear (a talk)

to bang the door behind smb

to blow one's nose

to pull oneself together

to dry tears

with impunity

to hold smth in place

to make sure that

the grounds of the school

a lucky vista

to spy on smb

to put the evil eye on smb

to be starving

to be in a fuss about doing smth / to fuss about smth / to make a fuss

to poke around

to rove round

to change the subject

to feel dizzy

to talk family policy with smb

in recorded history

to be expelled; expulsion

an inflexible rule

in exchange

to make for smth

to make a (frightful) row

to see smb home

to report smb to smb else

by accident

to be familiar with

waste place

to trust to one's luck

to ascend the stairs

to be up to smth

to take in

to keep pace with smb

to turn off the path

4. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

at random, to be at pains to do smth, to be flush, to expel

5. Paraphrase the following expressions:

- 1) Just pull yourself together and do something practical. (p. 91)
- 2) Felicity could not see that there was anything innately wrong in her going into St Bride's to see her brother and this being so, the only remaining question was whether she could do so with impunity. (p. 91)
- 3) Where are you off to? (p. 91)
- 4) I haven't seen much of him. (p. 94)
- 5) She began to poke around in a coagulated mass of things on top of the bookcase. (p. 94)
- 6) Why are you fussing about promises? You never keep any. (p. 95)
- 7) ...any sort of climbing on the school buildings was punished by immediate expulsion. (p. 96)
- 8) I'll do any dare for you. (p. 96)
- 9) ... we're both for the high jump. (p. 97)
- 10) 'Come on,' said Miss Handforth, 'has the cat got your tongue? What have you two been up to up there, may I ask?'

6. Define stylistic devices and emotional colouring of the following:

No one spotted me; dare me anything; Miss Thingumajite; Sleety Carter; jitters; I'll do any dare for you

7. Translate into Ukrainian:

pp.91-92 "The school fence was composed..." up to "...the art master."

8. Translate into Ukrainian:

- 1) You can't miss classes with impunity.
- 2) He has a funny look as if he were up to something.
- 3) The dog entered the room and started poking around.
- 4) The coach asked the athlete to pull himself together and break the record.
- 5) Stop fussing about the missing book, you are sure to find it soon.
- 6) The dean said that two students had been expelled for breach of discipline.
- 7) What made you report your best friend to me, of all people?

9. State whose utterances these are, what preceded or followed them:

- 1) You can't behave anyhow to people and expect them to love you just the same!
- 2) That's an ancient British cake. It was part of Boadicea's rations for her troops.
- 3) Any breath of this, and Carde and I would be expelled.
- 4) I love these English wild flowers. I really cannot think of anything that would have pleased me more.

10. Questions and topics for discussion:

- 1) Whose perception are the episodes arranged through? Speak about Felicity's misery resulting in her wish to see Donald.
- 2) Describe the risks Felicity took to see Donald. What kept her worrying throughout the visit? What was Felicity's attitude to her brother?
- 3) Sum up Jim Carde. Pay attention to his manner and utterances. Why could Felicity not bring herself to like her brother's friend? Do you find Jim Carde a likable figure?
- 4) Felicity and Donald's raid on Miss Carter's room. Recall the contents of the letter their father had written to Miss Carter. Why did the raid end in "tears of blood"?

ASSIGNMENT 9

Chapter 9

1. Words for activation:

intolerable, tearful, exasperating, curve, breathtaking, stitch, junk, pillar, store-room

2. Transcribe the following words:

dahlia, ante-deluvian

3. Expressions under study:

to invent excuses for doing smth

to turn the place topsy-turvy

to be short with smb

to get one's own way

to keep one's temper

to get (have) one's own way

to keep one's temper

to make smth clear

to be short-tempered

to be inclined to do smth

to choose smth at random

to happen to know

all the same

to set smb free

4. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

a gust of wind, to tickle pink about smth

5. Paraphrase the following expressions:

- 1) Nan could be relied upon to turn the place topsy-turvy before a holiday, and Felicity was being more than usually tiresome and tearful. (p. 103)
- 2) ...the boy was very short with him, and Mor had gone away hurt and puzzled. (p. 104)
- 3) She was totally impervious to reasoning, relentlessly determined to get her own way, and calmly and even gaily certain that she would get it. (p. 104)

6. Translate into Ukrainian:

p.111 "Mor stood close..." up to "...upon the ground."

7. Translate into Ukrainian:

- 1) All right, have your own way; let's stay at home tonight.

- 2) The police turned the flat topsy-turvy to find no evidence whatever.
- 3) If you go on being short with me, I'll think you are angry for my telling the truth.
- 4) If the child is tearful, put him to bed, he may be tired.

8. State whose utterances these are, what preceded or followed them:

- 1) You know our charming little dears as well as I do.
- 2) May I suggest that you set your appearance to rights before you continue your search?
- 3) I really must try to buy it from you, Mr. Bledyard, and hand it over to my dressmaker.

9. Questions and topics for discussion:

- 1) Characterize Felicity and Donald. Specify their childish features as well as those of grown-ups. Why was Mor especially afraid of his children when they brought gifts? Find proof that Mor himself was of the same kind.
- 2) Dwell on Mor's state of mind on the day of Nan's departure and on the previous day. Find sentences proving the domestic atmosphere had become too depressive for Mor. Account for Donald's becoming too short with him and Felicity – more tearful than ever.
- 3) Comment on Mor's and Rain's feelings. Give your reasons for and against their love. Analyse the situation from Mor's, Rain's and Nan's point of view.

ASSIGNMENT 10

Chapter 10

1. Words for activation:

shimmer, momentarily

2. Transcribe the following words:

bowling, umpire, marquee, sombre

3. Expressions under study:

to turn up
 to be in good spirits
 on one's part
 to attribute smth to smb/smth
 to be swayed by (some emotion)
 to have a poor view of smth
 to resist a temptation
 to take it into one's head to do smth
 to value smb's good opinion
 to wander in the opposite direction
 to press a teacup on smb
 to go ahead
 to bring smb round
 to be struck to silence
 to surpass smb's expectations
 to hold smb in suspense
 to look embarrassed
 to do wrong

4. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

to create a stir, to bite smb's head off, to take one's time, within earshot

5. Paraphrase the following expressions:

- 1) The House Match, which was the final in a knockout contest, normally lasted for two days... (p.112)
- 2) Mor looked at her, and he felt as if an enormous vehicle had driven straight through him, leaving a blank hole to the edges of which he still raggedly adhered. (p.114)
- 3) He could not afford, at this time in the summer term, to have two crises on his hands at once. (p.116)
- 4) But Donald always looked more grown-up in the context of something that he could do well. (p.116)

6. Translate into Ukrainian:

p.116 “He could not afford...” up to “...Nan just now.”
 pp.120-121 “A feeling of...” up to “...had done wrong.”

7. Translate into Ukrainian:

- 1) The ballerina’s performance created a stir in the audience. In the last scene she surpassed herself.
- 2) When you are swayed by anger, don’t take any important decisions.
- 3) The author took obvious pleasure in holding the reader in suspense throughout the novel.
- 4) Why did you take it into your head to send that idiotic telegram to your grandparents, of all people?
- 5) Shall I attribute your silence to a shock?
- 6) “Now, tell us all you know about the accident. Take your time, little boy,” said the policeman.
- 7) “I happened to be within earshot and heard them mention your name.” “You certainly do wrong by overhearing what you oughtn’t to.”
- 8) The shop-window looked inviting, and he couldn’t resist the temptation of dropping in.

8. State whose words these are, what motives they are prompted by. Recount the circumstances:

- 1) Your pappa’s poppet!
- 2) A fine show young Don put up.
- 3) Miss Carter, my expectations were high, but you have surpassed them.

9. Questions and topics for discussion:

- 1) The House Match. Describe Mor’s state of mind on that day. Account for his depression and exasperation during the game.
- 2) Rain’s arrival. Why did it create a stir? Whose perception is the scene given through? Why?
- 3) Mor’s talk with Tim Burke. What prevented him from making a final decision?
- 4) Mor sees the portrait. Why was it a shock to him? Compare the opinions of all those present. What do you think provoked Bledyard’s criticism?

ASSIGNMENT 11

Chapter 11

1. Words for activation:

thunderstorm, imminent, fierce, rumble, confront

2. Expressions under study:

to console oneself with the thought that

to grip smb's arm a tight grip

to run the risk of doing smth

to feel profound relief

to come back in the night

to lead smb down the stairs

to shake from top to bottom

to launch oneself upon smb like a tiger

to give smb a fright

to disengage oneself from smb

3. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

to bring about, to fumble in one's pocket

4. Comment on stylistic devices used in the sentences:

1) Once he said this clearly, he felt better. ... As he said this he felt much better. (p.124)

2) He didn't know what sort of demon of fury and suspicion might now confront him. (p.127)

5. Translate into Ukrainian:

pp.122-123 "Mor turned and looked at Rain..." up to "...falling in love."

6. Translate into Ukrainian:

1) If any sort of danger confronts you, let me know immediately.

2) Let us run the risk of telling him the whole truth.

7. State whose words these are, what motives they are prompted by. Recount the circumstances:

1) You came and released me from a spell.

2) You've wakened the whole house up. You were leaning against the bell.

8. Questions and topics for discussion:

- 1) What were Rain's motives for refusing to see Mor?
- 2) Do you think Mor's love had future? Give your reasons for and against it.
- 3) Describe Mor's and Rain's reaction when they hear the door bell.
- 4) What spectacle greeted Nan's eyes when she came in through the drawing-room door? Can you imagine the emotions which overwhelmed the three of them after the first shock of discovery?

ASSIGNMENT 12

Chapter 12

1. Words for activation:

lapse, insinuate, venom, whitewash, nightmare, pathetic, flighty, gipsy, caper

2. Transcribe the following words:

dour, sycamore, nausea

3. Expressions under study:

to lift the receiver
 to doubt of fidelity to smb
 to get through the afternoon
 to make smb's acquaintance
 to touch smb on the shoulder
 to stave off the shock from smb
 to be at a loss
 to have a bad time of smth
 to make an effort
 to develop hiccups
 to make a scene about smth
 to make a mess of smth
 to end the conversation
 to keep a n eye on smb

4. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

to confide in smb, to be hard on smb, to cope with smth

5. Say why these things didn't happen:

- 1) She (Nan) had never in her life allowed Bill to cause her real unhappiness. (p.130)
- 2) ...suddenly she (Nan) wished desperately that she could stay with Tim Burke that morning and talk to him about anything at all,... (p.134)

6. Translate into Ukrainian:

p.129 "Very soon..." up to "...middle-aged ones."
 pp.135-136 "As the taxi..." up to "...through the opening."

7. Translate into Ukrainian:

- 1) How could you confide in a false friend? – I think you are hard on poor Tom.
- 2) Will you keep an eye on my child in my absence?
- 3) The librarian made a violent scene about the loss of the book.
- 4) The child was at a loss as to which way to go.
- 5) I hope the students will cope with this test.
- 6) The dog was wet to the skin and looked pathetic.

8. State whose words these are, what motives they are prompted by. Recount the feeling they convey:

- 1) Don't forget me. ... Don't forget me!
- 2) I overheard the children talking on the telephone.
- 3) Going to Dorset? Wouldn't it better if you stayed here?

9. Discuss the moral aspects of the actions or utterances:

- 1) Nan, who didn't think that children should have secrets from their parents, had lifted the receiver in the bedroom and was disquieted indeed at what she heard.
- 2) She thought of writing a letter to Miss Carter, and even began in her mind to compose one whose venom amazed her. But that was foolish.
- 3) "Did you know what was happening?" said Nan, drying her eyes. "Did you ever see them together?" "No," said Tim, "I didn't..."
- 4) "Nan," said Tim, "I do love you, you know that, don't you?"
- 5) "If you could only come to me," said Tim, "be with me somehow..." Nan turned from him. With coldness, with violence, the reality of her situation touched her, the irresponsible silliness of her present conduct. She shook her head.

10. Questions and topics for discussion:

- 1) Dwell on Nan's shock at the discovery of her husband's infidelity. Make a list of words conveying Nan's emotional state and reaction; use them when discussing the point.
- 2) Nan's attempts to take refuge in Tim Burke's sympathy. Say what you think of Nan's moral standards
- 3) Nan confronts her husband. Speak of Nan's attempts to have her own way. Which of the two was more pathetic? Specify the peculiar blending of the dramatic and the comic in the situation. Discuss the elements of symbolization in the scene.

ASSIGNMENT 13

Chapter 13

1. Words for activation:

obscure, intact, frustrate, oaf, sod, impudence, self-righteous

2. Transcribe the following words:

chapel, issue, squash

3. Expressions under study:

to carry smth out
 to recover from a shock
 except for one thing
 to make no mention of smth
 to inflict on smb smth
 to be out of bounds
 to be a complete failure
 mind your own business
 to fend smb off
 to be defensible on any front
 in any case
 to bother smb with smth

4. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

to take smth into one's head, to be up to smth

5. Paraphrase the following expressions:

- 1) Everything had happened that might overturn his love for Rain: the sheer shock of being found out, from which he had not still recovered, ... and now in addition the reasonableness of Nan and the manifest sense of what she urged. (p.140)
- 2) "...the suspension of judgement is not charity but the fear of being judged in return." (p.145)
- 3) The gifts of spirit do not appeal to the imagination. (p.146)

6. Say why these things didn't happen:

- a) Rain listened to him silently throughout, ... until he had told her everything – except for one thing. In all his outpouring he made no mention of his political ambitions. (p.141)
- b) He (Mor) had a rendezvous with her in twenty minutes' time. He had asked her to meet him at the squash courts. (p.142)

7. Translate into Ukrainian:

p.141 "As he spoke..." up to "...introducing it."
 pp.146 "You imagine..." up to "...imagination."

8. Translate into Ukrainian:

- 1) If you marry that self-righteous fox, she'll make a mess of your life.
- 2) His complete recovery from that shock took a couple of minutes.
- 3) The teacher said that the boy's mother, a woman of character and will, had frustrated her son in every possible way.
- 4) We can't carry out the work in time.

9. State whose words these are, what motives they are prompted by. Recount the feeling they convey:

- 1) You will prevent her from being a great painter.
- 2) You only say this because you're jealous, because you're in love with her yourself!

10. Discuss the moral aspects of the actions or utterances:

- 1) He (Evvy) had taken it into his head lately to preach a series of sermons on popular sayings.
- 2) He had deliberately given Rain the impression that his marriage was a complete failure, a wash-out, something that was already breaking up, quite independently of her arrival.
- 3) "I want to talk to you about the things you are doing now," said Bledyard, "to your wife and Miss Carter."

"Suppose you mind your own goddam business!" said Mor. He was trembling. Bledyard's impertinence was almost beyond belief.

11. Questions and topics for discussion:

- 1) Mor's thoughts of the shock he had undergone. Why are they given against the background of the Mass in the chapel?
- 2) Bledyard's talk with Mor. Recount his arguments. Say what you make of their moral value. Find proof that Bledyard had faith in Miss Carter as a painter.

ASSIGNMENT 14

Chapters 14-15

1. Words for activation:

cranny, void, accomplice, shingle, wade, cry baby, torment, novelty, intimidate, meticulous

2. Transcribe the following words:

neurotic, linger, disaster, ephemeral, envisage, ragamuffin

3. Expressions under study:

to interpret smth as
 to find oneself in control of a situation
 to be under a strain
 to fix a date
 to begin again upon the old round (of thoughts)
 to summon up one's good / bad qualities
 to make wrong guesses

4. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

confidant, to call out, to go across, connoisseur

5. Paraphrase the following expressions:

- 1) the pock-marked face of the Moon
- 2) Mor tried to fasten his thoughts upon a possible future.
- 3) How he must have treasured her.

6. Say why these things did not happen:

- a) She (Nan) had never reflected so much in her life.
- b) She (Nan) had never experienced jealous feeling before.

7. State whose utterance this is. Speak of the underlying motive and the feeling it conveys:

I saw a fish that a man caught. It was a big fish. It was lying all by itself on the sand, and struggling and gasping. I wanted to pick it up and throw it back into the sea. But I wasn't brave enough.

8. Expand and comment on the following:

- a) During those days Mor learnt what it was to have a mind diseased.

- b) They had to have novelties and distractions.
- c) He began to think that he might hate the exhibition.
- d) “Is there no picture here of your mother?” Mor said at last. “No,” said Rain. “My father hardly ever painted her.”

9. Translate into Ukrainian and analyse from the viewpoint of style:

p.152 “His thoughts...” up to “...conclusion.”

10. Translate into Ukrainian:

- 1) The criminal and his accomplice went to prison.
- 2) Soon the chairman found himself in complete control of the meeting.
- 3) Let us interpret his words as readiness to help.
- 4) Will you fix the date of your first lecture.
- 5) At the end of the term students are usually under strain.
- 6) There is no novelty in the facts you are making so much of.
- 7) I can't summon up my courage to come into this icy water.
- 8) “Well, what do you make of this picture?” “I am afraid I am not much of a connoisseur.”

11. Questions and topics for discussion:

- 1) Nan's frustrated inner world. Discuss the symbolic significance of the end of chapter 14.
- 2) Mor is tormented by indecision. What was there about his new life that aroused his doubt?
- 3) Mor and Rain go round the exhibition. Discuss the thoughts Mor was preoccupied with when looking at the pictures.
- 4) Mor takes his final decision. Describe his state of mind after it.

ASSIGNMENT 15

Chapter 16

1. Words for activation:

self-laceration, stampede

2. Transcribe the following words:

pinnacle, staple, leverage

3. Expressions under study:

to cut a lecture

to place smth higgledy-piggledy

to hold forth

to know no bounds

to scare smb out of smb's wits

to lose one's consciousness

4. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

to consider smb, to lose one's nerve, heart-rending

5. Paraphrase the following expressions:

1) Mor's blood turned to ice.

2) The lightning conductor was parting company with the wall.

6. Expand and comment on the following:

a) So far as he could he prevented himself from considering the children.

b) ...without warning he (Donald) made a dive for the door.

7. Translate into Ukrainian:

p.164 "There was..." up to "...spear-like appearance."

8. Translate into Ukrainian:

1) The young teacher could hardly keep order in class and often lost his nerve.

2) The clown gave out a heart-rending cry and fell over himself when he saw a lion.

3) You will have to consider other people if you want to cope with the situation.

4) His joy knew no bounds when he was asked to join the expedition.

5) The young nurse saw a bleeding man and lost her consciousness.

6) Don't turn on the tape-recorder! You'll scare the baby out of his wits.

- 9. Look up in the dictionary the unknown words among those listed below to make sure of their meaning and pronunciation. Use those words as well as the verbs *to attribute to*, *to interpret as*, *to look upon as*, *to consider* when answering the following question:**

How was climbing the tower regarded by:

- 1) Donald and Carde – when planning it? when carrying out their plan? after climbing?
- 2) the teaching staff and the headmaster? 3) the schoolboys? 4) Mor? 5) Jimmie Carde's parents?

10. Questions and topics for discussion:

- 1) The school on the day of Bledyard's lecture. What did the boys look forward to at the lecture?
- 2) The news of Don and Carde's climbing the tower. Discuss the behaviour of those present and the decisions they took.
- 3) The result of climbing. What made Donald run away when he found himself safe? Comment upon his father's state.

ASSIGNMENT 16

Chapters 17-18

1. Words for activation:

concussion, reluctantly, compliant, puny, stole, boorish, ingenious, conformity, strait-jacket

2. Transcribe the following words:

annihilate, derelict, gauzy, slough

3. Expressions under study:

to be in no immediate danger
 to administer a sedative
 to cross smb
 to reason smth out with smb
 to refrain from doing smth
 to persuade smb into doing smth
 to answer the toast
 Dutch courage
 to make amends
 to be prey to smth
 to wear the look of condescension
 to realize one's lifelong ambition

4. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

paraphernalia, whereabouts, apprehensive, a crucial moment, to pause for breath

5. Think of the nouns that can be modified by the adjectives:

ingenious, compliant, pathetic, tearful, miraculous, deplorable, ludicrous

6. Paraphrase the following expressions:

- 1) Jimmy Carde had a miraculous escape from death.
- 2) ...they are going ahead with the presentation dinner for Demoyte's picture.
- 3) The opening date of the chemistry exam had come and gone, but Donald Mor had not come home, nor had any news been received which might provide the slightest clue to his whereabouts.
- 4) Nan had attempted to corner him by a public gesture.
- 5) A lifetime of conformity was too much for him. He stayed where he was.
- 6) The scene held him prisoner, his wife's presence and her words pinned him to his chair...

7. Discuss the motives underlying the following utterances or actions:

- a) Nan thrust her arm through Mor's as they began to walk slowly back up the hill...
- b) "...Will you come – or shall we send an excuse? It's perfectly easy to get out of it now." "I shall come, I think," said Nan.
- c) "Mor," said Rain, "I cannot wait. ...But I think we should tell Nan the truth now, even if it is a bad moment."
- d) Sir Leopold rose to his feet and a serene silence fell. He contrived to say nothing pleasant about Demoyte by saying nothing about him at all.
- e) "...it is a consolation to think that if St. Bride's is in the years to come distinguished for nothing else, it will at least be a place of pilgrimage for those who are interested in the early work of one who – can we doubt it in the face of such evidence – is destined to be one of the most remarkable painters of her age."
- f) "...After a long period of patient work, my husband has now a great happiness of being able to realize his lifelong ambition."

8. Discuss the moral aspect of the following actions and utterances:

- 1) Against both Carde and Donald Mor Mr. Everard had reluctantly invoked the law that decreed instant expulsion for climbers. He had been so apologetic to Mor about this that the latter had virtually had to make up his mind for him...
- 2) Nan said, "...What are you going to do, Bill?" Mor was going to see Rain at Brayling's Close. He said, "I'll go down to the Public Library on my bike..."
- 3) "...We have discussed the matter fully, and we are at last agreed that there is no other bond or tie which can prevent us from adventuring forward together."
- 4) To rise now and to go out with Rain would set a seal on all his intentions. But Rain had turned away her eyes – and although Mor struggled in his seat he could not bring himself to get up.
- 5) Demoyte got up and left the room, slamming the door behind him.

9. State stylistic devices used in the following sentences:

- a) I strike a more personal note.
- b) His heart began to twist within him like a corkscrew.
- c) His whole previous life contained him like a strait-jacket.

10. Translate into Ukrainian and analyse from the viewpoint of style:

- p.181 "Mor stroked..." up to "...her hair."
 p.183 "The door..." up to "...of his head."
 p.187 "The reverend speaker..." up to "...*specie temporis*."

11. Questions and topics for discussion:

- 1) The outcome of the climbing the tower. Discuss the way it changed the domestic atmosphere in the Mor's family and affected his plans.
- 2) Mor's state of mind before the presentation dinner. Why did he feel apprehensive?

- 3) Nan's speech. Point out its items that were blatant lies. What made it possible for Nan to frustrate her husband's hopes by declaring his political ambitions in public.
- 4) Mor's reaction to Nan's speech. Account for Demoyte's fury after Rain's departure. Give your opinion of Mor's behaviour.

ASSIGNMENT 17

Chapters 19-20

1. Words for activation:

inevitable, pillion, prodigal, dejection

2. Expressions under study:

to come to smb (that...) (of an idea)
 to take smb in (by smth) (esp. passive)
 to deprive smb of smth
 to be tricked by smb
 to sweep smth away
 to be overwrought
 to undo the sash
 to take on the candidature
 to abide by (what one said)
 to stand (of an offer)

3. Explain the contextual meaning of the following lexical units relying on an English-English dictionary:

trick **n**, to take in, to complicate things, to bear resemblance to smth

4. Give reasons underlying the facts or the utterances below:

- 1) "You are a growing tree, I am only a bird..."
- 2) "You've made me exist for the first time."
- 3) "If you loved me," he said. "That word cannot guide us any more."
- 4) "It was inevitable," he said dully. "Coward and fool!" said Demoyte. "Nothing was inevitable here. You have made your own future."
- 5) "Aren't you going to take this?" He indicated the sketch which still lay on the table. "No," said Mor, "you keep it for me. I should like to be kept here."
- 6) He looked at Nan... She looked very tired and like an old woman.
- 7) Everything was all right. Why was it then that she was starting to cry? ...She gave a little sob into her handkerchief. Everything was all right now. It was all right. It was all right.

5. Translate into Ukrainian:

p.198 "When Mor..." up to "...closing the door quietly."

6. Translate into Ukrainian:

- 1) There is nothing to fear! You were just tricked by a light effect in the dark.
- 2) I am afraid this photo bears no resemblance to me. Are you sure it is mine?

- 3) After the battle at Stalingrad the enemy's defeat began to seem inevitable.
- 4) "Are you sure you aren't complicating the matter?" "I am afraid you are simplifying it."
- 5) This action of yours may deprive you of freedom of choice.
- 6) You mustn't be taken by the child's compliant look.
- 7) This is an argument that can't be easily swept away.
- 8) After the working day everybody seemed to be overwrought and hungry.

7. State stylistic devices used in the following sentence. What reference to the title of the novel does it have:

It's all dry sand running through the fingers.

8. Questions and topics for discussion:

- 1) Recollect another incident in the novel when Rain was able to work after a crisis? Could Mor work under similar circumstances?
- 2) How did Nan's tricks help Rain to see the matter in a new light? Why was it a shock to Rain that Mor had wished to take on the candidature? Why did she give up Mor?
- 3) Was it correct of Mor to leave Rain all to herself at that crucial moment? Which word said by Mor to Demoyte shows that Mor had been prepared for the loss of Rain? Do you consider Mor to be a traitor?
- 4) Was the reunion of the Mor family caused by Mor's choice or a by a combination of circumstances? Does the author regard it as Mor's moral victory or defeat? What sort of future awaits the family? Is Nan able to change radically her treatment of her husband?
- 5) Do you find the ending of the novel optimistic or pessimistic?

ASSIGNMENT 18

Discussion of the Novel

1. Interpret the title of the novel. Analyze its language and style. Speak about the main idea of the book. What do you know about the author?

2. Use the active vocabulary of Assignments 1-17 when discussing the items:

1) The nature of the main conflict of the novel. Group the personages according to the sides taken by them in the conflict. Delineate the major characters from the minor personages, the dynamic and the static ones.

2) William Mor:

- a) his profession, social background, political ambitions;
- b) his principal views;
- c) his frustration caused by the domestic atmosphere;
- d) the essence of the relations: Mor – Nan, Mor – Rain, Mor – Demoyte, Mor – his children;
- e) Mor's behaviour at the crucial moment and its cause;
- f) the meaning of Mor's character.

3) Nan:

- a) her social background;
- b) her scope of vision and activities;
- c) Nan's opinion of the people around;
- d) the essence of the relations: Nan – Mor, Nan – Rain, Nan – Demoyte, Nan – her children, Nan – Tim Burke;
- e) Nan's behaviour at the crucial moment;
- f) Nan's triumph and its meaning.

4) Rain Carter:

- a) her social and professional background;
- b) her main values;
- c) her personal features as seen in the relations with Mor, Demoyte, Bledyard;
- d) compare Rain and Nan;
- e) specify the cause of Rain's defeat.

5) Demoyte as the author's mouthpiece.

6) The author's point of view and the means of its expression.

7) The author's main idea as reflection of the philosophy of existentialism.

3. Comply a vocabulary of terms denoting "Schooling" and "Painting".