

Министерство образования и науки Российской Федерации
Федеральное агентство по образованию

Государственное образовательное учреждение
высшего профессионального образования
«Оренбургский государственный университет»
Кафедра английской филологии и
методики преподавания английского языка

О. В. Евстафиади

WHITE STOCKING

Методические указания
к домашнему чтению

Рекомендовано к изданию Редакционно-издательским советом
Государственного образовательного учреждения высшего
профессионального образования «Оренбургский государственный
университет»

Оренбург
ИПК ГОУ ОГУ
2010

УДК 802.0 (076.5)
ББК 81.2 (Англ.) я7
Е26

Рецензент – кандидат педагогических наук Т.В. Сапух

- Евстафиади, О. В.**
Е26 White Stocking: Методические указания к домашнему чтению /
О.В. Евстафиади; Оренбургский гос. ун-т. – Оренбург : ОГУ,
2010. – 41 с.

Данное пособие представляет собой методические указания к домашнему чтению по книге «Белый чулок. White Stocking». Содержит комплекс упражнений, направленных на развитие лексических навыков, навыков устной речи, аналитического чтения, а также перевода с английского языка на русский и с русского на английский язык. Методические указания предназначены для преподавателей и студентов специальностей 031001-Зарубежная филология, 031201-Теория и методика преподавания иностранных языков и культур.

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1 The Heroism Of Thomas Chadwick by Arnold Bennet

1.1 Chapters 1, 2

1. Read and translate the text on pp. 7-19. Write down all unknown words and learn them.

2. Translate and transcribe the following words from the text. Learn the words and their definitions given below, make up 10 sentences with them.

folly	a foolish act, behaviour, idea
ceremonious	having or showing a fondness for ritualistic observance of formality
meticulously	very carefully, precisely
to deign	to think fit, condescend
unsurpassed	not better and greater than
impertinent	rude or insolent, lacking proper respect
alacrity	briskness of cheerful readiness
indispensable	that cannot be dispensed with, necessary
demerit	quality or action deserving blame, a fault
sally	a witticism, a piece of banter, a lively remark

3. Learn the following set-expressions and recall the situations where they are used in the text.

to depart from smth.; in plain clothes; to be too much for smb.; to go short; to keep a dark secret; to take amiss; into the bargain; a man of the world; to give a helping hand to smb.; to let smth. out; to descant upon; to get the boot.

4. Find synonyms for the following words in the text.

quip; in addition; to help smb.; impudent; zeal; to be pleased to do smth.; necessary; to hold forth.

5. Find antonyms for the following words in the text.

merit; to let smth. out; to get a job.

6. Translate the sentences into English using the vocabulary under study.

1) Есть люди, которые совсем не умеют хранить тайны. Именно, их мы и назовем непревзойденными сплетниками!

2) Профессор был светским человеком. Он просто обожал тщательно одеваться, чтобы всегда выглядеть достойно, а когда коллеги спрашивали его о научной работе, он мог часами распространяться о ее теоретическом значении.

3) Его недостаток – делать колкие замечания людям, которые обычно понимают их совершенно неправильно.

4) Я ужасно расстроился, когда меня выгнали с работы, но мой чопорный сосед соизволил помочь мне решить все мои проблемы.

5) Мой дедушка, несмотря на то, что он уже на пенсии, даже в гражданском выглядит как настоящий полицейский.

7. Translate the passages.

1) p.10 “*Gossips did not precisely see...*” up to p.11 “*...from the bridge of an Atlantic liner*”.

2) p.18 “*It was so brilliant...*” up to “*...pounds as mere as gold.*”

8. Write down all adjectives which characterize Tommy Chadwick. Find a keyword in his character sketch and find its synonyms in the text.

9. Write down all occupations of Tommy Chadwick. What are the reasons of such “transformation”? Has something changed in his character after such a difficult period in his life? Prove in the text that Chadwick remained “the man of the world”.

10. Give a character sketch of Tommy Chadwick.

11. Recall the conversation between Tommy Chadwick and three men in the tram. What is the reason of their being at enmity with each other?

1.2 Chapters 3, 4

1. Read and translate the text on pp. 19-29. Write down all unknown words and learn them.

2. Translate and transcribe the following words from the text. Learn the words and their definitions given below, make up 10 sentences with them.

nocturnal	happening at night
insignia (pl.)	a sign that shows what official or military rank someone has
errand	a short journey in order to do smth. for smb. (eg. delivering or getting smth. for them)
imperiously	in manner of giving orders and expecting to be obeyed
laudable	deserving praise or admiration, even if not completely successful
malice	a desire or intention to deliberately harm smb.
tremendous	powerful and very big
to cherish	to love smb. very much and take care of them well
effulgence	brightness of light
martyr	someone who tries to get other people's sympathy by complaining about how hard their life is

3. Learn the following set-expressions and recall the situations where they are used in the text.

to be bound for; to have a glimpse of smth.; to be obliged to smth., smb.; to knock smb. down; meanings of life; all of a sudden; to seize the situation; You can put that in your pipe and smoke it! (coloq.)

4. Give synonyms for the following words (use the text).

sublime; to accost smb.; to bestow; to commence; to strike; to halt; instantly.

5. Translate the sentences into English using the vocabulary under study.

1) Вчера мой сумасшедший сосед дал мне странное поручение: пойти к его жене и вручить ей орден за терпение и похвальный лист за верность.

2) Элен взглянула на кошелек своего нового приятеля и решила, что нужно воспользоваться ситуацией.

3) Пожилой профессор направлялся в деканат, когда внезапно его сбил с ног студент.

4) Она сказала мне настойчиво: «Я твоя жена, и ты обязан меня любить и делать. И заруби себе это на носу!»

6. Translate the passages.

1) p.21 “*Opposite the entrance...*” up to “*...and imperiously rang the bell*”.

2) p.28 “*Thomas Chadwick might have flung...*” up to “*...Thank you, m'm, I'm sure!*”

7. Make up 5 questions to the plot of the whole story.

8. What new have you learned about Thomas Chadwick from the second part or the story? What can you add to his character sketch?

9. Prove that Thomas Chadwick is not a common conductor.

10. What was heroic about Thomas Chadwick?

2 The Supreme Illusion by Arnold Bennet

1. Read and translate the text on pp. 29-40. Write down all unknown words and learn them.

2. Match the following words with their definitions, learn the words given below and their definitions, make up a small situation with them.

to accord	to give someone or something special attention or treatment
exasperation	the quality of thinking that you are very important so that you behave rudely
repulsive	feeling rather sad and thoughtful, especially because of smth. that you would like but can no longer have
wistful	extremely unpleasant
well-off	very unpleasant
malady	a state of being very annoyed and upset
arrogance	an illness
odious	having plenty of smth. or as much as you need

3. Learn the following set-expressions and recall the situations where they are used in the text.

to consent to; What on earth are you doing here? to be out of place; not to do smth. for a fortune; knick-knacks; to be at a loss; to impose on.

4. Give synonyms for the following words.

arrogance, malady, wistful, repulsive, odious, well-off.

5. Translate the sentences into English using the vocabulary under study.

1) Эта девушка с задумчивыми глазами была дочерью очень богатого человека и любила разные безделушки.

2) До болезни он был просто омерзительным человеком с надменными манерами.

3) Жена в ресторане неожиданно встретила своего мужа в компании с красивой девушкой и с раздражением спросила: «Каким ветром тебя сюда занесло?»

4) Я всегда в затруднении, когда выбираю подарок для кого-нибудь.

5) Он в гневе назвал ее глупой, омерзительной и отвратительной особой.

6. Translate the passage.

p.38 “*She is only known in connection...*” up to “*...should have gone into politics*”.

7. Make up 5 questions to the plot of the whole story.

8. Give a character sketch of Blanche Lemonnier; Octave Boissy.

9. Why and what for does Octave Boissy live? What are his meanings of life?

3 The Tight Hand by Arnold Bennet

1. Read and translate the text on pp. 41-52. Write down all unknown words and learn them.

2. Match the following words with their definitions, learn the words given below and their definitions, make up a small situation with them.

miser	any widespread and usually highly contagious disease with a high fatality rate; (<i>informal</i>) a nuisance
notorious	not equalled; supreme
plague	(of a voice or sound) loudness and harshness
to dispel	to feel or express sympathy for understanding of other people's problems, compassion
nuisance	a person who hoards money and hates spending it
summons	a person or thing that causes annoyance or bother
to sympathize with smb.	(of time) to pass by
to elapse	to disperse or drive away
stridency	an official order requiring a person to attend court, either to answer a charge or to give evidence
unparalleled	well known for some bad reason

3. Learn the following set-expressions and recall the situations where they are used in the text.

to live in a large (great) way; to stroll to and fro; to be as a naught; the world at large; to deprive smb. of smth.; to set an example; upon my word; to beat smth. down to smth.; at all costs; to let smb. in for smth.

4. Give synonyms from the story for the following words and add some of your own (consult a dictionary).

скупость, скупердяй, скупой.

5. Fill in the blanks using the vocabulary under study.

- 1) "What a ... !" she cried, looking at the broken vase.
- 2) He was suspected of a crime that is why he received a... yesterday.
- 3) Two years ago my friend counted every penny, because he was very poor, but being inherited a large sum of money he began to....
- 4) I don't have enough money. Could you ... the price ... 100\$?
- 5) You are an elder sister, you should behave yourself to ...

6) I saw nothing, I heard nothing and I know nothing. Don't ... me your business.

7) The man was so nervous that along the street.

8) My neighbour was adamant. He wanted to marry me

9) You won't be happy with him! I know it for sure.

10) I know that you are my husband, but why must I live like a prisoner? Don't ... me ... freedom!

6. Translate the passages.

1) p.41 "*The tight hand...*" up to p.42 "*...her cheerfulness*".

2) p.47 "*She saw that she had touched...*" up to p.48 "*...and so on*".

7. Give a character sketch of Mrs. Garlick, Maria.

8. Prove that Mrs. Garlick is not an ordinary miser. Find out all her "feats of stinginess" that entertained the whole town.

9. What incident happened between Mrs. Garlick and Maria? How was it settled? Why did Maria return to Mrs. Garlick?

10. Imagine that you live with a miser. How long will you stand his/her stinginess? Will you forgive some "feats" of his/her own? What will you forgive?

4 The White Stocking by D.H. Lawrence

4.1 Chapter 1

1. Read and translate the text on pp. 53-64. Write down all unknown words and learn them.

2. Match the following words with their definitions, learn the words given below and their definitions, make up a small situation with them.

profuse	events that are very important especially because they show that smth. unpleasant is going to happen
minx	someone who is not loyal to their country or friends
thud	someone who moves or does thing too slowly

ingratiating	the low sound made by a heavy object hitting smth.
to dangle	to take someone quickly away from a place
ostentatious	liking to have fun, especially by playing tricks on people or doing things to annoy or embarrass them
slow-coach	a girl who is not respectful and is very good at getting what she wants
portentous	trying too hard to get someone's approval
to whisk	to hang or swing loosely or make smth. do this
mischievous	following or growing freely and in large quantities
traitor	someone who likes to show everyone how rich they are

3. Learn the following set-expressions and recall the situations where they are used in the text.

to trust smth. under smb.'s nose; to do smth. fine and glib; to be elated; to yearn for smth.

4. Give synonyms and antonyms for the following words.

briskly, to rouse, slovenliness, ruddy, goodly, gravity.

5. Guess the words from ex.2 and use them in a diary note, that Elsie wrote after her husband had left the house. Mention the valentines, the presents that she got.

refosup; wikhs; gednla; ximn; saolwschc; irattor; onsetiotaust; duth; noteosuprt; tinragngaiti; viouscmihes.

6. Translate the passages.

1) p.55 *"She tore open the thin envelope."* up to *"...earnestly between her teeth"*.

2) p.64 *"She wore her earrings all morning..."* up to *"...kept tense by not getting it"*.

7. Pick up all the words that characterize relationship between Mr. and Mrs. Whiston. Speak about their family life.

8. Give character-sketches of Mr. and Mrs. Whiston.

9. Dwell upon the valentines that were brought by the postman. How did Elsie accept them, was she pleased?

10. How did Ted get to know about the valentines? What was his reaction?

11. What do you think: who is Sam Adams? Why did he present Elsie with such gifts?

12. How will the quarrel between the wife and her husband settle down and how soon? What will they do with these presents?

4.2 Chapter 2

1. Read and translate the text on pp. 64-81. Write down all unknown words and learn them.

2. Match the following words with their definitions, learn the words given below and their definitions, make up a small situation with them.

anticipation	far away in space or time
boisterous	mental or physical suffering caused by extreme pain or worry
remote	the act of expecting smth. to happen
distraction	someone, especially a child, who makes a lot of noise and has a lot of energy
to detain	to interfere in business especially one that you are not directly involved in
to intervene in	to officially prevent someone from leaving a place
anguish	smth. that makes you stop paying attention to what you are doing

3. Learn the following set-expressions and recall the situations where they are used in the text.

to catch the eye; to carry away; to feel grudge against smb.; not to feel in touch with smb., to give way; to make way; to be beyond smb.'s reach and ken; to be in

spell with smb.; to adhere to smb.; to do with; at length.

4. Fill in the blanks with a suitable word from ex.2.

1) The house itself, being so ..., was in fact of little financial value.

2) I don't like passive people, they seem to me being slow-coaches, and I prefer to communicate with ... ones.

3) He was suspected of crime that is why the police decided ... him.

4) Everyone could see Annabel approaching the altar with ..., because she had been waiting for her marriage all her life.

5) I don't like when somebody ... my business.

6) I could hardly imagine that she had gone through such What a poor thing!

7) She couldn't understand what she should do to get rid of

5. Fill in necessary prepositions or words.

1) A real soldier must adhere ... his motherland till his death.

2) Why do you always feel grudge ... me?

3) It was difficult for her to make ... as there was a large crowd in the street.

4) Nobody can help me, I know that nobody can feel ... touch ... me.

5) She didn't know what to do, because she realized that she was slowly carrying ... by the feeling that came to her when she saw him for the first time.

6) When I entered her room, the first thing that caught ... my eye was a great mess in it!

7) He had been courting her for three years and yesterday she gave ... to his love and faithfulness ... length.

8) I hardly know a man who could do ... this selfish and arrogant woman.

9) They don't believe that I am ... spell ... this handsome and funny boy. They think that he is rather arrogant and behaves as if he is ... my reach and ken.

6. Read and translate the sentences.

1) Agitated with anticipation, in the cloak-room she gave up her shawl, donned her silk shoes, and looked at herself in the mirror.

2) She was just carried in a kind of strong, warm flood, her feet moved of

themselves, and only the music threw her away from him, threw her back to him, to his clasp, in his strong form moving against rhythmically, deliciously.

3) But she herself was held real against her partner, and it seemed, she was connected with him, as if the movements, yet not her own movements – and oh, delicious!

4) But he bore her round the room in the dance, and he seemed to sustain all her body with his limbs, his body, and his warmth seemed to come closer into her, nearer, till it would fuse right through her, and she would be as liquid to him, as an intoxication only.

7. Write down all the adjectives, verbs, nouns, which describe Elsie's feelings while she danced with Sam Adams. Compare all their dances and speak about Elsie's feelings and Adams's.

8. Give a character-sketch of Sam Adams. What new have you learnt about Elsie and her husband?

9. Why did Elsie cry when her husband and she returned home from the party?

10. Have you ever experienced such feelings like Elsie did?

4.3 Chapter 3

1. Read and translate the text on pp. 81-93. Write down all unknown words and learn them.

2. Translate and transcribe the following words from the text. Learn the words and their definitions given below, make up 5 sentences with them.

conspicuous	smth. or someone that is very easy to notice
flippantly	in manner of being not serious about smth. that other people think you should be serious about, so that they think you don't care
defiance	behaviour that shows you clearly refuse to do what someone tells you to do

foul	very dirty
to stifle	to stop somebody from breathing or be unable to breathe comfortably
nausea	the feeling when you think you are going to vomit
to subjugate	to defeat a person or group and make them obey
compassion	a strong feeling of sympathy for someone who is suffering a desire to help them
trinket	a piece of jewelry or a small pretty object that is not worth much money
forlorn	seeming lonely and unhappy

3. Learn the following set-expressions and recall the situations where they are used in the text.

to be rid of smth.; to care not one jot for smb; white-hot; to make mock of smb.; to jeer at; to make a fool of oneself.

4. Translate the sentences into English using the vocabulary under study (consult all previous chapters).

1) Резкость моего голоса лишила его уверенности, и он почувствовал себя не в своей тарелке. Я же с легким сердцем начала высмеивать его у всех на глазах, и мне совсем не было его жаль.

2) Джон стоял, боясь даже взглянуть на профессора, и вид у него был как у брошенного пса, испытывающего огромные муки.

3) Вчера я встретила своего соседа, сначала все было в порядке, а потом он внезапно стал задыхаться, как будто ему не хватало воздуха. Я же легкомысленно подумала, что он как обычно валяет дурака, что он решил своей показной болезнью заставить меня посочувствовать ему. Вдруг одна бойкая девушка вмешалась в ситуацию и сказала, что я отвратительна, так как насмехаюсь над больным человеком и не могу понять того, что он чувствует.

5. Expand the following phrases.

1) "Whatever troubled him, at the bottom was surety"

2) “Inside of marriage she found her liberty”

3) “She could not help goading him”

4) “She stood, a small, stubborn figure with tight-pressed lips and big, sullen childish eyes, watching him, white with fear.”

5) “She felt that now nothing would prevent him if he rose to kill her”

6. Translate the passages.

1) p.83 “*When Valentine’s day came...*” up to p.84 “*But she saw no one of importance*”.

2) p.90 “*Mad with terror, she raised her hands...*” up to “*...mad desire to destroy her come back*”.

7. Dwell upon Mr. Whiston’s and Mrs. Whiston’s behaviour during their quarrel. Explain the reasons of their behaviour.

8. Speak about their family life and their relations. What new have you got to know about it?

9. Write a diary note (not less than 25 sentences) about your quarrel with your spouse (either from Mr. Whiston’s and Mrs. Whiston’s point of view).

5 The Blind Man by D.H. Lawrence

5.1 Part 1

1. Read and translate the text on pp. 93-113. Write down all unknown words and learn them.

2. Give English equivalents from the text for the following words, explain them in English and learn their definitions.

черная работа; разрушающий; самонадеянный; спасение; близость; причудливый; зловещий; глубокомысленный; апатия, усталость; запутанный.

3. Learn the following set-expressions and recall the situations where they are used in the text.

to occupy oneself with; to lay waste; to wrap oneself up in; to lapse into; a man

of letters; at heart; on account of; to listen with one's ears; to be at one with smb.

4. Fill in necessary prepositions.

1) She left the room ... account... her illness.

2) When I have much spare time I can hardly find something to occupy myself

... .

3) Her voice was so faint that he had to listen ... his ears.

4) My friend will never let me down, he is always ... one ... me.

5) After his last crash he is easy to lapse ... panic.

6) I have never thought that you are a man ... letters, you have never disclosed it to me.

7) When you meet him you see a sociable man, but he is very lonely ... heart.

8) When I am wrapped myself ... my research work I do not notice anything around me.

5. Complete the sentences and expand them.

1) He had to support his family and did ... : he milked the cows, turned the separator, attended to the pigs and horses.

2) He had ... fits of depression which seemed to ... his whole being.

3) She looked with joy and relief to the coming of the second baby. It would be her

4) Other people seemed to them both shallow and prattling. Shallow prattle seemed

5) There was a sort of kinship between them, a(n)

6) Maurice was like a(n) ... thunder-cloud.

7) She sat in a ... that was really suspense and irritation.

6. Translate the passage.

p.113 *"They moved away" up to "...it was the outcome of his own weakness".*

7. Say why:

1. Maurice was blind.

2. Other people seemed to them shallow.

3. She worried when she thought of her second baby.

4. Isabel must discontinue her friendship with Bertie.
5. Isabel went to the top stable.
8. Give character-sketches of:
 - a) Maurice;
 - b) Isabel;
 - c) Bertie.
9. Speak about Maurice and Isabel's family life.

5.2 Part 2

1. Read and translate the text on pp. 113-128. Write down all unknown words and learn them.

2. Translate, transcribe and learn the following words and set-expressions from the text. Make up 10 sentences with them.

to work oneself to death	to work very hard
homage	smth. you do to show respect and honour for an important person
to encroach on smb./smth.	to take more control of someone's time, possessions, rights than you should
to patronize	to talk to smb. as if he is a stupid, though he is not
placid	calm and peaceful
to be in one's way	to be in a place or position that prevents someone or smth. else from moving freely
revulsion	strong feeling of shock and very strong dislike
poignant	making you feel sad and full of pity
haggard	having lines on your face and dark marks around your eyes, especially because you are ill, worried or have not enough sleep

perplexity	the feeling of being confused or worried by smth. you can't understand
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3. Recall the situations where the words and set-expressions above (ex.2) are used in the text and make up your situation with them.

4. Paraphrase the sentences using the vocabulary under study.

1) I suffered from a great pain, when I saw my son, dead...

2) It seems to be abstruse to understand my attitude to him: I don't hate him, but still I feel no love towards him, I don't contempt him, I think I treat him condescendingly – that's the right word!

3) Sometimes he becomes indifferent to the world, a small and quiet child of forty.

4) There's always no peace at home, as I try to occupy myself with the important work, somebody manages to disturb me.

5) When I call my friend "Jackie" in a large and noisy company, he looks at me in sheer confusion and says: "Yes, my darling?"

6) Even having made a world's record in swimming he didn't seem to be tired.

7) I have made five attempts to divorce my husband, but he is too stubborn, he doesn't let me go, though there's no love between us, I feel disgust towards him.

8) I don't like when people interfere into my private life.

9) "There's no a bit respect in your behaviour", the father cried to his younger son.

10) You should take care of yourself! You work too hard even with no minute's rest. You can lead yourself to death!

5. Translate the sentences, using the vocabulary of both parts.

1) Когда мать увидела изможденный вид своего сына, она пришла в замешательство.

2) Иногда я чувствую глубокое отвращение к нему, но иногда отношусь к нему снисходительно.

3) Ребенок был замечательный – спокойный, послушный, и на его лице

всегда отражалось уважение к взрослым.

4) Не стой у меня на пути! Не покушайся на мою личную жизнь, для меня это мучительно.

5) Он уже 15 лет выполняет черную работу, похоже, он решил загнать себя в могилу.

6) Ей было трудно понять, как он, сильный человек, может легко впасть в уныние и уйти в себя надолго.

7) Что за причудливые истории ты пишешь! Порой их сюжеты очень запутаны и трудны для понимания.

8) Тон его слов был ужасен, взгляд зловещ и презрителен, я даже не знала, где спрятаться, чтобы найти спасение.

9) В глубине души он писатель, и между нами всегда существовала тонкая нить.

10) Она была очень напугана, так как поняла, что ее бывший муж заодно с ее настоящим. Она с напряжением слушала их разговор.

6. Translate the passage.

p.117 “*He was a bachelor...*” up to p.118 “*As a man she patronized him*”.

7. Sum up the contents of the story in 20-25 sentences.

8. Write out:

a) the adjectives that characterize Maurice’s feelings when he met Bertie and while they had dinner;

b) the adjectives that characterize Bertie’s feelings when he spoke with Maurice in the barn and after their conversation.

9. What new have you learnt about Bertie? Why didn’t he marry?

10. Write a possible continuation of the story (20 sentences).

6 A Painful Case by James Joyce

6.1 Part 1

1. Read and translate the text on pp. 129-137. Write down all unknown words and learn them.

2. Translate, transcribe and learn the words and set-expressions given below and their definitions.

pretentious	trying to seem more important, cleverer than you are
sombre	serious, sad, or gloomy
fragrance	a pleasant smell
saturnine	having a gloomy temperament or appearance
to roam about	to walk about with no fixed purpose or direction
dissipation	unrestrained indulgence in physical pleasures
to fix smth. in one's memory	to keep (an idea, intention, etc.) in one's mind
to allude to smth.	to refer indirectly to
underhand	sly, deceitful, and secretive
stealthily	moving carefully and quietly, so as to avoid being seen
timorous	lacking courage or self-confidence
to entangle	to involve smth. into smth.
to refrain from smth.	to keep oneself from doing

3. Recall the situations where the words and set-expressions above (ex.2) are used in the text.

4. Give synonyms to the words.

ostentatious; timid, shy; odour; secret; a flippant entertainment; gloomy; morose.

5. Translate the sentences, using the vocabulary under study.

1. Я очень старалась хотя бы на мгновение забыть его сладкий запах, робкий взгляд, но как только я закрываю глаза, в моей памяти вновь оживают те моменты, которые мы пережили вместе.

2. Их союз был тайным, так что им приходилось всегда встречаться

украдкой.

3. Кейт навсегда запомнила те цифры, которые принесли ей удачу, ведь теперь она миллиардерша.

4. Тебе необходимо отказаться от курения, иначе твоя девушка тебя бросит.

5. Белла была мрачной и угрюмой, как будто она получила неприятную весть.

6. «Твой друг постоянно втягивает тебя в свои темные делишки. Ваши легкомысленные развлечения до добра не доведут!» – сказал отец.

6. Translate the passage.

p.130 “*Mr. Duffy abhorred ...*” up to p.131 “*...carrying a stout hazel*”.

7. Speak about the main characters of the story. Dwell upon their appearance and character, their life before their first meeting.

8. Has their meeting changed their lives, how? Speak about their meetings and conversations. What are the main topics of their conversations?

9. Why did Mr. Duffy and Mrs. Sinico part? How did he lead his life after their departure? Do you think they will meet again?

10. Mr. Duffy came across something in the evening paper, sitting at the café. What was his reaction to it? What do you think it was?

6.2 Part 2

1. Read and translate the text on pp. 137-145. Write down all unknown words and learn them.

2. Translate, transcribe and learn the words and set-expressions given below and their definitions.

coroner	a public official responsible for the investigation of violent, sudden, or suspicious deaths
to corroborate	to support (a fact or opinion) by giving proof

threadbare	having been used or expressed so often as to be no longer interesting
inane	senseless or silly
squalid	dirty, untidy, and in bad condition
to conceive	to think of a new idea, plan, etc. develop it in your mind, to imagine a particular situation
ignominy	disgrace or public shame

3. Find English equivalents in the text to the following words.

получить увечье, от имени к.-л., урезонивать к.-л., вынести приговор, снять вину, почувствовать отвращение.

4. Recall the situations where the words and set-expressions above (ex.3) are used in the text.

5. Translate the sentences, using the vocabulary under study.

1. Своими избитыми фразами Ник пытался подтвердить свои предположения.

2. Он почувствовал отвращение к этим убогим домикам.

3. Пожалуйста, не забудь поздравить своего приятеля от моего имени.

4. В газете написали, что ни водитель, ни пассажиры не получили увечья.

5. Следователем оказался мой старый друг, поэтому я был на сто процентов уверен, что он сделает все, чтобы судья вынес приговор «виновен».

6. По-моему, твоя идея просто не имеет смысла, придумай что-нибудь поинтереснее.

7. Это справедливо, что с нее сняли вину, ведь она никого не убивала.

6. Translate the article.

“Death of a Lady at Sydney Parade. A Painful Case”.

7. Think of any accident of crime and write a newspaper article describing this case. Use the vocabulary under study.

8. Was Mrs. Sinico killed or was it an accident? Was it a suicide? Prove your opinion.

9. Speak about Mr. Duffy's reaction to the article after his having read it. Did he blame her of her death or anybody else?

10. What did that accident make him understand? What was wrong in his way of life? Did he want to change his life? Will he do it?

7 A Mother by James Joyce

7.1 Part 1

1. Read and translate the text on pp. 145-158. Write down all unknown words and learn them.

2. Match the following words with their definitions, learn the words given below and their definitions, make up a small situation with them.

unbending	not very high quality; average or second rate
suitor	a severe or trying experience
to dissuade	to detain (a person) in conversation
justifiable	full of enthusiasm or excitement
mediocre	having a good cause or reason
ebullient	rigid or inflexible
to buttonhole	to deter (someone) by persuasion from doing something or believing in something
ordeal	a man who wants to marry a woman

3. Learn the following word-combinations and recall the situations where they are used in the text.

ivory manners; to draw near the limit; to loosen one's tongue about smb.; to take advantage of smth.; on people's lips; to be content at smth.; to enter heart and soul into smth.; to cost a pretty penny; to move heaven and earth; to be on good terms with smb.

4. Translate the sentences, using the vocabulary under study.

1. Мой старый поклонник решил приложить все усилия и заставить меня выйти за него замуж.

2. Соседи рассказали всем о её любовнике, и теперь ее имя у всех на устах.

3. Её новая машина влетела ей в копеечку.

4. Он был полон энтузиазма, но когда его сестра задержала его для долгого и нудного разговора, он понял, что не сможет успеть на свидание.

5. Я приложила все усилия, чтобы только мой сынок расстался со своей подругой. Но он дошел до ручки, он теперь вкладывает не только душу и сердце в ее бизнес, но и всю мою зарплату.

6. Не отговаривай меня, я все равно воспользуюсь своим положением на работе.

7. Какие отношения у тебя с Мистером Брауном? – Кто такой Мистер Браун? Человек с утонченными манерами?

5. Translate the passage.

p.146 “*He was much older than she...*” up to p.147 “*...at the Academy*”.

6. Answer the questions:

- 1) Were Mr. and Mrs. Kearney good parents? Prove your point of view.
- 2) How did Mrs. Kearney achieve her daughter’s success?
- 3) Were the concerts successful? Compare the first three concerts.
- 4) What did Mrs. Kearney decide to save the situation?

7. Give character-sketches of Mr. and Mrs. Kearney.

8. Speak about all artists, who took part in the concert.

7.2 Part 2

1. Read and translate the text on pp. 158-166. Write down all unknown words and learn them.

2. Translate, transcribe the words the following words from the text.

Learn the words given below and their definitions, make up 8 sentences with them.

suave	smooth, confident, and sophisticated
clamour	a loud and persistent noise or outcry
to shake like an aspen	to be afraid of smth., to worry about smth.
to resurrect	to bring back into use or activity
to take smb. into consideration	to remember, to think about smb., to pay attention to smb.'s opinion
to ride roughshod over	to behave in a way that ignores other people's feelings or opinions
to be inundated with	to be covered with, to be full of smth.
decency	conformity to the prevailing standards of what is right
for an instant	for a moment
meekly	quietly, ready to do what other people say, unwillingly to argue or express an opinion

3. Recall the situations where the words and set-expressions above (ex.2) are used in the text.

4. Translate the sentences, using the vocabulary under study.

1. Его крик заставил Элен на мгновение задрожать как осиновый лист, но она постаралась сохранять спокойствие.

2. Джим любит действовать деспотически, не принимая во внимание других мнений, и он становиться вне себя от гнева, когда кто-то пытается спорить с ним.

3. Чувство приличия не позволило ей показать, что она была вне себя от счастья.

4. Вдруг я услышала крик. Я решила узнать, что случилось. В доме я увидела благообразного старичка, так же я приняла во внимание его спокойствие и решила, что ничего страшного не произошло.

5. Когда я снова встретила своего бывшего парня, я поняла, что мои чувства воскресли.

5. Translate the passage.

p.165 “*After that Mr. Kearney’s conduct...*” up to “*Get a cab!*”

6. Who said the following, why and where?

- 1) “She won’t go on. She must get her eight guineas”.
- 2) “Pay her nothing”.
- 3) “I am surprised at you, Mrs. Kearney”.
- 4) “That’s a nice lady!”
- 5) “I thought you were a lady!”

7. Answer the questions:

- 1) Why didn’t the artists start playing? What happened?
 - 2) What did the participants, managers and reporters, who were present at the concert, think about Miss Kearney’s career of a musician and her mother’s behaviour? Were they unanimous in their points of view?
 - 3) Why didn’t Holohan and Mr. Fitzpatrick want to pay Miss Kathleen for her play?
 - 4) How did their dispute end? Did Mrs. Kearney win? What can you add to her character-sketch?
- 8. Explain the title of the story “A Mother”. Does it correspond to the story? Suggest your own title.**

8 The Apple Tree by John Galsworthy

8.1 Part 1

- 1. Read and translate the text on pp. 167-178. Write down all unknown words and learn them.**
- 2. Give English equivalents from the text for the following words, explain them in English and learn their definitions.**

отвратительный, ужасный; стремление; отвести душу (дать волю...); пресыщение; восторг (2 variants); наткнуться на ч.-л.; себе на уме; нести чушь; устраивать допрос; оглядеть с ног до головы; помешать исполнению желания.

3. Recall the situations where the words and set-expressions above (ex.2) are used in the text.

4. Translate the sentences, using the vocabulary under study.

1. Волей-неволей начинаешь понимать, что в последнее время я натываюсь на хитрых мужчин, которые сначала осмотрят тебя с ног до головы, потом устраивают допрос, а сами несут всякую чушь.

2. При виде большого количества подарков, праздничного торта и клоунов маленькая Джейн пришла в восторг и начала бегать по комнате, крича «Ура!»

3. Джек был решителен и собирался сделать все, чтобы никто и ничто не смогло помешать исполнению его желания.

5. Translate the passages.

1) p.168 “*By the side of the road...*” up to p.169 “*...way-side blessings*”.

2) p.171 “*On the first of May...*” up to p.172 “*...for miles*”.

6. Pick out from the text all names of trees and grass. What for does the author pay special attention to the detailed description of nature?

7. What philosophic thoughts came into Mr. Ashurst’s head and why?

8. What story did Mr. Ashurst remember?

9. Give character-sketches of:

1) Mrs. Ashurst;

2) Mr. Ashurst;

3) Robert Garton;

4) Megan David.

10. Sum up the story of Mr. Ashurst in 10-15 sentences.

11. How will the story continue? Why does the author mention Greek myths? Can they help to predict further events?

8.2 Part 2

1. Read and translate the text on pp. 178-193. Write down all unknown words and learn them.

2. Match the following words with their definitions, learn the words given below and their definitions.

to twitch	to touch or stroke (someone), so as to produce laughter or a twitching sensation; to fish
inaudible	agreeable to what someone wants
slumber	a mischievous child
to be wont to do smth.	to appear indistinctly, esp. as a tall and threatening shape
to loom	to get along with smb.
to tickle	to move in a jerky spasmodic way
conclusive	not loud enough to be heard
acquiescent	putting an end to doubt
to sleep like a top	to be accustomed to do smth.
to have a way with smb.	to sleep fast
bogle	sleep
rascal	the disembodied spirit of a dead person, supposed to haunt the living

3. Give synonyms for the words below and make up 5 sentences, using the words.

bogle; rascal; conclusive; slumber; to twitch; to sleep like a top; acquiescent; inaudible.

4. Recall the situations where the words and set-expressions above (ex.2) are used in the text.

5. Translate the sentences, using the vocabulary under study.

1) Прошло много времени до того как сон, наконец-то, пришел ко мне, и всю оставшуюся ночь я спал как убитый.

2) Той темной ночью я шел один по пустынной дороге, как вдруг впереди появились неясные очертания привидения, которого видели только молодые девушки.

3) Какая странная у тебя привычка соглашаться со всем, что тебе говорят и просят сделать. Нельзя быть такой доброй и уступчивой.

4) Мои дети настоящие хулиганы! Вчера они ловили форель в нашем аквариуме, хотя там кроме двух золотых рыбок никто не живет.

5) Для учителя главное, чтобы он умел обращаться с детьми и не дрожал при виде тридцати маленьких хулиганов.

6) Слова его были такими убедительными, что я решила последовать его совету.

7) Вокруг было очень тихо, и лишь невнятное карканье доносилось издалека.

6. Translate the passage.

p.182 “*For Ashurst the wheel of slumber was wont...*” up to p.183 “*...light, Ashurst fell asleep*”.

7. Sum up the contents of this part in 10-12 sentences.

8. Compare Megan and other young people on the farm.

9. What feelings did Mr. Ashurst have towards Megan? Prove your opinion, using the text. What things did he compare her with? What verbs did the author use to show Mr. Ashurst’s actions while he was with Megan or thought about her?

10. How is the image of beautiful nature created?

8.3 Part 3

1. Read and translate the text on pp. 193-201. Write down all unknown words and learn them.

2. Translate and transcribe the following words from the text. Learn the

words given below and their definitions.

within easy reach	at side, not far from
to install oneself in (by) smth.	to place oneself in a certain place
distraught	upset or agitated
to shrink back	to move back and away from smb.
to catch hold of smb.	to get hold of smb., to grasp smb., smth.
to be stampeded	to be in panic and to rush suddenly of frightened animals or of a crowd
to revel in	to take pleasure or wallow in, to enjoy smth.
to give oneself up to smth.	to give way to smth., to abandon oneself to smth.
to grope one's way	to search with the hands as if blind or in the dark
earthy	pragmatic, not capable of dreaming
willy-nilly	whether desired or not; willingly-unwillingly

3. Recall the situations where the words and set-expressions above (ex.2) are used in the text.

4. Fill in the blanks with a suitable word from ex.2.

1) After the conversation with his wife he became ... and he was on the verge of killing her.

2) It was so dark in the street that I almost had to in order to find her house.

3) My cat is very sly. One day she disappeared and I couldn't find her. It occurred that she had in the box with my old books.

4) When they saw their house burning, they and wanted to escape from it as soon as possible.

5) We quarreled, I went away from him, but he overtook me and me, I wanted to, but he excused and said that he was wrong.

6) I know that my happiness was somewhere, and when I found it I my life and ... a beautiful world around me, I even the feeling of entire happiness.

7) you begin to understand that people whom you have known all your life are no more that ... people, who even don't want to talk about love and romance.

5. Translate the passages.

1) p.196 "*Ashurst sat down on...*" up to p.197 "*This was the beginning of – what?*"

2) p.197 "*The midges bit him...*" up to p.197 "*...a magpie flew out to herald him*".

6. Study the description of three stylistic devices and fulfill the tasks given below.

A stylistic device (called also a trope) is transference of the name of one object onto another, proceeding from their similarity (of shape, colour, function, etc.), or closeness (of material existence, cause/effect, instrument/result, part/whole relations, etc.).

1) **Metaphor** - transference of names based on the associated likeness between two objects, as in the "pancake", or "ball", or "volcano" for the "sun"; "silver dust" for "stars"; "blanket", "veil" for the "sky". Thus the semantic structure of a word reflects, to a certain extent, characteristic features of the piece of reality, which it denotes (names). So it is only natural that similarity between real objects or phenomena finds its reflection in the semantic structures of words denoting them: both words possess at least one common semantic component. In the above examples with the "sun" this common semantic component is "hot" (hence "volcano", "pancake" which are also "hot"), or "round" ("ball", "pancake" which are also of round shape). The wider is the gap between the associated objects the more striking and unexpected, the more expressive is the metaphor.

If a metaphor involves likeness between inanimate and animate objects, we deal with *personification*, as in "the face of London", or "the pain of the ocean".

When the speaker (writer) in his desire to present an elaborated image does not limit its creation to a single metaphor but offers a group of them, each supplying another feature of the described phenomenon, this cluster creates a *sustained (prolonged) metaphor*.

2) **Epithet** expresses a characteristic of an object both existing and imaginary. Its basic feature is its emotiveness and subjectivity the characteristic attached to the object to qualify it is always chosen by the speaker himself.

Semantically, there should be differentiated two main groups, the biggest of them being *affective* (or *emotive proper*). These epithets serve to convey the emotional evaluation of the object by the speaker. Most of the qualifying words found in the dictionary can be and are used as affective epithets (e.g. "gorgeous", "nasty", "magnificent", "atrocious", etc.).

The second group - *figurative*, or *transferred epithets* - is formed of metaphors, metonymies and similes (which are expressed by adjectives. E.g. "the smiling sun", "the frowning cloud", "the sleepless pillow", "the tobacco-stained smile", "a ghost-like lace", "a dreamlike experience". Like metaphor, metonymy and simile, corresponding epithets are also based on similarity of characteristics of two objects in the first case, on nearness of the qualified objects in the second one, and on their comparison in the third.

According to the structure epithets can be used singly, in pairs, in chains, there are also two-step, inverted and phrase epithets.

3) **Simile** is an explicit statement concerning the similarity, the affinity of two different notions. The purpose of this confrontation of the names of two different objects is to characterize vividly one of the two. One of the two co-occurring denominations is the name of the object really spoken about; the other denomination is that of an object not connected with the first in objective reality but having certain features in common with the first object.

E.g. "That fellow (the first object) is LIKE an old fox (the second object)".

The existence of common features is always explicitly expressed in a simile,

mostly by means of the words “as”, “like”, “as...as”, “like...as”.

Care should be taken not to confuse the simile and any sort of elementary logical comparison. A simile presupposes confrontation of two objects belonging to radically different semantic spheres; a comparison deals with two objects of the same semantic sphere:

“She can sing like a professional actress” (logical comparison);

“She sings like a nightingale” (simile).

7. How does the author describe spring? What stylistic devices help to create a vivid description of this season? Find the examples of metaphors, similes and epithets to prove your ideas.

8. What does Mr. Ashurst feel towards Megan? Prove that there is a struggle in his heart. Compare his world with Megan he pictured to himself with the outer world.

8.4 Part 4

1. Read and translate the text on pp. 201-218. Write down all unknown words and learn them.

2. Translate and transcribe the following words from the text. Learn the words given below and their definitions and make up 10 sentences with them.

romance	love relationship between a man and a woman, esp. before marriage; a love story
vexed	annoyed and irritated
sinister	threatening or suggesting evil or harm
paltry	insignificant, extremely small, worthless
turbulent	involving a lot of sudden changes and conflicting elements
to afflict	to cause someone suffering or unhappiness
to be scared at smb./smth.	to be frightened
devoid of smth.	completely lacking in a particular quality

sacrilege	the misuse of or disrespect shown to something sacred
enchantment	magic spell and delight
prank	a playful or mischievous trick

3. Recall the situations where the words and set-expressions above (ex.2) are used in the text.

4. Give synonyms for the words below.

vexed, sinister, paltry, turbulent, to afflict, to be scared at, enchantment, prank.

5. Learn this speech pattern.

... lest smb. should do smth... - ...как бы не..., ...чтобы не...

e.g. 1) Put down the address lest you should forget it.

2) I was afraid lest I should have said more than it was possible.

a) Complete the sentences using the speech pattern above.

1) Mother was scared

2) Take your umbrella

3) Give me your telephone number

4) All students were afraid

5) He was feared

6) Remind me your theme

b) Make up 2 examples of your own, speaking about the present and future and about the past.

6. Translate the sentences, using the vocabulary under study.

1. Дед всегда прощал внуку его проказы, потому что очень любил его.

2. Я несколько не была расстроена ее поступком, поскольку все шло хорошо, несмотря на ее интриги и дурной замысел.

3. Это была настоящая любовная история, не лишенная романтики и очарования.

4. Что ты так расстроился? Тебя огорчает ее поведение? Она всегда была непокорной, так что не принимай все близко к сердцу.

5. Ты что испугался соломенного чучела? – Я подумал, что это

привидение.

7. Translate the passages.

1) p.201 *“He awoke...”* up to *“Has she noticed?”*

2) p.217 *“Exasperated, he leaped the stream...”* up to p.218 *“...ever, seemed to glow and breathe”*.

8. What did Mr. Ashurst feel in the morning after he had got up and remembered about the previous night?

9. What conversation was between Mr. Ashurst and Joe? What was the reason of Joe’s terrible behaviour?

10. What story did Mr. Ashurst know about a gipsy bogle? Why does the author mention it?

11. What for does the author mention Greek myths and their characters?

12. How does the author describe an orchard where Mr. Ashurst waited for Megan?

13. What happened in the orchard after Megan came? How does Galsworthy manage to make a scene in the orchard (their meeting) vivid?

8.5 Part 5

1. Read and translate the text on pp. 218-236. Write down all unknown words and learn them.

2. Translate and transcribe the following words from the text. Learn the words given below and their definitions and make up a situation with them.

matter-of-fact	unimaginative or emotionless
save in	except
elopement	a secret escape with a lover
to suffuse	to spread through or over (something)
redolent	reminiscent or suggestive of
in a jiffy	in a moment; in a very short time

to pull oneself together	to control one's emotions
chagrin	a feeling of annoyance and disappointment
to succumb	to give way to the force of or desire for (something); to die of (a disease)
to take the plunge	to do smth. determinedly after a long delay due to uncertainty
to be baffled	to be perplexed, puzzled
on one's mind	in one's heart, head

3. Recall the situations where the words and set-expressions above (ex.2) are used in the text.

4. Fill in the blanks with a suitable word from ex.2.

- 1) It is impossible not ... to buy these lilacs, they are so beautiful.
- 2) What a ... to come to the party, which has been already over!
- 3) Jane and John were in love with each other, but their parents were against their marriage and the young people decided to arrange an
- 4) I did everything what you had asked me to do washing your dirty clothes.
- 5) Why are you crying? Pull yourself together! You shouldn't miss him, he isn't worth your tears.
- 6) "Hurry up, darling!" - "I'll be!" answered Mrs. Sunny to her husband.
- 7) I It was difficult for me to decide what to do and when to go not to miss the afforded opportunity.
- 8) I asked him about his plans for future, but he answered in a ... tone that I decided not to talk to him anymore.

5. Translate the sentences, using the vocabulary under study.

1. Мы долго не могли решиться на тайное бегство, но я все-таки уступила своему жениху и с огорчением рассталась с родительским домом.

2. Честно говоря, я была сбита с толку, когда она залилась румянцем при моем появлении, и лишь через минуту взяла себя в руки.

3. Одну минуту! И у вас будет самая стильная прическа на вечере.

4. Эта музыка и аромат сирени напоминают мне о нашем свидании с Джоном прошлой весной.

5. Стела все-таки собралась с духом и сказала ему, что он настоящий сухарь.

6. Translate the passage.

p.235 “*He sank down on the grass...*” up to p. 236 “*...And he went to bed*”.

7. Give character-sketches of the Hallidays (Phillip, Stella, Sabina, Freda).

8. Why did Mr. Ashurst come to Torquay?

9. Whom did he meet in Torquay? Why did Mr. Ashurst stay in Torquay and didn't return to the moor?

10. What did he think when he understood that he was late for bank?

11. What incident happened at sea?

12. How did Phillip's sisters thank Mr. Ashurst?

13. Compare Mr. Ashurst's thoughts about Megan and Stella.

14. Why was Mr. Ashurst baffled? What did he feel when he was left alone?

8.6 Part 6

1. Read and translate the text on pp. 236-261. Write down all unknown words and learn them.

2. Translate and transcribe the following words from the text. Learn the words given below and their definitions. Make up a situation with them.

frolic	lively and merry behaviour
disconcerted	upset and confused
a matter of course	smth. that one expects to happen
seraphic	angelic

to smother down	to hide your feelings
to have an itch to do smth.	to have a restless desire to do smth.
oblivion	the condition of being forgotten or disregarded; the state of being unaware or unconscious
to set one's heart on	to want smth. very much
one's heart leaped into one's mouth	to be taken aback, to be frightened
to make a feint of doing smth.	to pretend
inert	inactive or lifeless
the die is cast	the choice is made
to tarnish	to spoil one's reputation

3. Recall the situations where the words and set-expressions above (ex.2) are used in the text and make up 5 sentences of your own with them.

4. Give synonyms for the words below.

disconcerted, seraphic, inert, frolic.

5. Translate the sentences, using the vocabulary under study.

1. Его душа ушла в пятки от ужаса, и он решил уткнуться в подушку, чтобы ему не было так страшно.

2. Эта ангельская девочка, само собой разумеется, и не подозревала, что жребий уже брошен, и ей придется выйти замуж за этого вялого старика.

3. Когда он увидел его неподвижное тело, у него возникло непреодолимое желание убежать оттуда как можно дальше.

4. Яго всегда притворялся, делая добро людям. И в очередной раз он не отошел от своих принципов, когда решился опорочить неземную женщину.

5. Когда Мери приходила в гости, Макс очень хотел сделать все, чтобы ей было весело.

6. Translate the passages.

1) p.201 "He awoke..." up to "Has she noticed?"

2) p.217 “*Exasperated, he leaped the stream...*” up to p.218 “*...ever, seemed to glow and breathe*”.

7. Sum up the events in the last part. Speak of the possible ways out of the difficult situation where Mr. Ashurst was. What wrong has he done?

8. What did Mr. Ashurst think of Megan and their love after he had spent three days at the Hallidays?

9. Was it difficult for Mr. Ashurst to make up his mind? Prove that the situation he occurred in was a difficult one.

10. What made Mr. Ashurst doubt in his love towards Megan? Whom did he blame and what did he blame? Is it just?

11. How did he think Megan would treat his absence? What happened in reality? What did Mr. Ashurst feel when he heard the story of Megan’s love 26 years ago?

12. Imagine that you are Megan. How would you act if you understood that your lover would never return? What would you feel? How did her actions help us understand her character? What can you say about Mr. Ashurst’s character?

13. Write an essay, using the vocabulary under study.

The topics are:

1) *The relations between a man and a woman will always remain a great mystery.*

2) *Love is as beautiful as spring.*

Список использованных источников

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