

**Федеральное государственное бюджетное образовательное
Учреждение высшего профессионального образования
«Владимирский государственный университет имени Александра
Григорьевича и Николая Григорьевича Столетовых»**

Ионова Е.Н.

**УЧЕБНО-МЕТОДИЧЕСКАЯ РАЗРАБОТКА ПО ДОМАШНЕМУ
ЧТЕНИЮ**

«А. Мердок. ЗАМОК ИЗ ПЕСКА»

2-е издание

Владимир

Издательство ВлГУ

2013

УДК 43 (07)

ББК 81.423.1-9

Ионова Е.Н. Учебно-методическая разработка по домашнему чтению по произведению А. Мердок «Замок из песка» для студентов-бакалавров исторического факультета, обучающихся по специальности «История и иностранный язык». – Владимир: ВлГУ, 2013-14 с.

Учебно-методическая разработка по домашнему чтению по роману А. Мердок состоит из вокабуляра, подлежащего активному употреблению в соответствии с программой, а также систему учебных заданий по книге.

Составитель: Ионова Е.Н. старший преподаватель кафедры второго иностранного языка и методики обучения иностранным языкам ВГУ им. А.Г. и Н.Г. Столетовых (Педагогический институт ВлГУ)

Рецензент: Писарева Л.Н. к.п.н., доцент кафедры иностранных языков для неязыковых факультетов ВГУ им. А.Г. и Н.Г. Столетовых (Педагогический институт ВлГУ)



Jean Iris Murdoch (15 July 1919 – 8 February 1999) was an Irish-born British author and philosopher, best known for her novels about good and evil, sexual relationships, morality, and the power of the unconscious. She was educated in private progressive schools, entering the Froebel Demonstration School in 1925, and attending Badminton School in Bristol as a boarder from 1932 to 1938. She went to Somerville College, Oxford in 1938 with the intention of studying English, but switched to Greats. She wrote her

first novel, *Under the Net*, in 1954, having previously published essays on philosophy, and the first monograph about Jean-Paul Sartre published in English. It was at Oxford in 1956 that she met and married John Bayley, later to be a professor of English literature and also a novelist. She went on to produce 25 more novels and other works of philosophy and drama until 1995, when she began to suffer the early effects of Alzheimer's disease, the symptoms of which she at first attributed to writer's block. She died, aged 79, in 1999, and her ashes were scattered in the garden at the Oxford Crematorium. (По материалам свободной энциклопедии Википедия <http://ru.wikipedia.org>)

ASSIGNMENT 1

Chapters 1-2

I. Learn the vocabulary:

1. to sit for an examination (p.6)
2. to be (to think oneself) in the wrong (p.8)
3. to be realistic about somebody/something (p.9)
4. to make a fool of oneself (p.10)
5. to go out of one's way to do something (p. 11)
6. at heart (p.11)
7. to stand high (p.13)
8. scholar (p.13)
9. a right-hand man (p.14)
10. to take to somebody (p.15)
11. to sum somebody up (p.16)
12. to feel at ease (p.23)
13. to make something of somebody (p.26)

II. Topics to discuss:

1. Give a brief summary of each chapter.
2. Sum up the Mors. Discuss the family atmosphere and its effect on each of the Mors. Pay special attention to Nan's utterances, her manner and tone. What feelings were they prompted by? How does the author convey the idea that the family was insecure, unstable?
3. Discuss Mor's social status and his secret ambitions. Why was Nan opposed to them'?
4. Sum up Demoyte, his manner views and principles of a schoolmaster. Comment upon his view of school morality.
5. Speak about the impression Rain Carter gave to Mor. What did Nan make of her? Sum up Rain Carter taking into account all the information you can gather in the chapters under discussion.
6. Discuss the way the author presents the characters of the book.

ASSIGNMENT 2

Chapters 3-4

I. Learn the vocabulary:

1. to come one's way (p.27)
2. to keep order (p.27)
3. a bosom friend (p.27)
4. to show somebody round (a school, an exhibition, etc.) (p.28)
5. to show somebody round...
6. efficient (adj.) (p.28)
7. efficiency (n.)
8. to hang about (p.31)
9. to show off(p,39)
10. to be on easy terms with somebody (p.40)
11. to put up a show (p.41)
12. to arrange something behind somebody's back (p.43)
13. to out stay somebody (p.46)
14. to smooth things over (p.46)
15. to talk shop (p,47)
16. to come round (p.48)

II. Topics to discuss:

1. Give a brief summary of each chapter.
2. Give your idea of Mor as a teacher relying on the information gathered from the chapters under discussion.
3. Mor and Donald as father and son.
4. Mor shows Miss Carter round the school and the premises. What made Mor feel respect for the girl? Comment upon Miss Carter's behavior.
5. Give a brief summary of the WEA class and speak of the different motives that brought the Mor family there. Comment upon Nan's manner.
6. Mor talks shop to Tim Burke.

ASSIGNMENT 3

Chapters 5-6

I. Learn the vocabulary:

1. to be responsible for something (p.49)
2. conventional (adj.); convention (n.) (p.49)
3. to bring oneself to do something (p.51)
4. ludicrous (adj.) (p. 52)
5. to get on with something (p.52)
6. to be overcome with some emotion (p.54)
7. to be pierced to the heart (p.54)
8. to be characteristic of somebody/something (p.55)
9. deplorable (adj.) (p.55)
10. to give somebody a lift (p. 58)
11. to take refuge in something (p.66)
12. to be in a fix (p.71)
13. to involve somebody in something (p.72)

II. Topics to discuss:

1. Mor's new state of mind. Whom did he think responsible for his ability to decide? Why?
2. Mor's thoughts of Mr. Everard. Account for Mor's inability to summon up affection for Mr. Everard.
3. The luncheon party at Mr. Everard's. Comment upon behavior of each member of the party.
4. Discuss the essence of the talk of Bledyard to Miss Carter, how did the talk lay bare the artistic essence of each of them?
5. Give a brief summary of Chapter 6. Dwell on Mor's attitude to truth and his getting involved in the reverse.
6. Discuss the symbolic significance of accident at the river.

ASSIGNMENT 4

Chapter 7

I. Learn the vocabulary:

1. to right something (p. 73)
2. to be as good as new (p.73)
3. to persuade somebody to do something (p. 74)
4. to resent something (p. 75)
5. an easel (p. 75)
6. a self-portrait (p.76)
7. interference (p.77)
8. to resemble somebody (p.76)
9. to see the situation from the outside (p. 77)
10. to resolve a problem (p.77)
- 11, to feel regret (p. 79)
12. to know a Rubens from a Rembrandt (p. 81)
13. to go for repairs (p.82)
14. to inspire tenderness (p.86)
15. morbid (p.87)

II. Topics to discuss:

1. Comment on the way Rain Carter was working at the portrait. What things were important for her? What was her father's voice saying to her?
2. Demoyt's attitude to Rain Carter. Comment on his words: "When you go you will leave behind a picture of me, whereas what I shall be wanting is a picture of you?" (p.76)
3. What do you think of Rain's words: "Every portrait is a self-portrait. In portraying you I portray myself. (p.76)
4. Read and translate: Artists do paint themselves in their sitters ... up to would such a thing be possible?" (p.76)
5. Speak on the situation Mr. Mor was in after the car accident. His letter to

Rain. His feelings about Nan. (p.79)

6. Mor admired Rain; after the car accident he expected to find her in a state of collapse. What other things about Rain admired him?
7. Mr. Demoyte's attitude to the relations between Miss Carter and Mr. Mor.
8. What do you think of Mor as a father?
9. Mr. Demoyte's attitude to Mor and his family.

ASSIGNMENT 5

Chapters 8-9

I. Learn the vocabulary:

1. to pull oneself together (p.91)
2. to bring dire penalties down upon somebody (p.91)
3. with impunity (p.91)
4. to poke around (p.94)
5. to fuss about something (p.95)
6. to expel (p.96); expulsion
7. to report anyone to (p.98)
8. to be up to something (p.101)
9. to turn some place topsy-turvy (p.100)
10. tearful (p.103)
11. to be short with somebody (p.104)
12. to get (have) one's own way (p.104)

II. Topics to discuss:

1. Whose perception are the events in Chapter 8 arranged through?
2. Speak about Felicity's misery resulting in her wish to see Donald.
3. Discuss the risks Felicity took to see Donald. What kept Felicity worrying throughout the visit? Why couldn't she bring herself to like Gim Carde?
4. Felicity and Don's raid to Miss Carter's room.
5. Characterize the children. Specify the children when they brought gifts? Prove that Mor himself was of the same kind.
6. Give a brief summary of Chapter 9. Specify its climax.
7. Dwell on Mor's state of mind on the day of Nan's departure and on previous day. Find sentences proving that the domestic atmosphere had

become too depressive for Mor. Why do you think Don had become short with him and Felicity - more tearful than ever?

8. Mor realizes his love. Discuss the aspects of his further behavior showing that love had changed him into a new being.

ASSIGNMENT 6

Chapters 10-11

I. Learn the vocabulary:

1. to attribute something to ... (p.113)
2. to be swayed by some emotion (p.113)
3. to resist a temptation (p.113)
4. to take it into one's head to do something (p.113)
5. to value somebody's good opinion (p.114)
6. to create a stir (p.114)
7. to surpass somebody's expectations (p.119)
8. to take one's time (p.119)
9. to hold somebody in suspense (p.119)
10. within earshot (p.120)
11. to do wrong (p.121)
12. to run the risk of doing something (p.123)
13. to confront somebody with something (p.127)

II. Topics to discuss:

1. The House Match. Make a list of words employed by their author to convey Mor's state of mind on that day. Account for his depression and exasperation during the cricket match.
2. Rain's arrival. Why did it create a stir? Through whose perception is the scene given? Why?
3. Mor's talk with Tim Burke. Explain the sentence: "He couldn't afford to have two crises on the hands at once". What significance is attached to the scene by the author.
4. Mor sees the portrait. Why was it a shock to him? Compare the opinion of

all those present? What do you think provoked Bledyard's criticism?

5. Give the contents of Chapter 11.
6. Speak of the elements of symbolization resorted to by the author in the chapters under discussion.

ASSIGNMENT 7

Chapters 12-14

I. Learn the vocabulary:

1. to confide in a person (p.131)
2. to be at a loss (p.132)
3. to be hard on somebody (p.132)
4. to cope with something (p.132)
5. to make a scene about something (p.137)
6. pathetic (adj.) (p.138)
7. to keep an eye on somebody (p. 139)
8. to carry something out (p.140)
9. to recover from a shock (p.140)
10. to frustrate somebody (p.141); frustration (n.)
11. to make a mess of something (p.143)
12. self - righteous (adj.) (p.145)
13. to interpret something as (p. 148)
14. to find oneself in control of a situation (p.148)

II. Topics to discuss:

1. Give a brief summary of each chapter. Specify through whose perception each of the chapters is presented and why.
2. Dwell on Nan's shock at the discovery of the loving pair and her attempts to take refuge in Tim Burke's sympathy. (Make a list of words conveying Nan's emotional state. Use them discussing the point). What do you make of Nan, considering the new information of her?
3. Nan confronts her husband. Speak of Nan's attempts to have her own way.

Which of the two was the more pathetic'? Specify the peculiar blending of the dramatic and the comic in the situation. Discuss the elements of symbolization in the scene.

4. Mor's thoughts of the drama and the shock he had undergone. Was he absolutely honest about what he had told Miss Carter of the domestic atmosphere and his family relations? Why are Mor's thoughts given against the background of the Mass in the chapel?

5. Give the gist of Bledyard's talk to Mor. What motives prompted Bledyard's decision to interfere'? Recount his arguments. Prove that Bledyard had faith in Miss Carter as a painter.

6. Discuss Nan's frustrated inner world as shown in Chapter 14 and the symbolic significance of the end of the chapter.

ASSIGNMENT 8

Chapters 15-16

I. Learn the vocabulary:

1. torment (p.151)
2. to be unfaithful (p.152)
3. to be at one's ease (p.155)
4. a connoisseur (p.155)
5. bewilderment (p.157)
6. to look forward to something (p.158)
7. coherence (p.161)
8. to climb (p.163)
9. to scare somebody out of one's wit (p.164)
10. heart - rending (p.168)
11. to grasp somebody (p.171)
12. to lose one's consciousness (p.174)

II Topics to discuss:

1. Give a brief summary of chapters 15 and 16.
2. What was Mor's state after the quarrel with Nan? Write out the words describing his feelings.
3. Read and translate the paragraph "His thoughts began again upon the old

round" up to "One decision at least had been definitely..." (p. 152).

4. Rain was free and wealthy. What was the possible future for Mor and Rain. How did Mor feel himself for the first time in Rain's world, at her exhibition?

5. Explain the use of the articles: "This was a Rain whom Mor recognized, the Rain of today" (p.157).

7. Bledyard's lecture. Comment upon the atmosphere of the school on that day.

8. Describe the incident of the boys climbing the tower. Mor's behavior.

ASSIGNMENT 9

Chapters 17-18

I. Learn the vocabulary:

1. to cross somebody (p.175)
2. to refrain from doing something (p.175)
3. to persuade somebody into doing something (p.176)
4. whereabouts (n.) (p. 181)
5. Dutch courage (p.183)
6. to realize one's lifelong ambition (p.190)
7. ingenious (adj.) (p.191)
- 8, conformity (n.) (p.191)
9. a crucial moment (p.191)
10. to hold somebody prisoner (p.192)

II. Topics to discuss:

1. The outcome of the climbing of the tower. Discuss the way it changed the domestic atmosphere in the Mor family and affected Mor's plans,
2. Mor goes to Braying Close. Dwell upon the scene that followed. Comment upon Mor's indecision about declaring the truth to Nan.
3. Mor's state of mind before the presentation dinner.
4. The arrival of the guests and the beginning of the dinner. Comment upon Nan's look and behavior.

5. Give the gist of Demotte's speech, How did the old man avoid unpleasantness without telling lies to his enemies?
6. Nan's speech. Specify the items when Nan told blatant lies.
7. Mor's reaction to the speech. Account for Demoyte's fury after Rain's departure. Give your opinion of Mor's behavior

ASSIGNMENT 10

Chapters 19-20

I. Learn the vocabulary:

1. trick on (p.194), to be tricked by somebody (p.196)
2. to be taken in (p.194)
3. to complicate things (p.194)
4. to deprive somebody of something (p.195)
5. to sweep something away
6. to be overwrought (p. 197)
7. inevitable (adj.) (p.197); inevitability (n.)
8. to bear resemblance to somebody (p.201)
9. to take on the candidature (p. 202)

II. Topics to discuss:

1. Mor runs about in search of Rain. Account for his state of mind.
2. Give the gist of the conversation between Rain and Mor. Discuss Rain's argumentation. Comment upon the symbolic significance of the scene.
3. Mor comes to know about Rain's departure. Give the gist of the talk to Demoyte. What did the latter mean when he ends: "You have made your own future?"
4. Rain's last message. Discuss its symbolic significance.
5. Speak about "the happy ending of the novel". Give your own opinion of the author's solution to the problem. Dwell upon the symbolic value of the upshot.

Учебно-методическая разработка по домашнему чтению по роману
А. Мердок «Замок из песка» для студентов-бакалавров
исторического факультета, обучающихся по специальности «История
и иностранный язык»