

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ПРИКАРПАТСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ВАСИЛЯ СТЕФАНІКА**

**МИХАЙЛЮК ЛЮБОВ ВАСИЛІВНА**

## **The Guide to “To Kill a Mockingbird” by Harper Lee**

*Навчальний посібник для розвитку навичок читання оригінального художнього  
тексту (до роману «Вбити пересмішника» Гарпер Лі) для студентів 4 курсу,  
спеціальність «Англійська мова і література»*

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Навчальний посібник для домашнього читання до роману «Вбити пересмішника»

Гарпер Лі для студентів 4 курсу, спеціальність «Англійська мова і література».

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Навчальний посібник призначений для студентів-філологів англійського відділення на 4 курсі під час практичних занять з домашнього читання. Даний посібник має допомогти студентам у розвитку навичок читання оригінального художнього тексту.

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## **Передмова**

Даний навчальний посібник базується на робочій програмі з основної іноземної мови з напрямку підготовки 6.020303 – Філологія, спеціальність «Англійська мова і література».

Пропонований навчальний посібник рекомендовано для студентів 4 курсу факультету іноземних мов. Мета посібника – забезпечити глибоке розуміння художнього твору, його лексичних, граматичних, синтаксичних і стилістичних особливостей; сприяти збагаченню лексичного запасу студентів; розвинути навички виразного читання, літературного перекладу, стилістичного аналізу тексту та усного мовлення.

Брошура складається з:

- 1) Короткого огляду біографічних даних письменниці Гарпер Лі;
- 2) 14 розробок різнопланових завдань, які охоплюють лексику, граматичні структури, стилістичні засоби, переклад, виразне читання і розмовні навички.

## **A Glimpse into the Life of Nelle Harper Lee and Her Novel “To Kill a Mockingbird”**

Nelle Harper Lee (1926-1975) was born in the town of Monroeville, Alabama. After she had finished college and received a degree from Alabama State University, she practiced law. Her first literary essays date back to the second half of the 1940s. The novel “To Kill a Mockingbird” was published in 1960. It is a strikingly realistic story about the provincial American South in the mid-1930s. It won an overnight recognition, was awarded the Pulitzer Prize, translated into a dozen foreign languages and was made into a motion picture. The great success of the novel is, above all, due to the fact that it became a tangible contribution to the cause of struggle of white and black citizens of the United States of America against racial discrimination and for social justice, the struggle which has been gathering momentum in the USA since that time.

Harper Lee did not live to see her fiftieth birthday. But her only remarkable novel which continued the best tradition of the American authors who wrote about America’s South – Mark Twain, William Faulkner, Erskine Caldwell and many others – will forever belong in the treasure house of progressive American literature.

*Nadiya Matuzova*

## Assignment 1

## Harper Lee “To Kill a Mockingbird”

Ch. 1 - 2 (pp: 13 - 36)

### **I. Points and questions for discussion:**

1. Speak about Nelle Harper Lee (principle facts only). “To Kill a Mockingbird” in American literature.
2. The first piece of information we get about the family tree of the Finches.
3. Where does the action of the book take place? Describe the place at length.
4. Sum up everything you came to know about the character in the opening chapters:  
a) Scout; b) Jem; c) Atticus; d) Dill; e) Miss Caroline; f) Calpurnia.  
Pick out statements characterizing each of them and comment on them.
5. Enlarge and give your own viewpoint on a new way of teaching, introduced by Miss Caroline.

### **II. An obligatory list of words and word combinations:**

- |                               |                                   |
|-------------------------------|-----------------------------------|
| p. 13 to heal                 | p.18 to move smb. to eye          |
| (years) to go by              | p.19 to teem with                 |
| to be one's senior            | to keep (the sun) away            |
| to take a broad view of       | phantom                           |
| to settle an argument with a  | p.21 in one's teens               |
| fist-fight                    | to hang around                    |
| ancestor (descendants)        | to have nerve enough to           |
| to work one's way (across,    | to be in with the wrong crowd     |
| through)                      | disorderly conduct                |
| p. 14 to be customary for     | p.22 a scold                      |
| make one's living from        | p.24 to go under                  |
| to admit to the bar           | p.25 to wear smb. down            |
| p. 15 to turn to red slop     | p.26 to set fire to               |
| p.16 to take one's time about | p.27 to follow on smb's heels     |
| to run (in one's family)      | p.30 to crawl into one's laps     |
| p.18 from now on              | p.31 to keep smb. from doing smth |
| p.17 on end                   | p.35 to stand stockstill          |

**III. Pick out the English classroom expressions for:** відчитувати учня перед класом, сісти на місце, дати письмове завдання, чистопис, підняти руки, почерк, покарати тілесно, перебування в кутку, виходити один за одним.

**IV. Find the English for:** вона була дуже худа (p.16), від добра добре не шукають (p.30), нехай це вас менше всього турбує (p.33).

## **Assignment 2**

## **Harper Lee “To Kill a Mockingbird”**

Ch. 3 - 4 (pp: 36 - 58)

**I. Make an extensive use of the obligatory list of Assignment 1 exercise II in making up situations or a story.**

**II. Build a short dialogue based on the use of English expressions of classroom usage taken from Assignment 1, ex. III. Introduce any other vocabulary items of your own choice if necessary.**

**III. A list of useful turns of speech to be interpreted in writing, learned by heart with examples supplied:**

p.36 be raised on fish food  
p.37 have little fear of  
expound upon  
p.38 with a generous hand  
become erratic  
p.39 horror flooded her face  
p.40 leaf through the pages  
p.42 watch your step

p.43 fall from grace  
p.44 be hard on smb.  
p.45 bend the law  
be the disgrace of  
p.46 become blind to  
p.47 for no discernible reason  
run errands for

**IV. Get ready to express yourself on the following:**

1. Walter Cunningham gets an invitation to dinner. Scout is taught a lesson in table manners.
2. A set-back for Miss Caroline in her desperate attempts to maintain discipline during the lesson.
3. Scout, as you probably know, displays no keen desire to attend school. What was behind her unwillingness?
4. Atticus as a personality was a sum of many things. Which additional good points did he reveal in trying to persuade Scout to make it a must to attend school?

**V. Prepare to chain the discussion of Chapter 4, by compiling a plan of several divisions (points) and asking the members of the group to participate in the discussion. Be ready with your own commentary and encouraging words.**

**VI. Find the English equivalents for:**

р.47 марні зусилля

р.48 поганий приклад

р.55 зайнялася своєю справою

розподілили ролі

р.56 грати будь-яку роль



### **Assignment 3**

### **Harper Lee “To Kill a Mockingbird”**

Ch. 5 - 6 (pp: 58 - 77)

**I. Brief on the contents of Ch. 1-4 using the list of words and expressions introduced in Assignment 1,2.**

**II. The American education is guided by pragmatism (philosophy of business). Express your opinion of the DEWEY Decimal System introduced by Miss Caroline. Quote and appreciate Jem’s definition of this system (p.31).**

**III. Try to make an extensive use of the recommended list of words and expressions:**

p.58 to enjoy the free run of	p.67 to barge in on smb.
p.60 to reap the benefits of	p.68 to be done in
to admit into confidence	to be out of earshot
p.61 to get smb’s goat	p.69 to sound fishy
to tease	p.70 to have no option
p.64 to have an acid tongue	p.71 to get smb. in a box
to tell on smb.	p.73 to show up
to play cat and mouse with	p.74 to talk smb. out of
smb.	p.76 to catch smb. at smth.
to live in peril of	short-lived
p.66 to have the heart to	p.77 to read oneself to sleep

**IV. Answer some “why” and “what” questions:**

- 1) Why do you think the Redleys were called “Boo”?
- 2) Why was Miss Stephanie Crawford nicknamed “a scold”?
- 3) What can you say about Miss Maudy Atkinson’s philosophy of life?
- 4) What do you say to Scout’s engagement to Dill? Does that remind some of yours? Share your recollections...

**V. The book is filled with phenomena of nature. Pick out all the names of trees and flowers to make up an outline of the flora in the Alabama State!**

**VI. Dwell on the children's night mission to Redley's house.**

**VII. Apprehend and expand on the following:**

- 1) The pole lacked several inches of being long enough... (p.66).
- 2) Jem seemed to swell a little... (p.68).
- 3) Atticus would be so deep in a book he wouldn't hear the Kingdom coming (p.70).
- 4) A licking hurts but it doesn't last (p.76).

## **Assignment 4**

Ch. 7 - 8 (pp: 77-97)

Harper Lee "To Kill a Mockingbird"

**I. The tree knot-hole yields some other treasures. Give an account of the things fished out of the tree hole. Comment in passing why Jem stayed moody and silent for a week.**

**II. Study the active vocabulary to the chapters:**

flank the grade  
read one's mind  
baffle  
bolt food  
cause unhappiness (danger, commotion)  
to our disappointment  
die of fright  
to be entrusted with doing smth  
call smb. to order  
follow in one's tracks  
accost smb.  
haul smth. off  
have a big surprise for smb.  
keep out of the way  
let smb. out of sight  
set fire to smth.  
in a jiffy

**III. As some adjectives seem to be a little too much overworked, use the following ones to render your speech more expressive:**

Slushy operation ---- moody ---- complete sentence ---- take a deep breath ----  
tarnished medal ---- burdensome task ---- do a fair job ---- jim-dandy job ----  
give first-aid instruction ---- soggy snow ---- mashy footprints ---- groggy,  
tousled ---- rocking chair ---- adjacent house ---- shuddering ---- baffling ----  
valuable ---- perpetual ---- unfathomable.

#### **IV. Activise the following grammar constructions:**

1. Jem waved my words away as if fanning grants.
2. It must be some little kid's place.
3. She must have seen my perplexity.
4. He might have been watching a football game.
5. The whole neighborhood could have gone up.
6. He had been on the verge of telling me something all evening.
7. His face would brighten, he would lean toward me, then he would change his mind.
8. I saw him go stark white. I watched the house go black and stumble.
9. He seemed to be working himself into a bad humor, so I kept my distance.
10. When we went in the house I saw he had been crying; his face was dirty.
11. By dancing a little, I could feel my feet.
12. You can't go around making caricatures of the neighbors.

#### **V. Think of a plan to conduct the discussion of Ch. 8.**

## **Assignment 5**

## **Harper Lee “To Kill a Mockingbird”**

Ch. 9 - 10 (pp: 97-125)

### **I. Bring out the meaning of the following turns of speech and think of examples of our own to illustrate their use:**

be ready to let fly (p.97)  
wear smb. out (p.97)  
to the effect that (p.98)  
let smb. down (p.100)  
be the baby of the family (p.101)  
bow to the inevitable (p.103)  
unburden oneself to (p.105)  
be a ray of sunshine in one's life (p.105)  
run wild (p.107)  
tell smb. one side of smth. (p.110)

### **II. Discuss the following:**

- 1) Scout was ready to let fly, let herself go and teach Cecil Jacobe a lesson. What was behind her intention?
- 2) How did Atticus look on his decision to defend Tom Robinson?
- 3) What sort of place was Finch's Landing? Which was the reaction on the part of the children on realizing the necessity of spending Christmas there?
- 4) The dispute between Scout and Francis.
- 5) What was the subject discussed by Uncle Jack and Atticus in the living room?

### **III. Find English equivalents for:**

- |  |                                       |
|--|---------------------------------------|
| 1. несприятливий час для (p.97)                | 5. це відбувається тоді, коли (p.112) |
| 2. надмірно пихатий (p.99)                     | 6. нестерпно чекати (p.112)           |
| 3. з цього часу і далі (p.97)                  | 7. ми подбаємо про це (p.110)         |
| 4. ставала дедалі гіршою з кожним днем (p.105) |                                       |

8. вона багато в чому  
наслідувала його (p.112)

9. свідчення зводиться до  
(p.113)

10. залишатися непоміченим  
(p.114)

11. йшов дуже повільно (p.121)

12. пишатися (p.125)

#### **IV. Use the following phrases in a dialogue:**

1. pursue one's own pleasures (p.100)

2. speak sharply to (p.105)

3. give me a chance to tell you (p.110)

4. I've no intention of (p.111)

5. feel remorseful (p.112)

6. be football crazy (p.114)

7. fight tooth and nail (p.115)

8. sing a different tune (cool.) (p.124)

#### **V. Get ready to chain the discussion of Ch. 10. Think of a 4-devision plan of the discussion. Be ready and helpful with words of encouragement and all sort of delay words to make the discussion lively and natural.**

## **Assignment 6**

## **Harper Lee “To Kill a Mockingbird”**

Ch. 11 (pp: 125-145)

### **I. Explain what the author means by the following sentences:**

1. When we were small, Jem and I confined our activities to... p.126
2. It was my burning ambition to grow up... p.128
3. Jem stiffened, Mrs. Dubose’s shot had gone home and she knew it... p.129
4. I wasn’t sure what Jem resented most, but I took umbrage at Mrs. Dubose’s... p.129
5. For the life of me I could not figure out how she could bring herself to... p.137

### **II. Explain why:**

1. Jem and Scout hated Mrs. Dubose.
2. Atticus displayed his best manners in the presence of Mrs. Dubose.
3. Mrs. Dubose used to direct insults at Atticus.
4. Jem went wild and cut the tops off every camellia bush Mrs. Dubose owned.
5. Atticus said that Tom Robinson’s case is something that goes to the essence of a man’s conscience.

### **III. Find in the text phrases and words describing:**

1. Mrs. Dubose’s appearance and character.
2. Atticus’ attitude towards those taking advantage of the black people’s ignorance.

### **IV. Use the following units of speech in sentences or situations to display your full grasp of each phrase:**

to take no pleasure in + gerund  
p.129

to have a slow fuse p.130

to make the best of things p.132

to hold smb. responsible for smth.  
p.133

to slip into usage p.137

to plough one's way through  
p.137  
for the life of me I... p.137

to bring oneself to do smth. p.137  
in a flash p.141

**V. Invent and be ready to enact a dialogue suggested by the text on p.137. Try to introduce a few more phrases of Assignment 6. The characters should be Scout and Jem.**

**VI. Give a brief retelling of the final pages of Ch.11. Begin with "It suddenly came to me that..." 138**

**VII. Think of three problematic questions suggested by the text and get ready to answer them.**



## **Assignment 7**

## **Harper Lee “To Kill a Mockingbird”**

Ch. 12 - 13 (pp: 145-163)

### **I. Use the following words and expressions in the situations they occur in Chapters 12-13.**

to show one's age p.156

primer p.156

to keep the place going p.159

to be in for it p.165

to go round the bend p.165

stiff as a stork p.165

to live up to one's name p.166

to put smb. up to smth. p.167

to catch oneself p.167

### **II. A) SAY:**

1. Why “Jem was difficult to live with, inconsistent and moody”. Account for Calpurnia's phrase: “Mr. Jem's growin' up...”
2. Why “life was unbearable without Dill”. What were the compensations of his absence?
3. Why Aunt Alexandra had come to stay with the Finches.
4. Why she was “positively irritable” on Sunday.

### **B) STATE:**

1. Why Maycomb welcomed Aunt Alexandra's arrival.
2. Why Aunt Alexandra “was born in the objective case”.
3. Why Aunt Alexandra's theory (that “the longer a family had been squatting on one patch of land the finer it was”) had something behind it.
4. Why “Maycomb remained the same size for a thousand years”.

### **III. At this stage of your language learning you cannot avoid giving some estimation of the author's style. Here are some points for analysis:**

1. Why does the author use so many verbs in depicting Aunt Alexandra's character?

2. Why does he give so much prominence to Aunt Alexandra's personality on the simile (comparison) "Aunt Alexandra fitted into the world of Maycomb like a hand into a glove...".

3. Account for the frequent use of "s" sound in the verbs describing Maycomb ladies' activities (for example: sipping whispering, scratching gossiping, etc.).

**IV. There are some historical associations in Ch. 12-13. What are they? (pp.145-163).**

The Americans are said to be fond of viewing things through money value. What do \$10, \$100 stand in the context they occur in the story?

**V. Discuss the social aspects of the modern way of life in the USA touched upon in Ch. 12-13. Here are some questions to guide the discussion:**

1. Why was First Purchase African M.E. Church different from the one that Scout knew of?

2. Why did First Purchase congregation not use books during the service?

3. Why could Helen Robinson not do without the \$10?

## **Assignment 8**

## **Harper Lee “To Kill a Mockingbird”**

Ch. 14 - 15 (pp: 163-192)

**I. Find in the text chapters English equivalents of the following words, word combinations and phrases presented in the list below in succession as the narration develops:**

протискатися крізь; худий, шкіра та кістки; гаряча суперечка; виховувати в силу своїх здібностей; протиставляти проти себе; бурхлива сварка; розійняти бійку; втікач; придушити посмішку; піти навпростець; говорити напівпошепки; присісти навпочіпки; витерти обличчя; завдати прочуханки

**II. Find synonyms for:**

to have on one's mind p.171  
to have the feeling p.172  
gradually, step by step p.173  
remnants of food p.176  
to feed smb.p.175

to put smb. in the know p.183  
not to make a hit, to be a failure p.189

**III. An additional list of vocabulary to be used when discussing the points:**

to hear no more about p.163  
to keep alive on p.174  
an extension cord p.184  
to be well into (a book)  
to rattle (around)  
to give in  
to grow up in weeds p.185  
to park  
to cover the news (by)

in ones and twos p.187  
to talk in near-whispers  
to be too good to miss  
top p.189  
at length  
sun scorched  
a chance acquaintance p.190  
to massage smb's hair p.191

**IV. Account for the Continuous tense use of a question: Are you being funny?**

**V. Translate the passage about the Maycomb jail on p.186**

## **VI. Suggested points and questions for general discussion:**

1. Scout's behavior is the cause of a fierce discussion in the Finch family.
2. The heated discussion results in the children's brawl.
3. Sudden appearance of Dill. How does he account for it to Atticus and Scout?
4. Having taken up Tom Robinson's case Atticus found himself in a box (jam).  
Express your attitude towards the way he behaved under the circumstances.
5. The children come to Atticus' rescue.

## **Assignment 9**

Ch. 16 - 17 (pp: 192-219)

## **Harper Lee “To Kill a Mockingbird”**

### **I. Study the active vocabulary:**

flash on the light	to stand arms akimbo
to kill the engine	to get smth. straight
to bear a grudge about smth.	to give seats to smb.
to hold off (a hundred folks) with one's bare hands	to take one's job casually
to hand a subpoena	to keep a firm grip of smth.
to blow one's head off one's brains out)	to think better of it
to present a (beautiful) vista	to bargain for
a film of dust	to run smack into smb.
to put a different light on things	to show off
to be out of luck	a card
to be an easy match	to boot
to be in full view	to slip the page
	controversy

### **II. Discussion:**

1. Everyone has his blind spots. How is that applied to Cunningham in Atticus' interpretation (p.194)
2. Dwell on the way the townsfolk were taking the coming trial (pp.196-197)
3. Does the story of Delphus Raymond throw any light on the problem of coloured people?
4. Speak on how the children got their seats or rather how they were given to them.
5. Give a detailed account of Judge Taylor's personality.
6. Enact a dialogue between Heck Tate and Mr. Gilmer.
7. Atticus subjects H. Tate to interrogation.
8. Pick out words and sentences to describe Ewell and the filthy place he and his family lived in.
9. How was the hearing of Tom Robison's case progressing?

### III. Use the following grammar patterns in sentences of your own:

1. He might have hurt me a little.
2. So it took an 8-year-old child to bring 'em to their senses, didn;t it?
3. Aunt Alexandra stared him into silence (out of room, into obedience).
4. She might as well be called on to testify.
5. He could have been anywhere between 40-60.
6. A little bantam cock of a man rose and strutted to the stand.
7. He had no chin to speak of.
8. I thought it odd that hadn't said anything to us about it - we could have used it many times in defending him and ourselves.
9. She had a black eye coming and there were already bruises coming on her arms.

## **Assignment 10**

## **Harper Lee “To Kill a Mockingbird”**

Ch. 18 - 19 (pp: 219-244)

### **I. Bring out the meaning of the following turns of speech and think of sentences to fit them in:**

to be accustomed to strenuous  
labor p.219  
to speak in soothing tones p.220  
to sit up straight p.221  
to be more specific  
to fight tooth and nail p.222  
to have perpetual colds p.224  
to do odd jobs p.226  
to emphasize one's words by  
p.229

to be as good as one's word p.231  
to soak up testimony with one's  
sponge of a brain  
to be the proof of the pudding  
p.232  
to be in trouble with the law p.233  
to have anything to do with p.235  
to look daggers at p.239

### **II. Get ready to participate in discussing the following problems:**

1. Mayella Ewell's appearance and the main features of the character as revealed in Ch. 18 and previous chapters.
2. Atticus' way of interrogating M. Ewell and new characteristic as a humane person.
3. Tom Robinson was a right-handed man. Which was the importance of that for revealing the truth?
4. Tom Robinson's behavior during the trial, while giving his testimony.
5. The importance of Z.Deas' announcement in connection with Tom Robinson.

### **III. Find the English equivalents for:**

ви цілком впевнені, що p.222  
насміхатися з p.223  
засипати питаннями p.223  
це не принесло йому задоволення p.231

за власною волею p.238

говорити під присягою p.239

робити замість когось чорну роботу p.241

зробити від щирого серця p.241

щоб він прийшов до тями p.241

чисте сумління (чиста совість) p.242

намагатися пригадати якусь фразу (якийсь вислів) p.244

#### **IV. Reword the following bit of the text in writing:**

“Judge Taylor looked daggers at...” p.239 – “...Go ahead Mr. Gilmer”. p.240



## **Assignment 11**

## **Harper Lee “To Kill a Mockingbird”**

Ch. 20 - 22 (pp: 244-264)

### **I. Give a short summary.**

### **II. Prepare expressive reading:**

p.247 “The courtroom ... absence of any”

p.250 “Which gentleman... Atticus paused”

p.256 “Then it bonged eleven... Dill was sound...”

p.258 “Judge Tailor... Some was...”

### **III. Give a written translation:**

p.250-251 “One more thing... But there is one way...”

p.254 “Aunt Alexandra... Reverend Sykes had...”

### **IV. Reproduce the following phrases in their context:**

p.244 to take delight in -ing

p.247 a flight of stairs

to outdo smb.

p.248 to exchange glances

as simple as black and white

to put one’s life at stake

p.249 to put one’s word against smb.

p.251 to come to a decision

p.253 to save a seat for

p.259 to steal a glance at

to pose a question

p.260 to excuse oneself to smb.

### **V. Paraphrase the following:**

p.244 I accepted his invitation reluctantly

p.245 in the clutches of whiskey

p.246 a run of - the mill man

p.247 he didn’t ordinary do

p.253 I was exhilarated

p.263 It was no accident

**VI. Give synonyms and antonyms of the following:**

p.244 to corrupt

p.246 to encounter

p.250 ridiculous

p.251 to be confident

p.253 to march

p.254 fair-minded

p.258 an exit

p.264 excitement

**VII. Write out nouns with an agent-meaning suffix.**

**VIII. Give some examples of simile.**

**IX. Analyse the following sentence grammatically:**

pp.256-257 “The feeling grew until ... of the Radley place”.

**X. Dwell upon:**

a) “But why had he entrusted us with his deepest secret? - Because you are children and you can’t understand it.”

b) “... there are some men in this world who were born to do jobs for us.”

## **Assignment 12**

## **Harper Lee “To Kill a Mockingbird”**

Ch. 23 - 25 (pp: 264-293)

### **I. Study the vocabulary list suggested below:**

to bat on eye p.265  
to stand in smb's shoes p.266  
to take smth. out on smb. p.266  
to pay off a grudge p.266  
to go free p.266  
to commute (a sentence) p.267  
(deep) misgivings p.267  
to give (to fix) a death penalty p.267  
a sordid case p.269  
on a hunch p.276  
to be smb's age p.276  
vocation p.279  
impertinence p.280  
under duress p.280  
devout p.280  
to engage smb. in brisk conversation p.284  
to pay (the highest) tribute to p.287  
on an errand for p.288  
(best) company manners p.277  
refreshments p.277

### **II. Explain or paraphrase the underlined points:**

...they were for you tooth and nail p.271  
I'll not have you around him... p.275  
... they subjected children to terrible ordeals... p.277  
... till were blue in the face... p.283  
... habit of prefacing everything she said with p.282  
Are you together again... p.288

### **III. Find in the text English equivalents for:**

ліжко (дитяче); пустун, шибеник; заняття (в школі) закінчилися; весь час думати про; не виходити з голови; не жвавий вуличний рух; некролог; бути (дуже) рідкісним

### **IV. Quote the text to prove that:**

1. The children didn't stay indifferent to the fate of T.Robinson;
2. Atticus shows considerable patience to make Jem believe that most his fellow-citizens are nice people;
3. Scout was a lady with her best company manners;
4. Maycomb people took T.R.'s death differently.

### **Assignment 13**

### **Harper Lee “To Kill a Mockingbird”**

Ch. 26 - 28 (pp: 293-323)

**I. A brief summary.**

**II. Expressive reading: p.298 “An inquiring soul... As I had never liked.”**

**III. Written translation: p.301 “The second thing happened...The third thing.”**

**IV. Use the following expressions in their context:**

p.294 to feel a twinge of remorse

p.298 to do away with smth.

p.300 to grab smb. by the collar

p.303 to have a grudge against

p.305 to chase smb. out of smth.

p.307 to be a close fit

p.310 to mill around

p.311 to be unsanitary

p.312 to bring disaster to smb.

p.314 to lose one's balance

p.316 to increase one's pace

p.319 to identify oneself

**V. What is meant by:**

p.313 “When nothing materialized, she yelled, “Fork!”

p.316 “I wondered how long he would try to keep the Cecil myth going”

p.320 “He had brought Jem and me into the world...”

**VI. Comment on:**

1) Scout and her classmates at school.

2) Mr. Ewell and his ways.

3) The performance in auditorium.

4) The accident on the way home.

**VII. Give synonyms of the following:**

p.295 shortcoming

p.300 grab

p.304 to do one's utmost

p.310 to mill around

p.320 garments

## **Assignment 14**

## **Harper Lee “To Kill a Mockingbird”**

Ch. 29 - 31 (pp: 323-340)

### **I. Give a good reading of the pages to suit their vocabulary to the definitions that follow:**

p.323 for this one occasion only

certainly, beyond doubt

p.324 to cause to be silent/calm

p.325 a dishonorable, unkind person (slang)

p.326 to annoy continuously (esp. with demands)

p.330 to keep secret by forcing silence about

p.331 determined as (of a fixed intention)

p.332 to invent (a story)

***Reproduce the phrases in their natural context.***

### **II. Practice the pattern through your example:**

p.327...brought my arm down quickly lest Atticus reprimand me for pointing

### **III. Be ready to discuss:**

3.1 The children's escape (the way Scout experienced it);

3.2 Atticus appreciates the incident as the one to be got over with in the open;

3.3 Mr. Tate puts a different light on the attempted assassination;

3.4 Boo Radley is nice when Scout finally meets him;

3.5 To kill a mockingbird is a sin, isn't it? What's the main message of the story?

### **IV. Make sure that you are able to read and translate every page of the assignment. Compile an “inactive” vocabulary.**

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