

**Home-reading
First year
“Daddy – Long –
Legs”
(After Jean Webster)
1976.**

Ass-t 1. Read pp. 3-9

- I.
 - 1) Prepare an extract for good reading pp. 3-4 and translate the text.
 - 2) Give the morphological analyses of the ff words spotless, dustless, bothersome, wistfulness, tallness, breathlessness, distressing.
 - 3) Find and translate the ff expressions in sentences: "... a distressing time", "... that would get her into trouble if she didn't take care...", "... caught only a slight impression of...", "... has taken an interest in...", "... have such an opportunity..."
- II. Answer the ff qq:
 - 1) What were Jerusha's duties on Blue Wednesday? What kind of day was it?
 - 2) What did she never picture?
 - 3) What was her impression of the last Trustee?
 - 4) Why was she called to the matron?
 - 5) What age has Jerusha finished school at?
 - 6) What exception was made for her and why?
 - 7) Why had the trustee taken an interest in her?
 - 8) What were her terms?
 - 9) What was his reason in requiring letters?
 - 10) What was the only payment on her part?
 - 11) Why did Jerusha want to leave Mrs. Lippert's room? (to escape from)
- III. Describe Jerusha's life in the asylum.
- IV. Characterize the Trustee:
 - a) speak on his reasons to educate Jerusha;
 - b) mention all his terms.
- V. Make up a list of new words and expressions and use them while discussing the text.

asylum	board, allowance
orphan	tuition
to have an imagination	to correspond with
to be wanted	to imagine
to have smth to say	imagination
to smb	
to insist on doing smth	a sense of humour
a record	to be bored with
to do well in school	to bother smb

Assignment: 2. Read pp. 11-25 (December 19th)

- I. Answer the ff questions using expressions from the text:
 - 1) Why did it seem strange for Jerusha to write letters?
 - 2) What did Mrs. Lippert tell her to do?
 - 3) How did the private pet name appear?
 - 4) What rules did Jerusha obey?
 - 5) Why could she hardly sleep?
 - 6) Who did she room with?
 - 7) What were her first impressions of the college?
 - 8) What would she make and why?
 - 9) Why did she escape homesickness?
 - 10) What kind of mistakes did she make at college? How did she try to avoid them?
 - 11) What did she fear?
- II. Explain in English the meaning of the ff. ww.:
 - a trustee, a senior, a freshman, homesick, a foundling,
 - to stand smth.; to be bored at smth; a waste of money.
- III. Read and translate Jerusha's letter on Friday (p. 15). Mind your intonation and local stresses.

- IV. Compare Sallie and put down the sentences describing them.
- V. Speak on Jerusha's life and studies. Find ss. characterizing her critical mind, her appearance.
- VI. Make up ss-s with the ff and some of the above given expressions using the Past Indefinite and Past Continuous Tenses:

to get lost	to make up
to behave toward	amusing, confusing, restful
to mind	shallow, frivolous
to be due at	impertinent
to be bright	to hurt one's feelings

Assignment: 3. Read pp. 18-26 (April 4th)

- I. Prepare good reading of Judy's letter "On the Eve" (p. 22) translate it and comment on the articles.
- II. Speak on Judy's unbreakable rule and her desire to catch up with others.
- III. Dwell on Judy's plans for Christmas holiday as well as her Christmas presents.
- IV. Answer the ff. qq. giving detailed answers:
 - 1) What was a very important question for Judy and why was she eager to get an answer to it?
 - 2) What did Daddy have to put up with?
 - 3) Why did she try to get the Trustee in a good humour?
 - 4) What subject did she flunk and why?
 - 5) Why did Judy think the trustee didn't care a bit about her?
- V. Describe Judy's character. Prove that she was honest, frank, courageous and intelligent... Find examples illustrating style.
- VI. Paraphrase the ff and use them in as of your own:

ignorance	to hear from smb
to stay behind	lonely, miserable
a record	to come down with – ant. to get well
reexamination	to be (properly) badly brought up

Assignment: 4. Read pp. 26-33 (September 25th)

- I. Make up 6 special qq on the text (April 4th)
- II. Find antonyms to the ff words: polite, dreadful, miserable, cross, horrid.
- III. Correct the ff erroneous statement and find sentences to prove your idea.
 - 1) Judy thought it was more entertaining to write books.
 - 2) Judy was eager to spend the summer at the asylum.
 - 3) Mr. Pendleton turned out to be fat and benevolent.
 - 4) Nothing reminded Judy of the trustee on the farm.
- IV. Describe the campus and Mr. Pendleton's visit to the college. Comment on the way Judy characterized him.
- V. Speak on Judy's life on the farm and her duties there.
- VI. Translate and paraphrase the following sentences. Learn the underlined expressions as well as the ones below:

She hopes that I am doing well in behavior and studies.

I'm fine at showing people about.

I've longer for an uncle ever since.

I don't have to mind any one this summer, do I?

to feel like	to make smb one's compliments
to be worth keeping	to grave smb back
to propose smth	to murmur; to hurt smb

Assignment: 5. Read pp. 34-42 (May 4th)

- I. Prepare good reading of the text on p. 48 “Sallie and I decided last spring as far as the end of the letter.
- II. Answer the following questions;
 - 1) What was Judy beginning to feel in college?
 - 2) What was quite a social strain?
 - 3) What kind of prospects was Judy excited at?
 - 4) Why did she pass her exam with the utmost ease?
 - 5) What would Judy rather be?
 - 6) Why was she changing her mind about men?
- III. Speak on Judy’s impressions of her visit to the Mc. Brides. What was the only drawback?
- IV. Describe Judy’s life in the college and some important and exciting events/
- V. Dwell on her impressions of the New York and “Hamlet”.
- VI. Reproduce the situation in which the following sentences were used and paraphrase and learn them:

There are advantages ... about rooming with Julia.

I try hard not to, but they do pop out...

This is a very entertaining world.

It makes you want to devote your life to wearing clothes.

I’ve been hearing about Shakespeare all my life...

Assignment 6. Read pp. 42-51 (August 25th)

- I. Paraphrase the ff words, analyze their structures:
spectacular, to display, uneventful, a help, housekeeping, care-free, impersonality, entertaining.
- II. Answer the ff qq:
 - 1) Why was Field Day a very spectacular occasion?
 - 2) What events did Judy try for and win?
 - 3) What likeness was there between the asylum and the Lowood institute?
 - 4) What was she going to learn during the summer?
 - 5) What hurt her feelings in the secretary’s note?
- III. Dwell on Judy’s plans for the summer and their failure.
- IV. Prepare good reading of the extract on pp. 46 (the end of her letter on June 5th – “Just to live in the same house...”).
- V. Write a plane of her letter (p. 50 Saturday).
- VI. Comment on her style and the manner of describing people. Put down the words characterizing them.

Assignment: 7. Read pp. 51-60 (April 24th)

- I. Render the contents of her letter (August 25th p. 51) and put down expressions describing Mr. Pendleton.
- II. Reproduce the situation in which the following sentences are used:

“So I couldn’t help his knowing...”, “But it seems I’ve made it up”, “... give me a comprehensible reason why I shouldn’t accept that scholarship”, “... you little foundling as getting to be quite a prominent person”, “I don’t think an idea ever entered the front door”.
- III. Give detailed answers to the following questions:
 - 1) Why did Judy miss Master Jervie?
 - 2) Why didn’t she want to be a burden to Daddy?
 - 3) Why did she refuse to give up the scholarship?
 - 4) What social event did she describe and why?

- 5) What did she and her companions particularly enjoy?
- IV. Speak on Judy's impression of her visit to the Pendleton's. Characterize the family.
- V. Observe the family change of tone and her manner of closing the letters. What features of her character can be found?
- VI. Learn the following as well as the underlined ones:

to turn out	to earn	to live up to
to get accustomed to	to object to	mid-year exams

Assignment: 8. Read pp. 60-69 (June 19th)

- I. Answer the ff qq:
 - 1) Why didn't Judy ask Daddy's permission to attend a dance?
 - 2) What gave her respectful feelings?
 - 3) What didn't she make a good progress in and why?
 - 4) Why wasn't she different from other girls?
 - 5) What club was she elected a member?
 - 6) What idea was Judy intoxicated by?
 - 7) Why was Master Jervie insist on her going to Europe?
 - 8) How does Judy's refusal characterize her?
- II. Prepare good reading of the text "I am going to spend the summer as far as "Good-bye, Daddy". (p.62)
- III. Sum up all the facts to prove Judy's independence of mind and character.
- IV. Give a description of her Easter vacation. Speak on the literary method she chose and the way she worked.
- V. Find some description of seasons and weather.
- VI. Observe her critical remarks concerning different people and the manner of closing her letter.
- VII. Remember the following words and expressions:

to earn money	to get use to smth	to be accustomed to
to get independent	to force to	dictate to
to concentrate on smth	to stand smth	to bear
to be cross with smb	to give up hope	to feel like doing smth

Assignment 9. Read pp. 69-77.

- I. Give the morphological analysis of the ff words and paraphrase them: commencement, reminder, desperation, misunderstanding, miserable.
- II. Make up 7 special questions covering her 4 letters.
- III. Dwell on Judy's life after graduation and her plans for the future.
- IV. Render the contents of her letter (October 3rd p.72) showing her state of mind by picking out words and expressions characterizing it.
- V. Compare the style of Judy's letters before and after visiting Daddy. Find some descriptions of nature.
- VI. Sum up the facts to prove that Judy was a generous and proud person.
- VII. Reproduce the content of her last letter in the person of Master Jervie.
- VIII. Make use of the following words and expressions, learn them:

to lack in	to look after smb
to exist	to miss smb – ant. – to care for
to owe smth	to take care of smb
to have a tendency to do smth	to get well
	to make out – to understand

Assignment 10

- I. Get ready to speak on the ff topics. Review the vocabulary and the questions discussed.
 - 1) The character of Judy Abbot. Show its development throughout all the stages of her life.
 - 2) The character sketch of Master Jervis, express your opinion of him.
 - 3) College Life in the USA. Sum up all the facts from Judy's letters.
 - 4) Different ways of spending vacations by Judy.
 - 5) Judy's idea of happiness and family life.
 - 6) Description Judy's life in the John Crier Home and her opinion of its inhabitants.
 - 7) Compare the Ms. Brides and the Pendeltons and Judy's staying with them.