МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ ХАБАРОВСКОГО КРАЯ

КРАЕВОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ

ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ

«ХОРСКИЙ АГРОПРОМЫШЛЕННЫЙ ТЕХНИКУМ»

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МЕТОДИЧЕСКАЯ РАЗРАБОТКА

Сборник кейсов для факультативного занятия «Литература Британии и Америки» для обучающихся

Разработала: Матеуц Анастасия Валентиновна,
преподаватель английского языка,
КГБ ПОУ «Хорский агропромышленный техникум»

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Сборник кейсов для факультативного занятия «Литература Британии и Америки» для обучающихся- это методическая разработка, где собраны кейсы по литературе Британии и Америки, адаптированные для студентов (или школьников).

Цель такого сборника кейсов — не просто дать студентам (школьникам) набор заданий, а активизировать их аналитическое мышление и помочь глубже погрузиться в тему факультатива через разбор реальных или смоделированных жизненных и творческих ситуаций, связанных с литературой Британии и Америки.

Ключевые акценты:

Историко-культурный контекст.

Ключевые авторы и произведения.

Литературные направления и жанры.

Межкультурные параллели.

Языковой аспект и перевод.

Связь литературы с другими сферами.

Организация-разработчик: КГБ ПОУ «Хорский агропромышленный техникум»

Разработчик: Матеуц Анастасия Валентиновна, преподаватель английского языка

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ВВЕДЕНИЕ

Методическая разработка- сборник кейсов для факультативного занятия «Литература Британии и Америки» для обучающихся- представляет собой комплексный методологический пакет, направленный на эффективное внедрение современных технологий в образовательную практику.

Целью методической разработки является осмысление необходимости и возможности применения современных технологий как инструмента повышения качества образования.

Для ее достижения решаются следующие задачи:

Глубокое понимание текста. Кейс помогает не просто прочитать произведение, а разобрать его детали: мотивы героев, символику, особенности стиля автора.

Лингвистическая и культурная компетенция. В кейсах часто встречаются незнакомые слова, идиомы, культурные реалии. Работа с ними (поиск значений, перевод, составление предложений с новой лексикой) расширяет словарный запас и помогает лучше понимать аутентичные тексты. Также через кейсы можно изучать традиции, быт, исторические контексты, которые повлияли на литературу Британии и США.

Аналитическое и критическое мышление. Кейс выводит на обсуждение: «Согласен ли ты с трактовкой этого эпизода другим персонажем?», «Какие проблемы поднимает автор, и насколько они актуальны сегодня?». Учащиеся учатся аргументировать свою позицию, сравнивать разные точки зрения, видеть причинно-следственные связи.

Коммуникативные навыки. Некоторые кейсы строятся так, что нужно работать в группе: обсудить ситуацию, распределить роли, презентовать решение. Это тренирует умение сотрудничать, слушать других, формулировать мысли чётко и убедительно.

Творческие и проектные задачи. На основе кейса можно выполнить проект: создать иллюстрацию с комментарием, написать мини-эссе («Как бы ты поступил на месте героя?»), подготовить презентацию о влиянии произведения на современную культуру.

Умение работать с информацией. В кейсах часто уметь отбирать главное, структурировать данные, делать выводы. Это развивает умение ставить цель, планировать работу, контролировать себя.

Мотивация к чтению. Живые, «зацепляющие» кейсы помогают вернуть интерес к книге, показать, что литература может быть увлекательной и полезной.

Практическая значимость сборника кейсов для факультатива «Литература Британии и Америки» действительно велика: такой формат превращает изучение литературы из сухого перечисления фактов в живой, осмысленный и полезный

процесс. Я выделила несколько ключевых аспектов, которые показывают, зачем именно нужны кейсы в этом курсе.

ОБЩЕЕ ОПИСАНИЕ МЕТОДИЧЕСКОЙ РАЗРАБОТКИ СБОРНИКА КЕЙСОВ ДЛЯ ФАКУЛЬТАТИВНОГО ЗАНЯТИЯ «ЛИТЕРАТУРА БРИТАНИИ И АМЕРИКИ»

Цель: Создание сборника кейсов, направленных на углубление знаний обучающихся о литературе Британии и Америки, развитие аналитического мышления и навыков критического анализа литературных произведений.

Задачи:

1. Познакомить обучающихся с ключевыми произведениями британской и американской литературы.
2. Развить навыки анализа и интерпретации литературных текстов.
3. Стимулировать интерес к чтению и изучению литературы через практические задания.
4. Способствовать развитию коммуникативных навыков и умения работать в группе.

Структура сборника:

1. **Введение:** Обоснование важности изучения литературы Британии и Америки, краткий обзор структуры сборника.
2. **Методические рекомендации:** Инструкции по использованию кейсов в учебном процессе, рекомендации по организации занятий.
3. **Кейсы:**

   Литературные связи: Исследование взаимосвязей между произведениями разных авторов.

   Критический анализ: Задания на анализ персонажей, сюжетов и тем.

   Творческие задания: Написание эссе, создание презентаций, инсценировка отрывков из произведений.

   Исследовательские проекты: Темы для углубленного изучения и написания исследовательских работ.
4. **Заключение:** Итоги и рекомендации по дальнейшему изучению литературы.

Особенности сборника:

Практический подход: Каждый кейс включает задания, которые можно выполнять как индивидуально, так и в группах.

Разнообразие форматов: Кейсы охватывают различные жанры и периоды, что позволяет обучающимся познакомиться с широким спектром литературных произведений.

Интерактивность: Задания включают элементы исследования, проектной работы и творческой деятельности.

Этот сборник кейсов поможет обучающимся не только углубить свои знания о литературе Британии и Америки, но и развить важные навыки критического мышления и анализа, которые пригодятся им в дальнейшем обучении и профессиональной деятельности.

КЛЮЧЕВЫЕ ПОЛОЖЕНИЯ

1. Развитие ключевых компетенций

Кейс-метод напрямую работает на формирование коммуникативных навыков и критического мышления. Работая над кейсом, обучающиеся учатся:

Активно общаться на иностранном языке: аргументировать свою позицию, слушать партнёра, задавать вопросы, вести дискуссию.

Анализировать текст: выделять главную мысль, ключевые проблемы, авторскую позицию, оценивать поступки героев с разных точек зрения.

Синтезировать информацию: собирать данные из разных источников (текста, биографии автора, контекста эпохи), чтобы сформировать целостное представление.

Принимать решения: предлагать варианты действий и обосновывать свой выбор, пусть даже в рамках вымышленной ситуации.

Например, кейс может предложить проанализировать моральный выбор героя рассказа и обсудить, как бы поступил ученик в похожей ситуации. Это учит не просто «знать» произведение, а глубоко его понимать.

2. Углубление знаний и повышение мотивации

Кейсы делают изучение литературы актуальным и личным. Они переводят абстрактные понятия в плоскость реальных жизненных ситуаций, которые близки и интересны подросткам.

Такой подход повышает мотивацию: ребятам интереснее решать «взрослую» задачу, чем просто заучивать биографию писателя или пересказывать сюжет.

3. Формирование навыков исследовательской работы

Многие кейсы можно выстроить как мини-исследования. Обучающиеся учатся:

Работать с источниками: находить дополнительную информацию в книгах, статьях, интернет-ресурсах.

Систематизировать данные: составлять таблицы, ментальные карты, списки аргументов «за» и «против».

Представлять результаты: готовить презентации, доклады, даже небольшие видеоэссе, чтобы поделиться выводами с группой (классом).

Это закладывает основу для более серьёзных проектов.

4. Развитие soft skills

Работа в группах над кейсами активно тренирует **командные навыки**: умение договариваться, распределять роли, учитывать мнения других, брать на себя ответственность за общий результат.

Кроме того, такой формат развивает **самостоятельность**: учащийся сам планирует свою работу, ищет информацию и принимает решения в рамках поставленной задачи.

5. Практическая польза в изучении языка

Поскольку факультатив часто идёт параллельно с изучением языка, кейсы служат мостом между литературой и лингвистикой. Они помогают:

Закреплять лексику и грамматику в контексте.

Практиковать разные речевые функции: не только отвечать на вопросы, но и описывать персонажей, аргументировать свою позицию, делать выводы.

Готовить к реальным ситуациям общения: например, к участию в дискуссиях на литературных вечерах или к написанию эссе.

Вывод:

Таким образом, сборник кейсов превращает факультатив из формальной нагрузки в пространство для развития не только знаний о литературе, но и целого комплекса важных навыков и компетенций, которые пригодятся ребятам в будущем.

НЕОБХОДИМОЕ РЕСУРСНОЕ ОБЕСПЕЧЕНЕ ПРИМЕНЕНИЯ МЕТОДИЧЕСКОЙ РАЗРАБОТКИ

Разработка сборника кейсов для факультатива по литературе Британии и Америки требует комплексного подхода к ресурсному обеспечению. Я выделила ключевые категории, которые стоит учесть.

1. Материально-техническая база

Компьютерный класс или мультимедийное оборудование (проектор, экран, интерактивная доска). Это необходимо для демонстрации видеофрагментов, презентаций и интерактивных заданий.

Доступ в интернет. Для поиска дополнительной информации, электронных версий книг и статей.

Канцелярские принадлежности: бумага, маркеры, карточки для групповой работы.

2. Учебно-методическое обеспечение

Адаптированные тексты произведений британских и американских авторов (с переводом или глоссарием для учащихся). Это база для анализа кейсов.

Методические рекомендации по работе с кейсами: как организовать групповое обсуждение, какие вопросы задавать, как оценивать решения.

Сборники заданий разного уровня сложности (от базовых до требующих анализа сложных текстов).

Электронные базы данных с критическими статьями, биографиями писателей, литературоведческими материалами.

3. Информационное обеспечение

Официальные сайты литературных музеев, архивов, университетов Великобритании и США.

Электронные версии классических и современных произведений.

Подписки на образовательные платформы с методическими материалами по теме.

ТЕХНОЛОГИЯ ВНЕДРЕНИЯ ИННОВАЦИОННОГО ПРОДУКТА

Разработка сборника кейсов для факультатива «Литература Британии и Америки» — это не разовая задача, а целый процесс. Я подобрала чёткую технологию внедрения: она поможет не запутаться на каждом этапе и сделать материалы действительно работающими.

1. Подготовительный этап

Анализ контекста. Изучите программу факультатива, возрастные особенности обучающихся, их уровень языка и интересы. Это поможет понять, какие кейсы будут актуальны и посильны.

Формулировка цели и задач. Чётко определите, зачем нужны кейсы: углубить знание текстов, развить критическое мышление, научить аргументировать мнение на английском, связать литературу с культурой.

2. Апробация

Апробация на малой группе. Протестируйте кейсы на учащихся. Это критически важно: вы увидите, какие задания вызывают затруднения, где логика изложения сбивается, как обучающиеся взаимодействуют в группах.

Сбор обратной связи. После теста проведите мини-опрос или обсуждение: что понравилось, что было сложно, какие темы хотелось бы раскрыть подробнее.

Корректировка. На основе обратной связи доработайте кейсы: упростите формулировки, добавьте или уберите задания, возможно, смените фокус.

Добавьте рефлексию. После работы с кейсом проведите обсуждение: что нового узнали, какие языковые конструкции оказались сложными, как можно улучшить следующий кейс.

3. Оценка эффективности

Мониторинг результатов. Сравните начальные и конечные показатели: уровень понимания текстов, качество устных ответов, вовлечённость в работу с кейсами.

Анализ динамики. Оцените, как изменились навыки учащихся (например, умение анализировать текст, аргументировать позицию).

Систематизация опыта. Соберите лучшие практики и неудачные моменты.

Несколько советов

Не бойтесь комбинировать. Иногда полезно взять один сильный кейс и адаптировать его под другую тему.

Используйте визуал. Таблицы, схемы, инфографики помогут наглядно представить связи между текстом, биографией автора и культурным контекстом — это усилит кейс.

ОПИСАНИЕ ЭФФЕКТОВ, ДОСТИГАЕМЫХ ПРИ ИСПОЛЬЗОВАНИИ МЕТОДИЧЕСКОЙ РАЗРАБОТКИ

Использование сборника кейсов на факультативе «Литература Британии и Америки» даёт целый комплекс эффектов — от углубления предметных знаний до развития важных жизненных навыков.

Углубление предметных знаний и развитие компетенций. Кейсы позволяют системно работать с материалом: анализировать тексты, сравнивать литературные явления Британии и Америки, выявлять культурные особенности. В процессе обучающиеся совершенствуют языковые навыки (лексика, грамматика, стилистика), учатся применять знания в нестандартных ситуациях. Например, кейс может требовать не просто пересказа, а сравнения мотивов героев из произведений разных авторов или оценки их поступкам.

Развитие аналитического и критического мышления. Работа с кейсами учит обучающихся выделять главное, устанавливать причинно-следственные связи, критически оценивать разные точки зрения. Они учатся аргументировать свою позицию, опираясь на текст, и понимать многогранность литературных явлений.

Формирование коммуникативных навыков. Многие кейсы предполагают групповую работу: обсуждение в парах или мини-группах, презентации результатов, ролевые игры. Это тренирует умение слушать других, учитывать чужую точку зрения, эффективно распределять роли и брать на себя инициативу.

Стимулирование исследовательского интереса. Некоторые кейсы выстроены как мини-исследования. Это напрямую мотивирует к дальнейшей самостоятельной познавательной деятельности.

Повышение мотивации и вовлечённости. Ситуации из реальной жизни (пусть даже литературные) делают материал ближе и интереснее. Кейсы превращают изучение литературы из сухого перечисления фактов в увлекательный поиск ответов на интересные вопросы, что повышает интерес учащихся к предмету в целом.

Развитие навыков самоорганизации и рефлексии. Работа с кейсами требует умения планировать свою деятельность: ставить цель, подбирать методы, отслеживать прогресс, корректировать действия на основе обратной связи. В процессе обучающиеся учатся анализировать свои сильные и слабые стороны, что важно для их дальнейшего развития.

Расширение культурного кругозора. Через кейсы обучающиеся погружаются в контекст: узнают о традициях, быте, социальных нормах Британии и Америки, которые влияют на творчество писателей. Это формирует более глубокое, целостное понимание культуры стран изучаемого языка.

Формирование ценностных ориентиров. Анализ литературных явлений с разных сторон помогает подросткам осмыслить собственные ценности, развить толерантность и уважительное отношение к иным культурным традициям.

ВОЗМОЖНЫЕ СЛОЖНОСТИ ПРИ ИСПОЛЬЗОВАНИИ И ПУТИ ИХ ПРЕОДОЛЕНИЯ

Сложности при реализации

Организация групповой работы. Не все обучающиеся легко включаются в обсуждение, особенно если тема для них новая или сложная. Важно грамотно сформировать группы, чтобы в каждой были и сильные, и слабые ученики, и чтобы у каждого была возможность высказаться.

Риск доминирования отдельных участников. Если в группе есть ярко выраженный лидер, он может взять обсуждение в свои руки, а остальные будут пассивны. Преподавателю важно следить за балансом и давать слово всем, чтобы мнение каждого учащегося было услышано.

Время на обсуждение. Кейс-метод требует значительного временного ресурса. Необходимо грамотно распределить время на анализ, обсуждение и презентацию результатов.

Оценка участия. Оценить вклад каждого учащегося в групповую работу и итоговый результат бывает непросто. Можно ввести критерии оценки презентации решения кейса или предложить взаимопроверку черновиков.

Как минимизировать риски

Проведите пилотное занятие с небольшим количеством учащихся, чтобы протестировать кейсы и скорректировать задания.

Предоставьте обучающимся необходимые справочные материалы (словари, памятки по анализу текста).

Продумайте чёткие инструкции для каждой роли в группе.

Сделайте акцент на рефлексии: после обсуждения попросите учащихся подвести итоги: что было самым сложным, что понравилось в работе над кейсом.

Успех во многом зависит от гибкости педагога и его готовности адаптировать метод под конкретную аудиторию.

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ПРИЛОЖЕНИЕ

Учебно-тематический план факультативного курса «Литература Британии и Америки» 1 час в неделю, 50 ч. в год.

№	Дата	Тема	Количество часов
1-2		Beatrix Potter (Biography)	2
3-4		“The Tale of Two bad Mice”	2
5-6		Hugh Lofting (Biography)	2
7-8		“The Story of Doctor Dolittle”	2
9-10		Charles Dickens (Biography)	2
11-12		“The Magic Fish-bone”	2
13-14		James M. Barrie (Biography)	2
15-16		“Peter Pan”	2
17-18		“Jack and the Beanstalk”	2
19-20		Lewis Carroll (Biography)	2
21-22		“Alice in Wonderland”	2
23-24		Pamela L. Travers (Biography)	2
25-26		“Mary Poppins”	2
27-28		Jack London (Biography)	2
29-30		“White Fang”	2
31-32		R.L. Stevenson (Biography)	2
33-34		“Kidnapped”	2
35-36		Oscar Wilde (Biography)	2
37-38		“The Selfish Giant”	2
39-40		Roald Dahl (Biography)	2
41-42		“Charlie and the Chocolate factory”	2
43-44		Rudyard Kipling (Biography)	2
45-46		“The Jungle book”	2
47-48		Сбор материала для презентации	2
49-50		Создание презентации	2

Кейсы для факультатива «Литература Британии и Америки»



- **Beartrix Potter**(1866-1943) - is an authors of children's literature. She wrote fairy tales about animals, which were self-illustrated with water colours. She has completed 23 books for children with her fairy-tales.

Born into an upper-class household, Potter was educated by governesses and grew up isolated from other children. She had numerous pets and spent holidays in Scotland and the Lake District.

Though Potter was typical of women of her generation in having limited opportunities for higher education. In her thirties, Potter self-published the highly successful children's book The Tale of Peter Rabbit. Following this, Potter began writing and illustrating children's books full-time.

In all, Potter wrote thirty books; the best known being her twenty-three children's tales. In 1913, at the age of 47, she married William Heelis. She continued to write and illustrate.

Potter died of pneumonia and heart disease on 22 December 1943 at her home in Near Sawrey at the age of 77. Potter's books continue to sell throughout the world in many languages with her stories being retold in song, film, ballet, and animation, and her life depicted in a feature film and television film.

Tasks:

I Answer the questions:

1) When was Beartrix Potter born?
2) What were her books about?
3) How many books did she write?
4) How old was she, when she married?
5) When did she die?

II Give Russian equivalents of the following words and expressions in the text and use them in the sentences of your own:

Upper-class; in her thirties; full-time; heart disease; a feature film; numerous pets; limited opportunities; self-published.

III Speak on the following:

1) Some facts of Beartrix Potter's biography;
2) The beginning of her literary career and Beartrix Potter as a writer.

IV Interview activity:

Divide the class. One student is Beatrix Potter, the other is a character from her book. Ask and answer questions about your life and work.

V Discuss

Discuss whether Beatrix Potter was eccentric. Support your answer with examples from her life or writings.

"The Tale of Two bad Mice" by Beatrix Potter

Once upon a time there was a very beautiful doll's house; it was red brick with the windows, and it had real muslin curtains and afront door and a chimney.
It belonged to two Dolls called Lucinda and Jane; at least it belonged to Lucinda, but she never ordered meals.
Jane was the Cook; but she never did any cooking, because the dinner had been boug ht ready-made, in a box full of shavings.
There were two red lobsters and a ham, a fish, a pudding, and some pears and orange s.
They would not come off the plates, but they were extremely beautiful.

One morning Lucinda and Jane had gone out for a drive in the doll's perambula tor. There was no one in the nursery, and it was very quiet. Presently there was a scratching noise in a corner near the fire place, where there was a hole under the skir ting-board.
Tom Thumb put out his head for a moment, and then popped it in again.
Tom Thumb was a mouse.
A minute afterwards, Hunca Munca, his wife, put her head out, too; and when she sa w that there was no one in the nursery, sheventured out on the oil cloth under the coal -box.
The doll's house stood at the other side of the fire place. TomThumb and Hunca Mun ca went cautiously across the hearthrug.They pushed the front door—it was not fast.

Tom Thumb and Hunca Munca went upstairs and peeped into the dining-room. Then they squeaked with joy!
Such a lovely dinner was laid out upon the table! There were
spoons, and lead knives and forks, and two dolly-chairs—all so convenient!
Tom Thumb set to work at once to carve the ham. It was a beautiful shiny yellow, str eaked with red.
The knife crumpled up and hurt him; he put his fingerin his mouth.
"It is not boiled enough; it is hard. You have a try, Hunca Munca."

Hunca Munca stood up in her chair, and chopped at the ham with another lead knife.
"It's as hard as the hams at the cheese monger's," said Hunca Munca.

Tasks:

I Find in the text English equivalents of the following word and expressions:

- Занавески; груши; детская; жена; идти наверх; ложки; вилки; ножи; тарелка; пол; ящик; колыбель; сочельник.

II Give Russian equivalents of the following words and expressions in the text:

- Once upon a time; one morning; near the fireplace; a lovely dinner; a bookcase.

III Translate into English:

- Давным-давно был красивый дом для кукол.
- Однажды утром я увидел красивого кота. Он был возле камина.
- Моя мама приготовила прекрасный обед.
- Его книжный шкаф был пуст.

IV Agree or disagree with the following statements:

- Once upon a time there was a very big doll’s house.
- Tom Thumb had a wife Hunca Nunca.
- Jane was the cook.
- Hunca Munca has got the clothes of Lucinda.
- The mice were very bad.

V Describe the mice

VI Draw

Draw own illustration for one of your favorite character.

VII Discuss

Explore the theme of anthropomorphism in Potter's stories. How does she make animals behave like humans?



Hugh Lofting (14.1886—26.1947)

He is an English-born American author of a series of children's classics about Dr. Dolittle, a chubby, gentle, eccentric physician to animals, who learns the language of animals from his parrot, Polynesia, so that he can treat their complaints more efficiently. Much of the wit and charm of the stories lies in their matter-of-fact treatment of the doctor's bachelor household in Puddleby-on-the-Marsh, where his housekeeper, Dab-Dab, is a duck and his visitors and patients are animals.

Lofting attended a Jesuit boarding school in Derbyshire from the age of eight. He studied at the Massachusetts Institute of Technology, Cambridge, in 1904–05 and completed his studies in civil engineering at the London Polytechnic in 1906–07. His work took him to Africa, the West Indies, and Canada, but in 1912 he decided to become a writer and settled in New York City. He lived most of his life in the United States, but the ambience of all his books is English. Since Dr. Dolittle was originally created to entertain Lofting's children in letters he sent from the front during World War I, it is not surprising that he was a firm opponent of war, violence, and cruelty. After serving in Flanders and France, Lofting was wounded and invalided out. *The Story of Dr. Dolittle*, the first of his series, appeared in 1920 and won instant success. He wrote one Dr. Dolittle book a year until 1927, and these seven are generally considered the best of the series—certainly the sunniest. *The Voyages of Dr. Dolittle* (1922) won the Newbery Medal as the best children's book of the year.

I Translate into Russian:

A chubby; treat; a bachelor; patients; age; the ambience; violence, and cruelty; a housekeeper; wit and charm; gentle; World War I.

II Match synonyms to these words:

an author	a round face
chubby	get the prize
a housekeeper	alone

an ambience	a writer
win	a housewife
a bachelor	an atmosphere

III Continue:

1) Hugh Lofting was … .
2) He learns the language of animals from … .
3) His housekeeper is a … and his visitors and patients are animals.
4) He decided to become a … and settled in … .
5) Lofting was … and invalided out.
6) Hugh Lofting got … .

“The Story of Doctor Dolittle” by Hugh Lofting

Once upon a time, many years ago when our grandfathers were little children—there was a doctor; and his name was Dolittle—John Dolittle, M.D."M.D." means that he was a proper doctor and knew a whole lot. He lived in a little town called, Puddleby-on-the-Marsh. All the folks, young and old, knew him well by sight. And whenever he walked down the street in his high hat everyone would say, "There goes the Doctor!—He's a clever man." And the dogs and the children would all run up and follow behind him; and even the crows that lived in the church-tower would caw and nod their heads.

The house he lived in, on the edge of the town, was quite small; but his garden was very large and had a wide lawn and stone seats and weeping willows hanging over. His sister, Sarah Dolittle, was housekeeper for him; but the Doctor looked after the garden himself. He was very fond of animals and kept many kinds of pets. Besides the gold-fish in the pond at the bottom of his garden, he had rabbits in the pantry, white mice in his piano, a squirrel in the linen closet and a hedgehog in the cellar. He had a cow with a calf too, and an old lame horse-twenty-five years of age—and chickens, and pigeons, and two lambs, and many other animals. But his favorite pets were Dab-Dab the duck, Jip the dog, Gub-Gub the baby pig, Polynesia the parrot, and the owl Too-Too.

His sister used to grumble about all these animals and said they made the house untidy. And one day when an old lady with rheumatism came to see the Doctor, she sat on the hedgehog who was sleeping on the sofa and never came to see him any more, but drove every Saturday all the way to Oxenthorpe, another town ten miles off, to see a different doctor.

Then his sister, Sarah Dolittle, came to him and said, "John, how can you expect sick people to come and see you when you keep all these animals in the house? It's a fine doctor would have his parlor full of hedgehogs and mice! That's the fourth personage these animals have driven away. Squire Jenkins and the Parson say they wouldn't come near your house again—no matter how sick they are. We are getting poorer every day. If you go on like this, none of the best people will have you for a doctor."

"But I like the animals better than the 'best people'," said the Doctor.

"You are ridiculous," said his sister, and walked out of the room.

So, as time went on, the Doctor got more and more animals; and the people who came to see him got less and less. Till at last he had no one left—except the Cat's-meat-Man, who didn't mind any kind of animals. But the Cat's-meat Man wasn't very rich and he only got sick once a year—at Christmas-time, when he used to give the Doctor sixpence for a bottle of medicine. Sixpence a year wasn't enough to live on—even in those days, long ago; and if the Doctor hadn't had some money saved up in his money-box, no one knows what would have happened.

And he kept on getting still more pets; and of course it cost a lot to feed them. And the money he had saved up grew littler and littler. Then he sold his piano, and let the mice live in a bureau-drawer. But the money he got for that too began to go, so he sold the brown suit he wore on Sundays and went on becoming poorer and poorer.

And now, when he walked down the street in his high hat, people would say to one another, "There goes John Dolittle, M.D.! There was a time when he was the best known doctor in the West Country—Look at him now—He hasn't any money and his stockings are full of holes!"

But the dogs and the cats and the children still ran up and followed him through the town—the same as they had done when he was rich.

Tasks:

I Translate into Russian:

Folk, a crow, a church, to nod, on the edge, a lawn, a weeping willow, a housekeeper, besides, a pond, a closet, a cellar, lame.

II Translate into English

Голубь, сова, ворчать, неопрятный, еж, ожидать, больной, бедный, ревматизм, смешной.

III Describe the Doctor

Однажды жил-был доктор. Его имя было Джон Дулиттл. Он жил в маленьком гордке. Это был Паддлиби Марш. Доктор был умным, добрым и богатым. Люди уважали этого человека. Дулиттл имел свой собственный дом и сестру. Его сестру звали Сара Дулиттл. Она была домоправительницей. Доктор имел большой сад. Он ухаживал за садом сам.

Джон Дулиттл любил животных очень сильно. Он имел золотых рыбок, кроликов, мышей, белку, ежа, корову, теленка, лошадь, цыплят, голубей, овечек. Утку, собаку. Поросенка. Попугая, сову дома. Но доктор не любил людей.

IV Character analysis

Compare and contrast Doctor Dolittle and his parrot Polynesia. How do their approaches to understanding animal language differ?

V Plot summary

Provide a brief summary of the plot of *The Story of Doctor Dolittle* using no more than 10 sentences.

VI Imaginary interview

Stage a role-play: a journalist interviews Doctor Dolittle about his unusual talent. Students must ask relevant questions and present their answers.

VII Creative writing

Write a diary entry from the point of view of one of Doctor Dolittle's animal patients.

VIII Poster project

Design a movie poster for one of the books in the series, using appropriate vocabulary and capturing the essence of the story.

IX Debate

Organize a debate on the theme: "Is it more useful to be able to speak multiple languages or to have a talent for understanding animals?"

Charles Dickens (1812-1870)



- **Charles Dickens** was an English writer and social critic. He created some of the world's most memorable fictional characters and is considered to be one of the greatest novelists. He was born on February 7th, 1812 in Portsmouth, England. His father was an office man, who worked hard to provide for his family. Charles had many brother and sisters. When he was 10, his family moved to London, where his father got into debtor's prison.
- After that, Charles left school to work in a factory. For two years he worked in a dirty room pasting labels on bottles. Then he went to school for three more years. He had little formal education but still succeeded in life.
- Over his career he wrote 15 novels, 5 novellas, hundreds of short stories and non-fiction articles. He also worked for 20 years as an editor in a weekly journal. Dickens' other merits include campaigns for children's rights, education and other social reforms. He obtained international attention and fame in 1836 with a series of publications called "Pickwick Papers". He used to be a young and poor reporter at that time, who immediately became a famous writer. Dickens published many other novels later. Among them "Oliver Twist", "Dombey and Son", "David Copperfield" and many others. His books are rather interesting to read.
- He mostly wrote about the hard life of poor people in Victorian England. Even though he lived more than a hundred years ago, people still read his books with pleasure. One of his most influential works ever written was "A Christmas

Carol" novella. His fellow writers of that time highly praised his literary genius. Leo Tolstoy, George Orwell, Chesterton were among them. Charles Dickens died on June 9th, 1870 and he was buried in Poet's Corner in Westminster Abbey.

Tasks:

I Answer the questions:

1) Who is Charles Dickens?

2) When was he born?

3) Who was his father?

4) Had Charles Dickens got his brothers and sisters?

5) How old was Dickens when his family moved to London?

6) What's happened with his father?

7) How many novels did he write?

8) When did he die?

II True or false:

1) Charles Dickens was an American writer.
2) He was born on February 6th, 1812 in Portsmouth.
3) Charles had many brother and only one sister.
4) When he was 10, his family moved to London.
5) Charles left school to work in a factory.
6) He was a highly-educated person.
7) He mostly wrote about the hard life of poor people.
8) Charles Dickens was buried in Westminster Abbey.

III Guess: What is it or who is it?

1) He was a great English writer.
2) He was an office man.
3) He got into debtor's prison.
4) They were literary geniuses.
5) There are many of them in writer's family.
6) It was the last place for Charles Dickens.

IV Give the headings to every paragraph

V Debate

Choose a topic: «Dickens' novels are entertaining, but do they have a moral?». Prepare arguments for and against.

VI Role-play

You are a journalist who interviewed Dickens. Act out the interview, asking him about his childhood trauma at the blacking factory.

"The Magic Fish-bone" by Charles Dickens

There was once a King, and he had a Queen. They had nineteen children. They were from seven years to seven months. Seventeen of these children took care of the baby; and Alicia, the eldest, took care of them all.

One day the King was on his way to work and stopped at the fishmonger's to buy a pound and a half of fish. Mr Pickles, the fishmonger, said, "Good-morning, sir a pound and a half of fish, certainly. Do you want anything else?"

The king didn't want anything else and he went on his way to work. He was not very happy because his children did not have any new clothes.

Just then an old lady came up. She was in very expensive clothes.

"King Watkins the First?" said the old lady.

"Watkins,"said the King, "is my name."

"Father of the beautiful Princess Alicia?" said the old lady.

"And of eighteen children," said the King.

"You are going to your work," said the old lady.

The King thought that the old lady must be a fairy, or how could she know that?

The old lady read the king's thoughts and said, "I am the good fairy Grandmarina. When you return home to dinner invite the Princess Alicia to have some of the fish you bought. When the beautiful Princess Alicia eats the fish you will find she will leave a fish-bone on her plate. Tell her to wash it and keep it. It is a present from me. She must take care of it." The king didn't really understand what the old lady wanted to say. The old lady read the king's thoughts again and said, "Tell Princess Alicia that the fish-bone is a magic present. It will give her anything that she wants. But this can happen only once and it must be at the right time. That is all"

The king wanted to ask Grandmaina a question. But where was she? She was not there. The king went on his way to work. There he wrote and wrote and is was time to go home again.

At home he invited Princess Alicia to eat some fish. She enjoyed it very much. The king saw the fish-bone on the plate and he told Alicia to wash it and to take good care of it. “It is a magic fish-bone,” he said, “and it will bring you anything you want but only once and the time must be right.”

The next day the queen was not very well. “Oh, dear, my head, my head,” she said. Princess Alicia took care of her mother. She cooked her a good breakfast, a delicious lunch and a wonderful dinner. She took care of all her brothers and sisters. But the queen was not well for a long time and every day Alicia was very, very busy. There were not many people to help her because the king had no money.

Every evening when the queen was not well Alicia sat with her father next to her mother's bed. One evening the king said to Alicia, “Where is the magic fish-bone?” “In my pocket.” “You haven't forgotten it then?” “No, I haven't, father,” Alicia said.

Another time one of the young princes cut his hand badly. Alicia took care of him and put his hand in a bowl of cold water. She washed and cleaned his hand and it was soon much better. When the king saw this he said to Alicia, “What are you doing, Alicia?” “One of the young princes cut his hand badly. I have washed and cleaned his hand,” she said, “and now it is much better.” “Where is the magic fish-bone? Have you forgotten about it?” asked her father. “No, I haven't, father. It is in my pocket.” Other things happened and each time the king asked Alicia if she still had the magic fish-bone. Each time Alicia answered that she still had the magic fish-bone in her pocket.

One day Princess Alicia said to her brothers and sisters, “Today you will all be cooks.”

All the children baked bread and cooked the meal. They had a wonderful time and danced and sang in the kitchen. But Alicia saw her father at the door. He was so unhappy. Alicia spoke to her brothers and sisters. They quietly went out of the kitchen and left Alicia with their father. “What is the matter?” she asked. “I haven't any money and the children need new clothes,” said the king.

“Have you no money at all?” “None, my child.” “Can't you get any from anywhere?” “I have tried very hard. I have tried everything.”

When she heard these last words, Princess Alicia began to put her hand into her pocket where she kept the magic fish-bone. “Father,” said Alicia, “when we have tried very, very hard and when we have done our very best, I think it is time to ask others for help.”

As she took the fish-bone out of the pocket the good fairy Grandmarina came into the room in her beautiful clothes. “You have always been a good and clever girl,” said the old lady, “and you have always helped your family and friends. Now you have found the secret of the magic fish-bone.” Grandmarina turned to the king and said, “Do you understand why Alicia did not need the magic fish-bone before?” The king said he did and that he was sorry. Then the queen and all the children came into the room. They were dressed in new clothes. The last words that the old lady said to them were,

“Clothes are not everything. Be good and try your best and you will be happy ever after.”

Tasks:

I Find in the text:

1) Грандмарина носила очень дорогие одежды.
2) Один из маленьких принцев сильно порезал руку.
3) Алисия опустила руку в карман.
4) Алисия ничего больше не хотела.
5) Все дети пекли хлеб и готовили еду.

II Say who did the following:

1) … took care of her mother.
2) … was very busy.
3) … was in very expensive clothes.
4) … cut his hand very badly.
5) … began to put her hand into her pocket.

III Answer the questions:

1) What did the king buy?
2) Who was Grandmarina?
3) Why did Alicia take care of her family?
4) How did the fish-bone help the family?
5) What was the secret of the fish-bone?

IV You are Alicia. Tell your story to your friend.

V Mini-discussions

Discuss why Princess Alicia ultimately understood the secret of the magic bone, while the king did not.



- **James Matthew Barrie** was born on 9th May, 1860, in Scotland. He was one of ten brothers and sisters. Barrie's mother loved his older brother David most of all. Sadly, David died when Barrie was six. His mother fell into depression and young Jamie was deeply affected by it.

- Barrie became a writer when he left university. He worked for a newspaper, but his true love was the theatre. Barrie moved to London and started to write plays and books. In 1904, he wrote a play called Peter Pan, The Boy Who Wouldn't Grow Up. Later on, Barrie decided to turn the play into a book and changed the title to Peter Pan. The book was full of magic and was a huge success. Barrie became a baronet in 1913. He died in 1937 at the age of 77, People remember him as one of the greatest children's writers of all time.

  Tasks:

I Translate into Russian:

One of ten brothers and sisters; most of all; fall into depression; true love; plays; full of magic.

II Answer the questions:

1) Where was Barrie born?
2) What was his full name?
3) What was the name of his older brother?
4) How many brothers and sisters did he have?
5) What happened to his elder brother?
6) Where did he move to?
7) What was the title of the play?
8) What was the title of the book?

III Tell about yourself:

1) Do you believe in magic?
2) Do you want to become a grown up? Why?
3) Do you like adventures? Why?

IV Formulate questions based on the thesis

«His older brother's death deeply affected him»

Peter Pan by James Matthew Barrie

The Darlings family lived in London. Mr Darling was a strict and serious man, but he loved his children very much. His wife was loving and sweet. There were three Darling children. Wendy was the oldest, then there was John, and last of all, there was Michael. The Darlings were not rich, but they wanted a nanny for their children. Luckily, they found Nana. Nana was perfect in every way. She loved the children and looked after them carefully. However, people stopped to stare when they saw three children with their nanny. You see, Nana was a large yellow dog that the Darlings met in the park. Mr Darling worried that his neighbours might think she was strange, but Nana was the best nanny in London. She kept the children safe and she made them very happy. In fact, The Darlings family was the happiest family in London until Peter Pan came.

The Darling children often dreamed of the magical land called the Netherland. They saw the strange land with its lagoons, caves and forests. The Neverland was different for each of the children. John lived in a boat turned upside down on the sand. Michael lived in a wigwam, while Wendy lived in the house made of leaves sewn together. They all dreamed of Peter, however, especially Wendy. She knew that Peter often came to the children's room at night while they were asleep. When she told her mother about this, Mrs Darling did not belive her.

"No one can get into the house without knocking, dear," said Mrs Darling.

"I think Peter comes in through the window," said Wendy.

"But my love, the window is three floors up," smiled Mrs Darling.

"Yes," said Wendy, "but Peter can fly."

Mrs Darling was sure that Peter was just a dream, but the next night proved that Wendy had not been dreaming and that Peter was real.

Tasks:

I Look at the words. How are they related to the story?

- Peter
- grow up
- adventures

- the Neverland
- mother
- Wendy
- John and Michael
- fairy
- dangerous

II True / false:

1) Mr Darling is a serious man.

2) Nana hates the children.

3) The Darlings have three children.

4) Nana is a large orange dog.

5) The Darling children never dream of the Neverland.

6) Wendy dreams of Peter more than her brothers.

7) Mrs Darling thinks that Peter is a dream.

III Describe the heroes:

- Mr Darling and Mrs Darling
- John, Michel and Wendy
- Nana
- Peter Pen

IV Discuss:

- Have you ever dreamed of magical places?
- What do you think about the idea of having a dog as a nanny?
- Who is your favourite hero and why?
- Can you recommend this book to your friends? Why?

VI Discuss the questions

«Is it better to stay a child forever or grow up?», «What does Neverland symbolize?», «Why is Peter Pan afraid of growing up?»

Draw a picture of a dream you had and tell the class about it.

“Jack and the Beanstalk” by James Matthew Barrie

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow.

One morning, Jack’s mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow.

Jack took the beans and went back home. When Jack’s mother saw the beans she was very angry. She threw the beans out of the window.

The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk.

He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside.

Jack heard a voice. “Fee, Fi, Fo, Fum!” Jack ran into a cupboard.

An enormous giant came into the room and sat down. On the table there was a hen and a golden harp.

“Lay!” said the giant. The hen laid an egg. It was made of gold. “Sing!” said the giant. The harp began to sing. Soon the giant was asleep.

Jack jumped out of the cupboard. He took the hen and the harp. Suddenly, the harp sang, “Help, master!”

The giant woke up and shouted, “Fee, Fi, Fo, Fum!” Jack ran and started climbing down the beanstalk. The giant came down after him.

Jack shouted, “Mother, help!” Jack’s mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again.

With the hen laying golden eggs and the magic harp, Jack and his mother lived happily ever after.

Tasks:

I Circle the words that describe his character:



Jack

happy friendly clever caring angry beautiful rude handsome evil helpful smart moody honest ugly kind wicked nasty scary cross shy mean pretty horrible sly polite grumpy calm furious unkind fierce bold

Jack's mother

happy friendly clever caring angry beautiful rude handsome evil helpful smart moody honest ugly kind wicked nasty scary cross shy mean pretty horrible sly polite grumpy calm furious unkind fierce bold





Bean seller

happy friendly clever caring angry beautiful rude handsome evil helpful smart moody honest ugly kind wicked nasty scary cross shy mean pretty horrible sly polite grumpy calm furious unkind fierce bold

Giant

happy friendly clever caring angry beautiful rude handsome evil helpful smart moody honest ugly kind wicked nasty scary cross shy mean pretty horrible sly polite grumpy calm furious unkind fierce bold Circle the words that describe this character: happy friendly clever caring angry beautiful rude handsome evil helpful smart moody honest ugly kind wicked nasty scary cross shy mean pretty horrible sly polite grumpy calm furious





Giant's wife

happy friendly clever caring angry beautiful rude handsome evil helpful smart moody honest ugly kind wicked nasty scary cross shy mean pretty horrible sly polite grumpy calm furious

II Describe yourself and one of your family.

III Answer the questions:

1) Who is your favourite hero in this fairy tale? Why?
2) Would you like to have a magic bean? What would you like to ask?
3) Would you like to meet a giant? Why?
4) Do you agree that all giants are angry?

IV Analyze the action. Discussion topic: "Was Jack right to exchange the cow for beans?"

V Come up with an alternative ending. "What if Jack couldn't climb down the stem, or the giant woke up earlier?"

VI Write a brief summary "What is the moral of the story?"



Lewis Carroll was the pen-name of Charles L. Dodgson, the man who wrote a famous book for children "Alice's Adventures in Wonderland".

Charles L. Dodgson was born in England in 1832. He got his early education at a public school. Then he became a student at Oxford. Charles studied mathematics and later taught this subject in the same college.

Charles Dodgson had no family, but he loved children very much. He often visited his friend, who had a large family. There were three little girls in the family. One of them Alice, was four years old. Dodgson liked Alice very much and he often told her interesting stories which he made up himself. Charles told Alice Liddell about the adventure of a little girl, and she liked the stories very much.

When Alice Liddell was about ten years old, she asked Charles to write down the stories for her, and he did so. He called the heroine of his book also Alice. This hand-written book had many pictures made by Charles himself. They were not very good pictures but the children liked them.

One day a friend of the Liddells, a writer, came to see the family. He saw the hand-written book made by Charles Dodgson and began to read it with great interest. He read the book to the end and said that it was good and that all the children in England must read it. Charles decided to publish the book but he did not want to do it under his own name. So he took the pen-name of Lewis Carroll. The book came out in 1865 and all the people who read it liked it very much. Later the book was published in the United States, in France and in Germany. The first Russian translation of "Alice's Adventures in Wonderland" came out in 1923.

In England the book was published very many times during the author's life and you can always find it in the bookshops of today. "Alice's Adventures in Wonderland" is still a favourite children's book.

Tasks:

I Say who:

1) … studied at Oxford.
2) … had a large family.
3) … was about ten years old.
4) … draw pictures himself.

5) … said that all the children in England must read it.
6) … was published very many times.

II Put the sentences in the right order:

1) He often visited his friend, who had a large family.
2) Charles L. Dodgson was born in England in 1832.
3) Charles decided to publish the book but he did not want to do it under his own name.
4) Charles studied mathematics and later taught this subject in the same college.
5) He saw the hand-written book made by Charles Dodgson.
6) Charles told Alice Liddell about the adventure of a little girl, and she liked the stories very much.
7) "Alice's Adventures in Wonderland" is still a favourite children's book.

III Filling in the missing prepositions:

1) the man who wrote a famous book ___ children.
2) Charles L. Dodgson was born __ England.
3) Charles often told her interesting stories which he made __ himself.
4) He told Alice Liddell ——— the adventure of a little girl.
5) When Alice Liddell was __ ten years old, she asked Charles to write __ the stories for her.
6) But he did not want to do it __ his own name.

IV Mini case with argumentation

Imagine that you are a journalist from the 19th century. Write a short letter to a friend in which you share your impressions of "Alice's Adventures in Wonderland". Use at least three facts from Carroll's biography in the text to make your argument convincing.

V Role-playing game

Act out a dialogue between Charles Dodgson and Alice Liddell. In it, Dodgson should explain why he chose the pseudonym Lewis Carroll, and Alice should share what she remembers most from his stories.

Alice in Wonderland by Lewis Carroll

Alice was sitting on the grass by her sister who was reading a book. Alice did not like the book because there no pictures in it.

"What's the use of a book without pictures in it?" thought Alice. "Shall I get up and go to pick some flowers, or shall I not? No, the day is too hot. Oh, I am so sleepy..."

Suddenly a white rabbit with pink eyes ran past her.

"Oh, I shall be late! I shall be late!" he cried.

A rabbit that can talk! Alice did not think it very funny at first. But when the Rabbit took a watch out of its pocket, and looked at it, Alice jumped to her feet. She started after the Rabbit. It ran to a rabbit-hole in the ground and jumped into it. Alice went down after it at once.

But she did not go down the hole, she fell. She fell down, down, down.
She was falling very slowly, so she had time to think, and to look about. At first she tried to look down and see what was in the hole. But it was too dark and she could see nothing. Then she looked at the walls and saw a lot of shelves on them. There were maps and pictures here and there. On one of the shelves she saw a jar. She took it from the shelf and read "Marmalade".

But there was no marmalade in it. She did not want to drop the jar. She was afraid to kill somebody — she was still falling down. So she put the jar on another shelf as she was falling past it.

"Well," thought Alice, "after this fall I shall not be afraid to jump from trees."
Down. Down. Down.

"Am I falling through the earth?" said Alice. "It will be so funny to see the people on the other side of the earth. Do they walk with their heads down? I shall not know where I am. I shall ask them politely to tell me the name of their country. They will think that I am a very stupid girl." Down, down, down. There was nothing else to do, so Alice soon began to talk again.

"Poor Dinah! What will she do without me this evening?" (Dinah was her cat.) "I hope they will not forget to give her some milk to drink. Dinah, my dear! I am so sorry you are not here with me! Oh, but what can cats eat here?
I am sure there are no mice in the air."

Suddenly the fall was over. Alice jumped to her feet. Before her eyes there lay a long corridor. The White Rabbit was running along it.

"Quick," thought Alice. "I must be quick!" And she ran after the Rabbit. The Rabbit turned the corner, and she heard the words: "It's so late, so late!"

Alice could not run so quickly as the Rabbit. And soon it was out of sight.

Tasks:

I Who said it?

1) "After this fall I shall not be afraid to jump from trees."
2) "I shall be late!"
3) "I am sure there are no mice in the air."

II Say who:

1) … was sitting on the grass by her sister.

2) … was reading a book.
3) … ran past Alice.

III Say true, false or I don't know.

1) There were no pictures in the book which Alice's sister was reading.
2) Alice liked that book very much.
3) Alice dropped the jar when she saw that there was no marmalade in it.
4) Dinah (Alice's cat) was three years old.

IV Put the sentences in the right order.

1) It was very dark there and at first she could see nothing.
2) Alice started after the Rabbit.
3) Alice was sitting on the grass by her sister.
4) She followed the rabbit and jumped into the rabbit-hole.
5) Suddenly a white rabbit ran past her.

V What is the opposite? Match the words in two columns.

down	short
quick	with
late	up
forget	clever
stupid	slow
long	remember
without	last
first	early

VI Complete the sentences. The words can help you.

side
nothing
use
sight
marmalade

"What's the_____of a book without pictures in it?"
It was very dark and Alice could see_____.
There was no_____ in the jar.
"It will be so funny to see the people on the other _____of the earth."
Soon the Rabbit was out of _____ .



Pamela Lyndon Travers (born **Helen Lyndon Goff**; 9 August 1899 – 23 April 1996) was an Australian-born British writer who spent most of her career in England. She is best known for the Mary Poppins series of children's books, which feature the magical nanny Mary Poppins.

Goff was born in Queensland, and grew up in Australia. Her writing was first published as a teenager, and she also worked briefly as a professional Shakespearean actress.

Upon emigrating to England at the age of 25, she took the name Pamela Lyndon Travers and adopted the pen name P. L. Travers in 1933, while writing the first of eight Mary Poppins books.

Travers travelled to New York City during World War II while working for the British Ministry of Information. At that time, Walt Disney contacted her about selling to Disney Studios the rights for a film adaptation of Mary Poppins, whose sequel Mary Poppins Comes Back was also in print. After years of contact, which included visits to Travers at her home in London, Walt Disney did obtain the rights and the Disney film Mary Poppins premiered in 1964. In 2004, a new musical adaptation of the books and the film opened in the West End; it premiered on Broadway in 2006. A film based on Disney's plight to acquire the Mary Poppins film rights was released in 2013, Saving Mr. Banks, in which Travers is portrayed by Emma Thompson.

Tasks:

I Translate these words and phrases into Russian:

An Australian-born British writer; briefly; upon emigrating to; a film adaptation; a sequel; did obtain the rights; premiered on Broadway; a film based on; plight to acquire.

II Choose the correct title for each paragraph:

1) the pen name;

2) a famous writer;

3) the Mary Poppins film;

4) life in Australia.

III True / False or Not Stated:

1) Pamela Lyndon Travers born Elen Lyndon Goff.

2) Her writing was first published as a teenager.

3) At the age of 25 she took the name Pamela Lyndon Travers.

4) Travers travelled to New York City during World War I.

5) Pamela Lyndon Travers wrote 51 books.

6) The Disney film Mary Poppins premiered on the 7th of September of 1964.

IV Answer the questions:

1) Do you like to read?

2) What is your favourite book?

3) Have you ever read "Mary Poppins"?

4) Would you like to have such nanny?

V Write a diary entry: «You are Pamela Lyndon Travers in 1920. Write a letter to a friend back in Australia, describing your first day in England and your hopes for the future».

The story about Mary Poppins's Day Out by Pamela Travers

"My goodness," said Mary Poppins, "I am having a Day Out!"

Mary Poppins and her friend Match-Man walked together in the little wood. Suddenly they came upon a little open space filled with sunlight. And there on a green table was afternoon-tea!

A pile of raspberry-jam-cakes as high as Mary Poppins's waist stood in the centre. "Won't you sit down, Madam?" — asked a voice. They turned and found a tall man in a black coat coming out of the wood with a table-napkin over his arm.
"I'm the waiter, you know!" — explained the man in the black coat.
"Won't you sit down?" said Mary Poppins, politely.
"Waiters never sit down, Madam," said the man. But he was very pleased that Mary Poppins had asked him to join them.

They began their afternoon-tea, and the waiter stood beside them to see that they had everything they needed. They drank their tea and two more cups, and then they finished the pile of raspberry-jam-cakes. After that they got up.
"There is nothing to pay" said the waiter before they had time to ask for the bill "It is a pleasure. You will find the merry-go-round: just over there!" Mary Poppins and her friend saw some wooden horses in the trees...

I Give three forms of the following verbs, translate them:

To give, to take, to get, to know, to put, to tuck, to leave, to go, to set, to run, to keep, to feel, to begin, to draw, to see, to make, to find, to come, to mean, to lie, to lay, to pay, to think, to squeeze, to sit, to catch, to hold, to bend, to buy, to wear, to tell, to stoop, to sweep, to shine, to stand, to whirl, to leap, to ride, to shake, to bide, to meet.

II Give the degrees of comparison of the following adjectives:

Good, many, much, beautiful, wet, fine, quick, important, sad, stodgy, nice, excited, soft, little, delighted, large, polite, wonderful, rude, superior.

III Translate the sentences from English into Russian.

1. Vain people always want to look their best and are always sure that they never look another way.

2. Mary Poppins talked haughtily and gave superior sniffs but the kids loved and admired her.

3. The woman smoothed down her skirt, put on her gloves and tucked her umbrella down her arm.

4. According to Mary Poppins everyone has a Fairyland of his own.

5. Yesterday we had a wonderful Day Out. We rode a Merry-go-Round, had tea from a brass urn and ate wonderful strawberry jam cakes.

6. We were disappointed with the dinner. It was a stodgy and tasteless meal.

IV Translate from Russian into English.

1. Я сделал все, что мог, чтобы развлечь ребенка: мы катались на карусели, пили чай с малиновыми пирожными.

2. Он был рад нас видеть: он пожал мне руку.

3. Я не хотел обидеть тебя, извини.

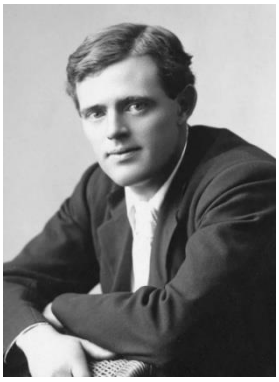
4. На картине были прекрасные горы. Их склоны были усыпаны цветами, а внизу текла речка.
5. Твои картины по праву должны висеть в музее!
6. Не надо разговаривать с людьми так презрительно, их это обижает.

V Answer the following questions:

1. How did Mary Poppins spend her Day-Out?
2. Describe Mary's manners of behavior.
3. What did they have for tea?

VI. Give the retelling of the text as if you were:

• Mary Poppins;
• The waiter;
• The Match-Man.



1) Jack London was born in 1876 in San Francisco. His real name was John Griffit. His father was a farmer. The family was extremely poor and the boy had to earn his living after school. He sold newspapers, worked at a factory. Later he became a sailor; during some time he wandered with the unemployed.

2) For a year he attended the Oakland High school and spent a semester at the University of California, but as he had no money he had to stop his studies and went to work again.

3) This time it was a laundry. In 1897 he went to the Klondike as a gold miner. His first short story was published in 1898.

Some of the difficulties he met during the first years of his literary work are described in his novel «Martin Eden».

4) During the sixteen years of his literary career Jack London published about fifty books: short stories, novels and essays. In his best stories London described the severe life and struggle of people against nature. He died at the age of forty in 1916.

Tasks:

I Match the titles with their paragraph:

1) A boy from poor family;
2) a very prolific period;
3) in search of gold;
4) a difficult period.

II Match the verbs and their definitions:

wander	* to move without purpose; often in search of livelihood.
attend	* to strive, to labour in difficulty, to fight (for or against), to contend.
sell	* to visit;
struggle	* To transfer goods or provide services in exchange for money.

III Choose the right word:

1) His father was *a famer / a lawyer*.
2) The family was extremely *rich / poor.*
3) He had no money he had to *stop / start* his studies and went to work again.
4) During the sixteen years of his literary career Jack London published about *fifty / sixty* books.

IV Fill in the gaps with the correct words from the box: published, novelist, born, success, published, age, inspired, stories, published, novels.

Jack London is one of the best-known American _____. He was _____ in San Francisco in 1876. His real _____ was John Griffit. The family was very poor and Jack's _____ was not happy. He had to earn money after school. He sold newspapers, worked at a factory. Later he became a _____. In 1897 gold was found in Alaska. At the _____ of 21 Jack London went to the Klondike as a gold miner. He returned home without gold but with _____ about people that he met and became friends with. They _____ him to write. His first short story was _____ in 1898. It was a huge _____. Readers loved it and wanted more _____. Jack London published about fifty _____: short stories and novels.

White Fang by Jack London

"Home! Go home!" the master commanded when he had checked his injury.

White Fang didn't want to leave him. The master thought of writing a note, but searched his pockets in vain for pencil and paper.

He regarded him sadly, started away, then returned and whined softly. The master talked to him gently but seriously, and he cocked his ears1, and listened with painful attention.

"That's all right, old fellow, you just run along home," ran the talk. "Go on home and tell them what's happened to me. Home with you, you wolf. Get along home!" White Fang knew the meaning of "home," and though he did not understand the remainder of the master's language, he knew it was his will that he should go home. Then he stopped, undecided, and looked back over his shoulder.

"Go home!" came the sharp command, and this time he obeyed.

The family was on the porch, relaxing in the cool afternoon, when White Fang arrived. "Weedon's back," Weedon's mother announced. The children welcomed White Fang with glad cries and ran to meet him. He avoided them and passed down the porch, but they cornered him against a rocking-chair and the railing. Their mother looked apprehensively in their direction. "I confess, he makes me nervous around the children," she said. "I have a fear that he will turn upon them unexpectedly some day."

Growling savagely, White Fang sprang out of the corner, overturning the boy and the girl. The mother called them to her and comforted them, telling them not to bother White Fang.

"A wolf is a wolf!" commented Judge Scott. "There is no trusting one." "But he is not all wolf," interposed Beth, standing up for her brother in his absence.

"You have only Weedon's opinion for that," replied the judge. "He only thinks that there is some breed of dog in White Fang; but as he will tell you himself, he knows nothing about it.

White Fang stood before him, growling fiercely.

"Go away! Lie down, sir!" Judge Scott commanded. White Fang turned to the master's wife. She screamed with fright as he seized her dress in his teeth and dragged on it till the fabric tore.

He had stopped his growling and stood, head up, looking into their faces. His throat twitched, but made no sound, while he struggled with all his body, shaking with the effort to rid himself of the unspeakable something that struggled for expression. "I hope he is not going mad," said Weedon's mother. "I told Weedon that I was afraid the warm climate would not agree with an Arctic animal.'

At this moment speech came to White Fang, rushing up in a great burst of barking.

"Something has happened to Weedon," his wife said decisively.

They were all on their feet now, and White Fang ran down the steps, looking back for them to follow. For the second and last time in his life he had barked and made himself understood.

I Match the verbs with the animals. What are these phrases in Russian?

1 quack	a wolf
2 meow	b sheep
3 sizzle	c horse
4 grunt	d lion
5 Moo	e duck
6 neigh	f cat
7 croak	g pig
8 howl	h snake
9 bleat	i frog
10 roar	j cow

II Read the text again. Find parts of in the text, in which White Fang showed: obedience, resolve, anger, reluctance, understanding of, loyalty.

III Answer the questions: How did White Fang treat his master? Why? As his master had made love White Fang? Discuss in pairs.

IV THINK! How can children benefit from having a pet? For three minutes write on the subject.

V Translate into English:

«Белый клык»- то история дикого волкодава. Она начинается на замёрзшем севере Канады, где у Белого Клыка очень трудная жизнь. Он должен бороться за выживание каждый день. Наконец, он спасён от своего жестокого владельца

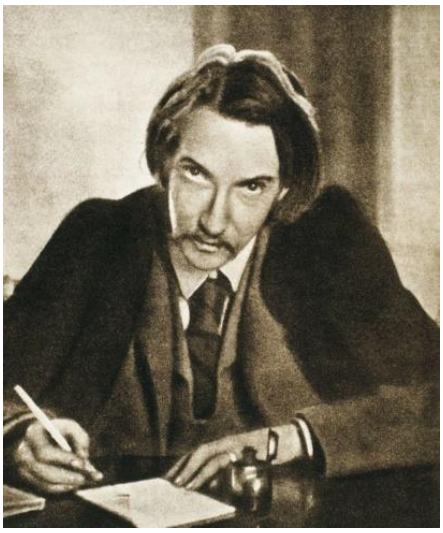
добрым человеком по имени Скотт Видон, который любит его и приручает его. В свою очередь Белый Клык спасает ему жизнь, когда он находится в беде.

VI Look at the picture and describe White Fang:



VII Find in the text next phrases:

1) Он грустно посмотрел на него, отошел, потом вернулся и тихо заскулил.
2) Затем он остановился, в нерешительности и оглянулся через плечо.
3) Дети приветствовали Белого Клыка радостными криками и побежали ему навстречу.
4) "Волк есть волк!- прокомментировал судья Скотт.
5) Белый Клык стоял перед ним, яростно рыча.
6) В этот момент речь дошла до Белого Клыка, и он разразился громким лаем.



R. L. Stevenson
(1850—1894)

Robert Louis Stevenson was born in 1850 in Edinburgh, Scotland. The boy was often ill and during the cold winters stayed in the house. He had no brothers or sisters. Books were his only friends. Robert read very much. He thought about other countries and drew maps of different places which he wanted to see. The boy wrote stories of adventures on the sea and told those stories to his parents.

In summer when Robert was not ill, he travelled with his father over Scotland. He saw storms on the sea and described those storms in his stories. At school he began to write stories and poems and wanted to be a writer, but his father was an engineer and wanted his son to be an engineer too. He said that writing poems and stories was only a hobby, not a profession.
Stevenson went to the Edinburgh university for some time, then he travelled in different countries and wrote many stories. In 1883 Stevenson published his book "Treasure Island". Readers liked the book very much. In 1886 Stevenson published his book "Kidnapped". Then other books of adventures came out. People in many countries read and still read Stevenson's stories. The hobby of a small boy was now his profession. But the writer was very ill and he died in 1894.

Tasks:

I Find the words with the same meaning:

to be ill	a mate
a house	a guy
a boy	to be sick
to be	pastime
a friend	home
hobby	to become

II True/ False/ Not Stated

1) Robert Louis Stevenson was born in 1850 in Dublin, Ireland.
2) He lived 94 years old.
3) He had no sisters and only one brother.
4) Robert L. Stevenson had a lot of pets.
5) When he was a boy he wrote stories of adventures on the sea.
6) In his childhood the writer was often ill.

7) He wanted to be an engineer like his father.

III Write three forms of verbs:

	drew		
		travelled	
		gone	
	wrote		
	saw		
			читать
	told		
			сказать

IV Answer the questions:

1) Where is Scotland situated in?
2) What is the capital of Scotland?
3) What is this country famous for?
4) What is the national costume and national musical instrument of Scotland?
5) Do you know other writers and poets from Scotland?
6) In 1886 Stevenson published his book “Kidnapped”. What assotiations do you have with this title? What is this book about?

THE SHIPWRECK from Kidnapped by R. L. Stevenson

David Bal four, …1….., is on board a brig bound for America. The brig meets with a violent storm off the coast of Scotland. During the shipwreck that follows David is cast overboard. He cannot swim and is being carried along by the waves and choked until, fortunately, he manages to get hold of a floating board. After a desperate struggle he is flung upon the shore.

He spends the first night walking to and fro upon the beach for fear he might be frozen.

In all the books I have read of people cast away on a desert island,…2……. My case was very different.

The second day I explored the entire island and chose a place on a hillside to be my home. I had a good reason for my choice: from there I could distinguish the top of a great ancient church and the roofs of houses on the mainland. Morning and evening I saw smoke go up. I used to watch this smoke when I was wet and cold and lonely. It kept hope alive and saved me from the sense of horror I had …3...

But the second day passed; and though I kept a look out for boats or men, no help came. It had been raining for more than twenty-four hours. My clothes were beginning to rot; my throat was so sore that I could hardly swallow; the very sight of shellfish sickened me. I felt completely exhausted.

It did not clear until the afternoon of the third day. As soon as the sun came up, I lay down on the top of the rock to dry myself. ……4….., I was hopeful and searched the sea with a fresh interest. All of a sudden a boat with a pair of fishers came flying round the corner of the isle. I shouted out and ran along the shore from rock to rock.

There was no doubt they had observed me, for they cried out something and laughed. But the boat never turned aside and flew on. It was unbelievable that they should have seen me and left me to die! I could not believe in such wickedness! Even after they were out of reach of my voice, I still cried and waved to them; I thought my heart would burst. But all was in vain. ……5….., those fishers would have died.

On the fourth day of this horrible life of mine I observed a boat heading for my island. Unable to hold myself back, with my heart beating wildly and my legs shaking under me, I ran to the seaside. It was the same boat with the same men as yesterday. But now there was a third man with them. As soon as they were within hearing, they let down their sail and lay quiet. They drew no nearer and, what increased my fear, the new man roared with laughter as he looked at me. Then he addressed me, speaking fast and waving his hand towards the mainland. Was he suggesting that I should try and make my way across the strait? I picked out the word "tide." I had a flash of hope! "Do you mean when the tide is out..." I cried and could not finish.

"Yes, yes," said he. "Tide."

At that I set off running as I had never run in my life. Before long I came out on the shore of the strait; and sure enough, it had become a little stream of water, through which I dashed, splashing, not above my knees, and landed with a shout on the mainland.

A sea-bred boy would not have stayed a day on the isle which is only a tidal islet, and can be entered and left twice in every twenty-four hours.

Even I, if I had sat down to think, might have guessed the secret. But for the fishers, ……6…...

I have seen wicked men and fools; and I believe they both get paid in the end; but the fools first.

Tasks:

I Answer the questions:

1) What is the genre of "The shipwreck"?
2) Have you ever read Robinson Crusoe by Daniel Defoe?
3) Why did the sailors laugh at the main character?
4) Would you find yourself on a desert island?
5) What would you take with you to a desert island?

II Find in the text next phrases:

Шестнадцатилетний мальчик; кораблекрушение; задохнулся; плавучая доска; инструменты или сундук с вещами; чувство ужаса; прилив; приливный островок; меня тошнило от одного вида моллюсков; Я чувствовал себя совершенно измученным.

III Fill in the missing parts:

1) they had either their pockets full of tools or a chest of things would be thrown upon the beach as if on purpose;
2) my mood changed;
3) I might have left my bones there;
4) when I was alone with the dead rocks and the rain, and the sea;
5) if a wish could kill men;
6) a sixteen-year-old boy.

IV Compare David's situation with the heroes of classic novels about desert islands. What contrast does the author emphasize? Provide 1–2 examples from the text.

V Draw a picture to one of the scenes



Oscar Wilde

Wilde was an Anglo-Irish novelist, playwright, poet and critic, and a celebrity in late 19th century London. Oscar Fingal O'Flahertie Wills Wilde was born in Dublin on 16 October 1854. His father was a successful surgeon and his mother a writer and literary hostess. Wilde was educated at Trinity College, Dublin and Magdalen College, Oxford.

While at Oxford, Wilde became involved in the aesthetic movement. After he graduated, he moved to London to pursue a literary career. His output was diverse.

A first volume of his poetry was published in 1881 but as well as composing verse, he contributed to publications such as the 'Pall Mall Gazette', wrote fairy stories and published a novel "The Picture of Dorian Gray" (1891).

His greatest talent was for writing plays, and he produced a string of extremely popular comedies. Drama and tragedy marred Wilde's private life. He married Constance Lloyd in 1884 and they had two sons.

He was sentenced to two years of hard labour. His wife took their children to Switzerland and adopted the name 'Holland'. Wilde was released with his health irrevocably damaged and his reputation ruined. He spent the rest of his life in Europe, publishing "The Ballad of Reading Gaol" in 1898. He died in Paris on 30 November 1900.

Tasks:

I Describe the portrait of Oscar Wild

Controversial and extraordinary was the appearance of Wilde. Look at the portrait. At first glance, nothing unusual. But in order to see the features, we need to compare the appearance of Oscar Wilde and a typical resident of 19th century England.

II Choose the right variant:

1) When was Oscar Wild born?
a) 1854
b) 1845
c) 1864

2) What is full name?
   a) Oscar Fingal O'Flahertie Wills Walde
   b) Oscar Fingal O'Flahertie Wills Wilde
   c) Oscar Fingal O'Flahertie Walls Wilde
3) When was he born?
   a) In Berlinn
   b) In Dublin
   c) In London
4) Which of these books is Oscar Wilde the author of?

a) "The Pygmalion"
b) "The picture of Dorian Gray"
c) "The shagreen leather"

5) When was O. Wilde died?
   a) 1900
   b) 1805
   c) 1910

III Match the famous quotes by Oscar Wilde with the translation:

1) Time is a waste of money.

2) We are all in the gutter, but some of us are looking at the stars.

3) Always forgive your enemies, nothing annoys them so much.

4) Children begin by loving their parents; as they grow older they judge them; sometimes they forgive them.

5) Fashion is a form of ugliness so intolerable that we have to alter it every six months.

_____

 Время — это пустая трата денег.

 Мы все в сточной канаве, но некоторые из нас смотрят на звезды.

 Всегда прощайте своих врагов, ничто не раздражает их больше.

 В начале дети любят своих родителей; потом, когда становятся старше, начинают судить их; иногда они их прощают.

 Мода — это форма безобразия и настолько невыносима, что мы должны менять ее каждые шесть месяцев.

IV Criticism and paradox. Discuss how Wilde's paradoxical style and his views on art (in particular, his famous statement: "Life imitates art far more than art imitates life") led to a conflict with Victorian society.

V Ethics and morality. Write a short essay on the topic "What is more important: art or morality?"

VI Dialogue. Act out a dialogue between Wilde and one of his critics or contemporaries, discussing one of his works or controversial aspects of his biography.

VII Press conference. Prepare a short "press conference" with Wilde, where he answers journalists' questions about his work, style, or scandal.

The Selfish Giant by Oscar Wilde

Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden.

It was a large lovely garden, with soft green grass.

"How happy we are here!" they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre, and had stayed with him for seven years. After the seven years were over he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

"What are you doing here?" he cried in a very gruff voice, and the children ran away.

My own garden is my own garden," said the Giant; " any one can understand that, and I will allow nobody to play in it but myself." So he built a high wall all round it, and put up a notice-board.

He was a very selfish Giant.

The poor children had now nowhere to play. They tried to play on the road, but the road was very dusty and full of hard stones, and they did not like it. They used to wander round the high wall when their lessons were over, and talk about the beautiful garden inside. "How happy we were there," they said to each other.

Then the Spring came, and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still winter. The birds did not care to sing in it as there were no children, and the trees forgot to blossom.

"I cannot understand why the Spring is so late in coming," said the Selfish Giant, as he sat at the window and looked out at his cold white garden; "I hope there will be a change in the weather."

But the Spring never came, nor the Summer. The Autumn gave golden fruit to every garden, but to the Giant's garden she gave none. "He is too selfish," she said. So it was always Winter there, and the North Wind, and the Hail, and the Frost, and the Snow danced about through the trees.

One morning the Giant was lying awake in bed when he heard some lovely music. It sounded so sweet to his ears that he thought it must be the King's musicians passing by. It was really only a little linnet singing outside his window, but it was so long since he had heard a bird sing in his garden that it seemed to him to be the most beautiful music in the world. "I believe the Spring has come at last," said the Giant; and he jumped out of bed and looked out.

What did he see?

He saw a most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees. In every tree that he could see there was a little child. And the trees were so glad to have the children back again that they had covered themselves with blossoms, and were waving their arms gently above the children's heads. The birds were flying about and twittering with delight, and the flowers were looking up through the green grass and laughing. It was a lovely scene, only in one corner it was still winter. It was the farthest corner of the garden, and in it was standing a little boy. He was so small that he could not reach up to the branches of the tree, and he was wandering all round it, crying bitterly. The poor tree was still quite covered with frost and snow, and the North Wind was blowing and roaring above it. "Climb up! little boy," said the Tree, and it bent its branches down as low as it could; but the boy was too tiny.

And the Giant's heart melted as he looked out. "How selfish I have been!" he said; "now I know why the Spring would not come here. I will put that poor little boy on the top of the tree, and then I will knock down the wall, and my garden shall be the children's playground for ever and ever." He was really very sorry for what he had done.

"It is your garden now, little children," said the Giant, and he took a great axe and knocked down the wall. And when the people were going to market at twelve o'clock they found the Giant playing with the children in the most beautiful garden they had ever seen.

All day long they played, and in the evening they came to the Giant to bid him good-bye.

Every afternoon, when school was over, the children came and played with the Giant. But the little boy whom the Giant loved was never seen again. The Giant was very kind to all the children, yet he longed for his first little friend, and often spoke of him. "How I would like to see him!" he used to say.

Years went over, and the Giant grew very old and feeble. He could not play about any more, so he sat in a huge armchair, and watched the children at their games, and admired his garden. "I have many beautiful flowers," he said; "but the children are the most beautiful flowers of all."

Tasks:

I Answer the questions:

1. What do you think the story is about? Write down some sentences.
2. Practise the pronunciation of the words from the story.

gruff cloak ogre chimney linnet perfume

II Choose the right variant:

1. The Giant did not have any friends until he met the little boy.
   True / False

2. The little boy cried when the Giant placed him in the tree.
   True / False
3. The little boy was responsible for the death of the Giant.
   True / False

III Make up as many special questions as possible:

1) Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden.
2) One morning the Giant was lying awake in bed when he heard some lovely music.
3) And the trees were so glad to have the children back again that they had covered themselves with blossoms, and were waving their arms gently above the children's heads.
4) They used to wander round the high wall when their lessons were over, and talk about the beautiful garden inside.
5) In the farthest corner of the garden was a tree quite covered with lovely white blossoms.

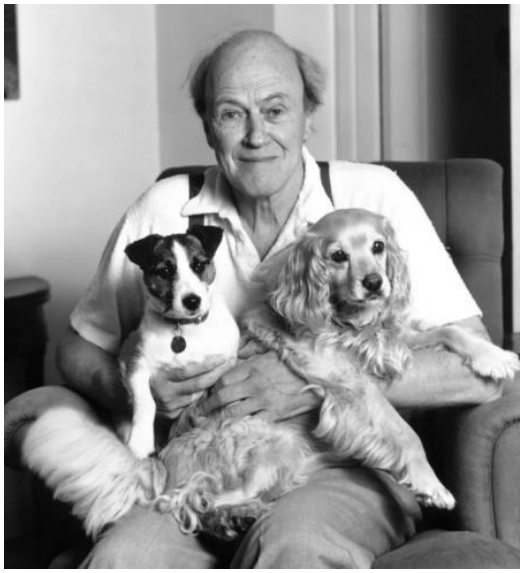
IV Make these sentences interrogative and negative.

Коноплянка, грубый голос, расцветать, пыльный, нежно, доска объявлений, горько, щебетать, топор.

V Use the words or word combinations in the sentences of your own.

VI Discussing the story. Answer the questions:

1) What can you say about the author of the story? What facts from his biography do you know?
2) Have you read any other books written by Oscar Wilde?
3) What genre does this story belong to?
4) Do you like the story? (Why? / Why not?) Give your reasons.
5) What is the main idea of the story?



Roald Dahl

Roald Dahl is known as a British novelist, short story writer, fighter pilot and screenwriter.

His parents were from Norway, but he was born in Wales, 1916. The family used to spend the summer holidays on a little Norwegian island, swimming, fishing and going by boat. When Roald was four years old, his father died, so his mother had to organise the trip alone for herself and her six children.

At school, he was always homesick. At St. Peter's Prep School, all the letters home were controlled by the headmaster, and afterwards at Repton Public School, he had to wear a horrible school uniform (with braces, waist coat, hat and lots of buttons, all black). The younger boys were often punished by the headmaster and the older boys called prefects. The headmaster was so cruel, that he made a pause after each beat to smoke his pipe and talk about sins and wrongdoing, while the boy had to remain kneeling. After ten beats, the victim was told to wash away the blood first, before putting on the trousers. By the way, this headmaster became later the Archbishop of Canterbury.

After school, Roald Dahl didn't go to university, but applied for a job at the Shell company, because he was sure they would send him abroad. He was sent to East Africa, where he got the adventure he wanted: great heat, crocodiles, snakes and safaries. He lived in the jungle, learned to speak Swahili and suffered from malaria. When the second World War broke out, he went to Nairobi to join the Royal Air Force. He was a fighter pilot and shot down German planes and got shot down himself. After 6 months in hospital he flew again.

In 1942, he went to Washington as Assistant Air Attaché. There, he started writing short stories. In 1943, he published his first children's book "The Gremlins " with Walt Disney and in 1945 his first book of short stories appeared in the US. His marriage with the actress Patricia Neal was unhappy. None of their kids survived, his wife suffered a stroke. He got divorced in 1983 and married Felicity Crosland. His collections of short stories have been translated into many languages and have been best-sellers all over the world.

His books are mostly fantasy, and full of imagination. They are always a little cruel, but never without humour - a thrilling mixture of the grotesque and comic.

Roald Dahl didn't only write books for grown-ups, but also for children, such as "James and the Giant Peach ", "Fantastic Mr. Fox " and "The Gremlins ". That's the only way to get through to children." Roald Dahl is perhaps the most popular and best-selling children's book author. However, these stories are so sarcastic and humorous, that also adults appreciate reading them.

Roald Dahl died in November 1990. The Times called him "one of the most widely read and influential writers of our generation"

Tasks:

I Read and discuss some facts about Roald Dahl:

1. During world war II Roald Dahl was a British air force military pilot.

2. He had four sisters: Astri, Alfhild, Elza and Astra.

3. He never went to College and worked instead in Africa.

4. He wrote the script for the James bond movie "You only live twice."

5. Dahl wrote his first children's tale for Walt Disney. The story was called "Gremlins", but before filming it never came.

6. Roald Dahl was friends with Ernest Hemingway.

7. Most of his works are written in an extension in the backyard.

8. The main character of the "Big and kind giant" was named after the granddaughter of the writer Sophie.

9. It is estimated that Dahl invented about five hundred new words, some of which are included in the common vocabulary.

10. According to the will of the writer, he is buried with a chainsaw, hard-soft pencils, chocolate, red wine and a snooker cue.

II Work with the words which were invented by Dahl. Try to guess what do they mean:

- Dahlesque
- Golden Ticket
- Human bean
- «Human being»
- Witching hour

III Describe the character of Roald Dahl. Look at the picture.

IV Chronological sequence. Read the key events in Roald Dahl’s life (birth, schooling, work in Africa, participation in the war, first publications, death) and arrange them in the correct order.

V Mini-presentation. Prepare a short presentation (5–7 sentences) on how a certain stage in Dahl's life (for example, service in the Air Force or work at an oil company) influenced his work. Use linking phrases to make the presentation logical.

VI Essay. Write an essay on the topic "How the difficulties in Roald Dahl's life helped him become a great writer." Use facts from his biography as arguments.

Here Comes Charlie

These two very old people are the father and mother of Mr Bucket. Their names are Grandpa Joe and Grandma Josephine.

And these two very old people are the father and mother of Mrs Bucket. Their names are Grandpa George and Grandma Georgina.

This is Mr Bucket. This is Mrs Bucket.

Mr and Mrs Bucket have a small boy whose name is Charlie.

This is Charlie.

How d'you do? And how d'you do? And how d'you do again? He is pleased to meet you.

The whole of this family — the six grown-ups (count them) and little Charlie Bucket — live together in a small wooden house on the edge of a great town.

The house wasn't nearly large enough for so many people, and life was extremely uncomfortable for them all. There were only two rooms in the place all together, and there was only one bed. The bed was given to the four old grandparents because they were so old and tired. They were so tired, they never got out of it.

Grandpa Joe and Grandma Josephine on this side, Grandpa George and Grandma Georgina on this side.

Mr and Mrs Bucket and little Charlie Bucket slept in the other room, upon mattresses on the floor.

In the summertime, this wasn't too bad, but in the winter, freezing cold draughts blew across the floor all night long, and it was awful.

There wasn't any question of them being able to buy a better house — or even one more bed to sleep in. They were far too poor for that.

Mr Bucket was the only person in the family with a job. He worked in a toothpaste factory, where he sat all day long at a bench and screwed the little caps on to the tops of the tubes of toothpaste after the tubes had been filled. But a toothpaste cap-screwer is never paid very much money, and poor Mr Bucket, however hard he worked, and however fast he screwed on the caps, was never able to make enough to buy one half of the things that so large a family needed. There wasn't even enough money to buy proper food for them all. The only meals they could afford were bread and margarine for breakfast, boiled potatoes and cabbage for lunch, and cabbage soup for supper. Sundays were a bit better. They all looked forward to Sundays because then, although they had exactly the same, everyone was allowed a second helping.

The Buckets, of course, didn't starve, but every one of them — the two old grandfathers, the two old grandmothers, Charlie's father, Charlie's mother, and especially little Charlie himself — went about from morning till night with a horrible empty feeling in their tummies.

Charlie felt it worst of all. And although his father and mother often went without their own share of lunch or supper so that they could give it to him, it still wasn't nearly enough for a growing boy. He desperately wanted something more filling and satisfying than cabbage and cabbage soup. The one thing he longed for more than anything else was… CHOCOLATE.

Walking to school in the mornings, Charlie could see great slabs of chocolate piled up high in the shop windows, and he would stop and stare and press his nose against the glass, his mouth watering like mad. Many times a day, he would see other children taking bars of creamy chocolate out of their pockets and munching them greedily, and that, of course, was pure torture.

Only once a year, on his birthday, did Charlie Bucket ever get to taste a bit of chocolate. The whole family saved up their money for that special occasion, and when the great day arrived, Charlie was always presented with one small chocolate bar to eat all by himself. And each time he received it, on those marvellous birthday mornings, he would place it carefully in a small wooden box that he owned, and treasure it as though it were a bar of solid gold; and for the next few days, he would allow himself only to look at it, but never to touch it. Then at last, when he could stand it no longer, he would peel back a tiny bit of the paper wrapping at one corner to expose a tiny bit of chocolate, and then he would take a tiny nibble — just enough to allow the lovely sweet taste to spread out slowly over his tongue. The next day, he would take another tiny nibble, and so on, and so on. And in this way, Charlie would make his sixpenny bar of birthday chocolate last him for more than a month.

But I haven't yet told you about the one awful thing that tortured little Charlie, the lover of chocolate, more than anything else. This thing, for him, was far, far worse than seeing slabs of chocolate in the shop windows or watching other children munching bars of creamy chocolate right in front of him. It was the most terrible torturing thing you could imagine, and it was this:

In the town itself, actually within sight of the house in which Charlie lived, there was an ENORMOUS CHOCOLATE FACTORY!

Just imagine that!

And it wasn't simply an ordinary enormous chocolate factory, either. It was the largest and most famous in the whole world! It was WONKA'S FACTORY, owned by a man called Mr Willy Wonka, the greatest inventor and maker of chocolates that there has ever been.

And what a tremendous, marvellous place it was! It had huge iron gates leading into it, and a high wall surrounding it, and smoke belching from its chimneys, and strange whizzing sounds coming from deep inside it. And outside the walls, for half a mile around in every direction, the air was scented with the heavy rich smell of melting chocolate!

Twice a day, on his way to and from school, little Charlie Bucket had to walk right past the gates of the factory. And every time he went by, he would begin to walk very, very slowly, and he would hold his nose high in the air and take long deep sniffs of the gorgeous chocolatey smell all around him.

Oh, how he loved that smell!

And oh, how he wished he could go inside the factory and see what it was like!

Tasks:

I Translate the phrases and make up your own sentences with them:

- on the edge of smth.
- to screw
- proper
- to long for smth.
- a tiny bit of smth
- to take a nibble
- enormous
- tremendous

II Read the chapter again and prepare a short talk on the topics given below (don't forget to use the new words).

- Charlie's family
- The house the family lived in
- Charlie and chocolate
- Wonka's Chocolate Factory

III Fill in the preposition:

1) They live together in a small wooden house … the edge of a great town.

2) They were so tired, they never got … of it.
3) They were far too poor … that.
4) Only once a year, … his birthday, did Charlie Bucket ever get to taste a bit of chocolate.

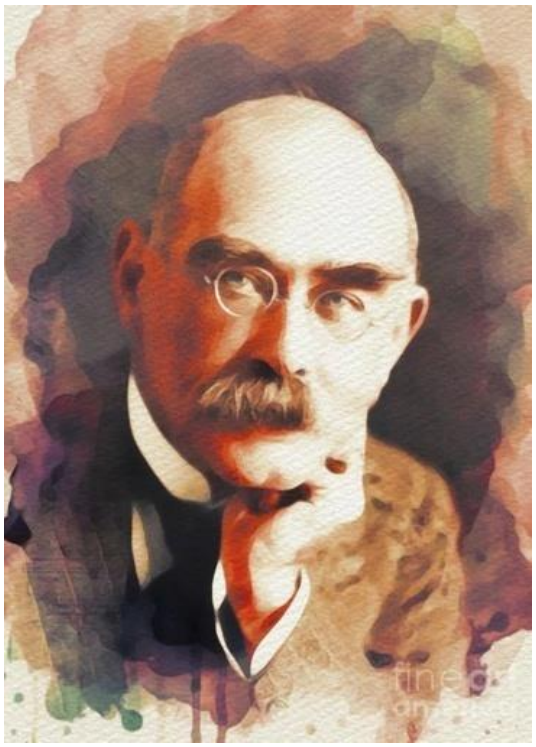
5) Every time he went …., he would take long deep sniffs of the gorgeous chocolatey smell all around him.

IV Writing

1. Write a short summary of the chapter .
2. Write a paragraph about your favourite chocolate. What kind of chocolate do you like? How often do you eat chocolate? Where do you usually buy it? Is it healthy to eat chocolate?
3. Make a list of the names of different chocolate candy bars.

V Role-play. Act out a mini-scene where one student plays the grandmother/grandfather and the other plays Charlie. In the dialogue, you need to use phrases like "Good evening, Grandpa Joe and Grandma Josephine...".

VI Draw the portrait of Charlie.



Rudyard Kipling

Kipling was an English writer and winner of the Nobel Prize for Literature. Rudyard Kipling was born in Bombay, India, on 30 December 1865. His father was an artist and teacher. In 1870, Kipling was taken back to England to stay with a foster family in Southsea and then to go to boarding school in Devon. In 1882, he returned to India and worked as a journalist, writing poetry and fiction in his spare time. Books such as "Plain Tales from the Hills" (1888) gained success in England, and in 1889 Kipling went to live in London.

In 1892, Kipling married Caroline Balestier, and the couple moved to Vermont in the United States, where her family lived. Their two daughters were born there and Kipling wrote "The Jungle Book" (1894). In 1896, a quarrel with his wife's family prompted Kipling to move back to England and he settled with his own family in Sussex. His son John was born in 1897. By now Kipling had become an immensely popular writer and poet for children and adults. The "Just So Stories" (1902) were originally written for his daughter Josephine, who died of pneumonia aged six. Kipling turned down many honours in his lifetime, including a knighthood and the poet laureateship, but in 1907, he accepted the Nobel Prize for Literature, the first English author to be so honoured. In 1902, Kipling bought a 17th century house called Bateman's in East Sussex where he lived for the rest of his life. He also travelled extensively, including repeated trips to South Africa in the winter months. In 1915, his son, John, went missing in action while serving with the Irish Guards in the Battle of Loos during World War One. Kipling had great difficulty accepting his son's death — having played a major role in getting the chronically short-sighted John accepted for military service — and subsequently wrote an account of his regiment, "The Irish Guards in the Great War". Kipling died on 18 January 1936 and is buried at Westminster Abbey.

Tasks:

I Answer the questions:

1) What difficulties did Kipling meet in his childhood?
2) When did Kipling begin writing poems and short stories?
3) What is his most famous poem?

II Put the verbs in the right tenses:

Rudyard Kipling is one of the outstanding British writers. He … (to be born) in 1865 in the family of an Englishman in India. He … (get) his education in England but … (return) to India in 1882. There he … (spend) 6 years working in colonial English press. There he … (publish) his first literary works. In 1890 he published his first novel "The Light that Failed", which … (bring) him fame. He was one of the most popular writers of his time. During his life he … (visit) South Africa, Australia, New Zealand and Japan. During the years of Anglo-Boer War Kipling used to visit the English Army. His novel "Kim" … (write) under the impressions of the War. In October 1902 his "Just so Stories for Little Children" … (publish). His fairy-tales from the book … (to be) rather unusual for the British literature of that period. One can find the influence of Lewis Carroll's "Alice in Wonderland" in Kipling's work. But this influence … (not / prevent) Kipling from creating absolutely new, unusual fairy-tales. The unusual effect of his tales … (reach) by the rhythm and the music of words.

III Choose the right answer:

1) His father was John Lockwood Kipling, was a teacher at the local School of Art.

a) a soldier; b) a farmer.

2) From the ages of six to twelve young Kipling spent much time with his parents

a) in India; b) in America;

3) At the age of 17

a) he joined the army; b) he returned to Lahore, India, and began writing as a journalist; c)went to the university.

4) 1892 he married Caroline Balestier

a) the daughter of an American lawyer; b) an Indian girl; c) an English rich girl.

5) He travelled

a) only to India; b) all over the world; c) to India and America.

6) R. Kipling was the most popular writer in the English-speaking world

a) at the beginning of the 19th century; b) at the end of the 19th century; c) in the 20th century.

7) Which of the stories he didn't write

a) "Just so Stories"; b) "The Jungle Book"; c) "White Fang".

8) He was a rare master of

a) Prose; b) verse; c) prose and verse.

9) In 1907 he received the Nobel Prize

a) in literature; b) in Economic Sciences; c) in Peace.

IV Guess whether it is true or false or not stated:

1) Kipling was born in Bombay, India.
2) His father John Lockwood Kipling was an officer.
3) His mother's name was Alice Macdonald.
4) Rudyard is a lake in Staffordshire, England.
5) He was just seventeen when he began writing as a journalist.
6) His fairy-tales were usual for the British literature of that period.
7) R.Kipling didn't write poems about the Second World War.
8) He succeeded in writing short stories.
9) Kipling wrote poems and novels which criticized the UK's Army.
10) R.Kipling is known only as a shot-story writer for children.
11) He chose the most significant of the biblical phrase "Their Name Liveth For Evermore" for the Stones of Remembrance.
12) Kipling's only son John died in 1915 at the Battle of Loos.
13) He died at the age of 70.
14) Rudyard Kipling was cremated and buried in Poets' Corner, part of the South Transept of Westminster Abbey.
15) He wrote only prose.

V Read the short text and fill in the words in the correct form:

	Don't change the words themselves. Rudyard Kipling was a well-known English ----------. He was born in India and lived many years there. He knew the --------- of the people in India and the ---------- of the country. Many people know his book about Mowgli, a little ---------- boy, who lived in the jungle with the wolves. Kipling had two ---------- – a boy and a girl, and when they were little, he told them tales which he made up himself. Later he --	Write Live Natural India

---------- these tales, and children in many countries like them very much.	Child Publication

VI Work with the poem

THE LOVE SONG OF HAR DYAL
Alone upon the housetops to the North
I turn and watch the lightnings in the sky
The glamour of thy footsteps in the North.
Come back to me. Beloved, or I die.

Below my feet the still bazar is laid -
Far, far below the weary camels lie -
The camels and the captives of thy raid.
Come back to me. Beloved, or I die.

My father's wife is old and harsh with years,
And drudge of all my father's house am I -
My bread is sorrow and my drink is tears.
Come back to me. Beloved, or I die.

EXPLAINING THE MOOD OF THE POEM. How does the poem make you feel? Excited? Depressed? Encouraged? Discouraged? Inspired? Motivated? Explain your answers.

THE JUNGLE BOOK by Rudyard Kipling

Mowgli's Brothers

Now Rann the Kite brings home the night,

That Mang the Bat sets free —

The herds are shut in byre and hut,

For loosed till dawn are we.

This is the hour of pride and power,

Talon and tush and claw.

Oh, hear the call! —

Good hunting all,

That keep the Jungle Law!

Mowgli spent a wonderful time among the wolves for ten whole summers. He loved Father and Mother Wolf. They in him turn loved as one of their cubs. Mother Wolf was very kind to him. She would often say, “I love him more than any son of mine.”
Their cubs were his brothers and they all played together. Mowgli was really very happy.
Father Wolf taught him many things about the jungle, its sounds and dangers.

Mowgli roamed the jungle. He ate when he was hungry, slept when sleepy, and swam in the jungle pool when he felt hot, or when he wanted to wash himself.
Baloo taught him the Laws of the Jungle and the Hunting Verse: “Feet that make no noise, eyes that can see in the dark, ears that can hear the winds, and sharp white teeth, all these are the marks of our brothers.”

Baloo also taught him the Wood and Water Laws: how to tell when a branch was rotten or strong before climbing it, how to speak politely to bees if he came upon a hive, and how to warn the water snakes before he dived into pools and rivers.

Mowgli was also taught the calls of all the creatures living in the jungle. These would be of use to him when he was in danger and had to seek their help.
Mowgli often felt tired of learning so many things. Baloo made him repeat everything. Sometimes, Mowgli would not listen to him. Then Baloo would cuff him.

Bagheera frequently sat on the branch of a tree and watched Baloo and Mowgli. He loved the man-cub and called him Little Brother. So did Baloo.
One day, when Baloo had cuffed him, Mowgli ran off and hid behind a tree. He was very angry. Bagheera said to Baloo, “Why do you cuff him so much? He is very young.”
“Not too young to get killed,” replied Baloo. “A cuff from me is better than that, is it not?”
“A soft cuff, yes, but just now you cuffed him straight over that rock! You will kill him some day.”
“It was a hard cuff, was it?” asked Baloo. He loved Mowgli. Had he really hurt him?
“Mowgli,” he called gently, “come and show Bagheera all the wonderful things you have learnt.”

Mowgli was never angry for long, and he loved to show off. He came out from behind the tree and asked, “What do you want to hear?”
“Say the word for the Hunting People, the Bears.”
“We be of one blood, you and I,” said Mowgli in the correct bear talk.
“And for the Birds?”
Mowgli let out a kite’s whistle.
“And now for the Snake People.”

The answer was a perfect hiss. Mowgli clapped his hands happily and jumped on Bagheera’s back.

Tasks:

I. Who said it?

1. “I love him more than any son of mine.”
2. “Feet that make no noise, eyes that can see in the dark, ears that can hear the winds, and sharp white teeth, all these are the marks of our brothers.”
3. “Not too young to get killed.”
4. “What do you want to hear?”
5. “And now for the Snake People.”

II. Say who:

1. spent a wonderful time among the wolves for ten whole summers.
2. loved as one of their cubs.
3. all played together.
4. was really very happy.
5. often felt tired of learning so many things.
6. sat on the branch of a tree.
7. loved the man-cub and called him Little Brother.
8. said in the correct bear talk.
9. clapped his hands happily and jumped on Bagheera’s back.

III. Answer the questions.

1. Where did the story take place?
2. Who are the main characters of the story?
3. Who helped Mowgli in the jungle?
4. What did Bagheera decide to do with a man cub?
5. What skills did help Mowgli to survive in the jungle?

IV. Say which of the words is the odd one out.

wolf, bear, panther, tiger, snake
duckling, wolf – cub, chicken, puppy, kitten
river, jungle, forest, trees, grass
clever, strong, weak, angry, swimming

V. Match the opposites.

1) strong	a) little
2) big	b) easy
3) hard working	c) boring
4) interesting	d) weak
5) difficult	e) lazy
6) angry	f) sad
7) happy	g) fed
8) hungry	h) kind

VI. Say who in the story is:

Beautiful/ strong/ talented/ careful with cubs/ kind/ playful/ small/ helpful/ a favourite with all the young wolf – cubs/ happy/ sad

VII. Complete the sentences. The words from the box can help you.

pack	legends	survive	man cub	be of help	be safe	protect

1. Many … are told of the jungles of India.
2. Shere Khan will kill the boy and all who try to … him.
3. This … could die without a mother's care.
4. I know a man – village where he will …
5. One night the wolf …met at the Council Rock.
6. The boy couldn't …alone in the jungle.
7. Akela, perhaps I can …

VIII. Draw.

1. Draw a picture of Bagheera looking at a man cub.
2. Draw a picture of Mowgli playing with the wolf – cubs.
3. Draw a picture of Shere Khan hunting in the jungle.

IX. Try to translate the poem at the beginning of the story into the rhyme.

X. Imagine that you are Bagheera. Speak about:

1. the beginning of the story
2. your friend Mowgli