

PART I

Chapter 1. THE TITLE

When you take up a book, the first thing you see is the title. That's why the title is very important. A good title may arouse your interest and curiosity, give clues to what the text is about. A title may be closely connected with the main characters and the plot. Often looking at the title we can guess what the text is about, but sometimes it is necessary to read the text up to the end to understand what stands behind the title.

USEFUL VOCABULARY

1. a title [taɪtl] — заглавие
2. to arouse [ə'raʊz] — вызывать
3. curiosity [kjʊəri'ɒsɪti] — любопытство
4. a clue [klu:] — ключ (к разгадке чего-то)
5. to be closely connected ['kloʊslɪ kə'nektɪd] — быть тесно связанным
6. a plot — сюжет
7. what stands behind the title — что скрывается за заглавием

Exercise 1.

Match the titles in box A with what books are about in box B using the pattern:

In this book a seaman finds himself on the desert island and spends there 28 years. The title of the book is «Robinson Crusoe».

Box A

1.	Winnie-the-Pooh
2.	The Adventures of Pinocchio
3.	The Jungle Book
4.	Robinson Crusoe
5.	Gulliver's Travels
6.	The Adventures of Tom Sawyer
7.	Alice in Wonderland
8.	The Prince and the Pauper
9.	Harry Potter
10.	Bambi

a)	In this book a seaman finds himself on the desert (необитаемый) island and spends there 28 years.
b)	This book is about a funny teddy-bear and his friends- Christopher Robin, Piglet, Rabbit and many others.
c)	This book describes the travels and voyages of an Englishman who finds himself in unusual countries (for example, in Liliput).
d)	This book tells us about exciting adventures of a naughty little boy made of wood
e)	This book is about a funny and nice little deer.
f)	The author of this book describes very unusual adventures of a little girl in a magic country.
g)	The main character of this book attends a very unusual school where pupils are taught magic arts.
h)	From this book we learn about the life and adventures of a naughty boy who lives in a small American town on the Mississippi River.
i)	In this book a boy from a poor family changes places with a boy from the royal family.
j)	This book describes adventures of a boy who lives among wild animals in the jungle.

Exercise 2.**Read the following titles:**

1. Treasure Island (Robert Louis Stevenson)
2. Oliver Twist (Charles Dickens)
3. The Happy Prince (Oscar Wilde)
4. The Invisible Man (Человек-невидимка) (Herbert Wells)
5. Peter Pan (James M. Barry)
6. The Time Machine (Herbert Wells)
7. Romeo and Juliet (William Shakespeare)
8. How the Camel Got His Hump (Rudyard Kipling)
9. How the First Letter Was Written (Rudyard Kipling)
10. The War of the Worlds (Herbert Wells)

Say which title

- a) arouses your interest
- b) arouses your curiosity
- c) is closely connected with the main character
- d) is closely connected with the plot
- e) gives clues to what the text is about

Exercise 3.**Say what you think of the following titles using the pattern:**

The title of the book is «Oliver Twist». This title arouses my curiosity I think it is closely connected with the main character. The title gives clues to what the text is about. I guess it is about the life of a boy named Oliver Twist.

1. Jane Eyre
2. The Devoted Friend
3. The Purloined (Stolen) Letter
4. Three Men in a Boat
5. The Gold Bug
6. My Family and Other Animals
7. Uncle Tom's Cabin
8. The Star-Child

Chapter 2. THE AUTHOR

It is very important to know who wrote the text you are reading. It is necessary for better understanding of the text. That is why you should find out when the author lived, how he lived. Mind, that some authors write about their own experiences, some writers imagine other people's experiences.

Don't confuse the author's life with what happens in a text. Authors change their real-life experiences when they write about them. Never confuse authors with narrators. The author is the real person who wrote the text; the narrator is a voice created to talk to the reader. For example, in «Robinson Crusoe» the voice who talks to the reader belongs to the main character — Robinson Crusoe, so he is the narrator of the novel, and all the events and characters are seen through his eyes and estimated by him. Sometimes the characters don't tell about the events and their experiences themselves. In this case a narrator is a voice who talks to

the reader and describes the characters' adventures. For example, in «Alice in Wonderland» the main character is Alice, but the whole story is told not by her, but by the narrator.

Judging by the text we can say whether the author is talented, has a good sense of humour, can keep the reader in suspense, can make people think about different problems, can describe life and characters truthfully.

USEFUL VOCABULARY

1. experiences [ɪksˈpɪəriənsɪz] — впечатления, жизненные испытания
2. to imagine [ɪˈmædʒɪn] — воображать, представлять
3. to confuse [kənˈfjuːz] — путать
4. a narrator [nəˈreɪtə] — рассказчик, повествователь
5. a novel [ˈnɒvəl] — роман
6. an event [ɪˈvent] — событие
7. to estimate [ˈestɪmeɪt] — оценивать
8. judging by [ˈdʒʌdʒɪŋ] — судя по
9. to keep smb. in suspense [səsˈpens] — держать в напряжении
10. to make smb. do smth. — заставить кого-то делать что-то

Exercise 1.

Match the titles in Box A with the authors in Box B.

Use the pattern: The author of «Romeo and Juliet» is William Shakespeare.

Box A.

1. Romeo and Juliet
2. Robinson Crusoe
3. Winnie-the-Pooh
4. Peter Pan
5. The Jungle Book
6. The Happy Prince
7. Treasure Island
8. Oliver Twist
9. Gulliver's Travels
10. The Adventures of Tom Sawyer

Box B.

a) Charles Dickens
b) Alexander Milne
c) Jonathan Swift
d) Rudyard Kipling
e) Robert Louis Stevenson
f) Mark Twain
g) William Shakespeare
h) Daniel Defoe
i) James M. Barry
j) Oscar Wilde

Exercise 2.

Fill in the gaps with the words from the Useful Vocabulary.

1. «War and Peace» is a famous by Leo Tolstoy.
2. Close your eyes and that you are on the desert island.
3. Conan Doyle can keep the reader in
4. A is one who tells the story.
5. I often Mary and her sister, they look so alike.
6. In his book «Robinson Crusoe» Daniel Defoe wrote about the of Alexander Selkirk, a sailor who spent 4 years on a desert island.
7. by the text the reader can understand that the author has a good sense of humour.
8. I think these are very important, they will come into history.
9. In «Jane Eyre» all the events and characters are seen through Jane's eyes and by her.

Exercise 3.

Remember the construction — make smb. do smth.

Complete the sentences, using the prompts given in the box.

1. I got a bad mark. The teacher made me
2. The Beautiful Child made Pinocchio
3. The stepmother made Cinderella
4. Aunt Polly made Tom

5. Baloo made Mowgli
6. To find Cinderella the prince made all the young girls in the kingdom.....

- | | |
|----|---------------------------------------|
| a) | put on the crystal shoe |
| b) | learn the rule |
| c) | do all the work about the house |
| d) | drink some medicine |
| e) | whitewash the fence – белить забор |
| f) | learn the Laws (законы) of the Jungle |

Exercise 4.

Answer the questions:

1. Why is it important to know who wrote the text?
2. Do all authors write only about their own experiences?
3. What is the difference between the author and the narrator?
4. Is the main character always the narrator of the story?
5. Why do authors often make their main characters narrators?
6. What can we say about the author judging by the text?

Exercise 5.

1. Read an extract from the novel «Jane Eyre» by Charlotte Bronte and say:

- a) who the author of the text is,
- b) who the narrator of the text is,
- c) what you learn about the narrator.

«No, Miss Eyre, you are less than a servant, because you do not work,» replied Miss Abbot. They both looked at me as if they strongly disapproved of me.

«You should remember, miss,» said Bessie, «that your aunt pays for your food and clothes, and you should be grateful. You have no other relations or friends.»

All my short life I had been told this, and I had no answer to it. I stayed silent, listening to these painful reminders.

2. Read an extract from the tale «The Selfish Giant» by Oscar Wilde and say:

- a) who the author of the tale is,
- b) who the narrator of the tale is,
- c) what you learn from the narration.

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

It was a large lovely garden, with soft green grass and beautiful flowers and trees. The birds sat in the trees and sang so sweetly that the children stopped their games and listened to them.

One day the Giant came home and saw the children in the garden.

«What are you doing here?» he cried in an angry voice and the children ran away.

«My own garden is my own garden», said the Giant, «and I will allow nobody to play in it.» So he built a high wall round the garden.

He was a very selfish Giant.

Exercise 6.

Remember any book you like and write 5-6 sentences about the author and the narrator of this book. Use the material given in this chapter.

Chapter 3.

DIFFERENT TYPES OF LITERARY TEXTS

There are different types of literary texts: short stories, novels, plays, poems. Some literary works such as fables, fairy tales, legends, ballads, myths are usually based on folklore, and show wisdom and imagination of simple folk, reflect their beliefs and fears, their ideas of good and evil, their conception of the surrounding world.

Novels and stories may be of various types. Most often you read adventure, detective, humorous, historical, science fiction, fantasy stories and novels. They may be about children, school, famous people, animals and wildlife.

USEFUL VOCABULARY

1. a type [taɪp] — тип, вид
2. a legend [ˈledʒənd] — легенда
3. a ballad [ˈbæləd] — баллада

4. a myth [mɪθ] — миф
5. folk [fəʊk] — народ
6. adventure [əd'ventʃə] — приключенческий
7. humorous [ˈhju:mərəs] — юмористический
8. science fiction [saɪəns ˈfɪkʃən] — научная фантастика
9. fantasy [ˈfæntəsi] — фантастика

Exercise 1.

Consult an English-English dictionary and find the definitions of the following words:

a myth, a legend, a ballad, a fairy tale, a fable.

Exercise 2.

Fill in the gaps, using the words in the Box.

1. «Cinderella» is a
2. «The Crow and the Fox» is a ...
3. You can read about Zeus [zju:s] and other Greek gods in the of Ancient Greece.
4. «Treasure Island» is an novel.
5. V. Bianki wrote many stories about
6. The most popular English are about Robin Hood.
7. «The Lord of the Rings» is a popular
8. Conan Doyle is famous for his stories about Sherlock Holmes.
9. «The Time Machine» by H. Wells is an exciting novel.
10. «Peter the First» by A. Tolstoy is a novel.

Science fiction, fantasy, historical,
ballads, fairy tale, adventure, myths,
fable, detective, animals and wildlife

Exercise 3.

Define the types of the following literary works:

1. «The Hound of the Baskervilles» by Conan Doyle
2. «The Grasshopper and the Ant» by Aesop

3. Snow White and the Seven Dwarfs
4. «The Mysterious Island» by Jules Verne
5. «White Fang» by Jack London
6. «The Hobbit» by J. R. R. Tolkien
7. «The Canterville Ghost» by O. Wilde

To understand a text you have to read it more closely, and to find answers to the basic questions: WHERE. WHEN. WHO. WHAT and WHY

Chapter 4. THE SETTING

You need to know where and when the events of a text take place. The setting is the time and the place of the action. The setting of a text is very important.

Some texts are set in one place, but more often the action develops in several places. Some texts cover a period of many years, others cover a short period of time.

USEFUL VOCABULARY

1. basic [ˈbeɪsɪk] — основной
2. a setting — время и место действия
3. some texts are set in one place — действие некоторых текстов происходит в одном месте
4. to develop [dɪ'veləp] — развиваться
5. to cover a period [ˈkʌvə] [ˈpɪəriəd] — охватывать какой-то период

Exercise 1.

Fill in the gaps with prepositions of time and place where necessary.

1. The Rat was sitting the bank of the river singing a song.
2. Columbus sailed board the ship Santa Maria.
3. Christopher Columbus was born Italy, but lived Spain.

4. The action of the novel «The Mysterious Island» takes place an island the ocean.

5. last week I saw a very interesting film, the action of which develops board the plane.

6. William Shakespeare was born Stratford-on-Avon the 23d of April 1564.

7. Moscow was founded the twelfth century the bank of the river.

8. Thanksgiving is celebrated the last Thursday ... November.

9. Tom Sawyer was often late school and had to stay the classroom classes.

10. the lesson the teacher often opened his book and read it.

Exercise 2.

Write where the action starts and where it develops.

Use the pattern: forest/town The action starts in the forest and develops in town.

1. _____ a small town/ a desert island

2. _____ a palace/ a forest

3. _____ a village/the jungle

4. _____ England/Liliput

5. _____ England/Treasure Island

6. _____ a cottage/a field

7. _____ board the Mayflower/New
_____ England

8. _____ the bank of the
_____ river/Wonderland

9. _____ Kansas/the Emerald City

10. _____ London/Baskerville Hall

Exercise 3.

Read the following extracts from «The Magic of Oz» by Frank Baum and

a) define the setting in each extract (the extract is set...);

b) say where the action of the book starts, where it develops.

1. Dorothy lived in the great Kansas prairies with Uncle Henry, who was a farmer and Aunt Em, who was the farmer's wife. Their house was small. There were four walls, a floor and a roof, which made one room, in this room there was a cooking stove, a cupboard, a table, three or four chairs, and the beds.

2. Dorothy gave a cry of joy and looked about her, her eyes growing bigger and bigger at the wonderful sights she saw. The cyclone had set the house down in the midst of a very beautiful country. There were fruit trees and wonderful flowers on every hand, and birds sang in the trees and bushes. A little way off there was a small brook.

3. In the evening when Dorothy was tired with her long walk and began to think where she would spend the night, she came to a house larger than the rest. On the green lawn before it many men and women were dancing, laughing and singing. On a big table near by there were fruits and nuts, pies and cakes, and many other good things to eat. The people greeted Dorothy kindly and invited her to supper and to spend the night with them, for this was the home of one of the richest Munchkins (жевуны) in the land, and he with his friends celebrated their freedom from the Wicked Witch.

4. In the morning Dorothy said good-bye to her friends, and again started along the road of yellow brick. When she had gone several miles she thought she would stop to rest, and so climbed to the top of the fence beside the road and sat down. There was a great cornfield beyond the fence, and not far away she saw a Scarecrow, placed there to keep the birds from the corn.

5. The next morning, as soon as the sun was up, they started on their way, and soon saw a beautiful green light before them. «That must be the Emerald City,» said Dorothy. In the afternoon they came to the great wall that surrounded the City. It was high, and thick, and of a bright green colour.

Read the following extracts from the novel «Robinson Crusoe» by D. Defoe,

a) define the setting in each extract (the extract is set...)

b) Say where the action of the book starts, where it develops, what period of time it covers.

1. I was born in the year 1632, the third son of a good family. We lived in the city of York. Of course I received a good schooling, and both my father and my teachers hoped that I would one day read law. But I would be satisfied with nothing but going to sea. My heart was set on it.

2. One day I went to Hull. I met an old friend there. He was about to set sail for London in his father's ship and begged me to go with them. Quite suddenly and quite simply, on the 1st September 1651, I went on board a ship bound for London.

3. I had been on this unhappy island now a little over ten months. I firmly believed that no man had ever set foot upon that soil. My camp and settlement were quite finished and I had a great desire to get to know the island more fully.

4. I left the island on the 19th of December in the year 1686. I had been on it twenty-eight years, two months and nineteen days. Indeed, I was finally saved.

5. After a long voyage, I arrived in England the 11th of June, in the year 1687. I had been absent from England for thirty-five years. When I reached England, I was as perfect a stranger to this world as if I had never been known there.

Chapter 5. THE MAIN CHARACTERS

Characters of any text can be divided into two groups: main (leading, central) characters and minor characters. Minor characters are introduced to help the reader to understand the main characters better or for the development of the plot.

While reading a text you should find out everything you can about the main character(s): how the author describes the appearance of the character(s), their actions, how the other characters treat them. Sometimes authors show their attitude to the characters directly,

expressing their own opinion of them. Authors may sympathize with their characters or criticize them. They may describe characters truthfully, life-like, with understanding, sympathy or with irony. Sometimes the readers have to form their opinions themselves, analysing the characters' actions, thoughts, speeches.

Characters like all people have both positive and negative traits of character, merits and drawbacks.

USEFUL VOCABULARY

1. minor [ˈmaɪnə] — второстепенный
2. appearance [əˈpiərəns] — внешность
3. attitude [ˈætɪtju:d] — отношение
4. to sympathize [ˈsɪmpəθaɪz] — сочувствовать
5. to criticize [ˈkrɪtɪsaɪz] — критиковать
6. sympathy [ˈsɪmpəθɪ] — сочувствие
7. irony [ˈaɪərəni] — ирония
8. a merit — достоинство
9. a drawback [ˈdrɔ:bæk] — недостаток

THE LIST OF WORDS TO BE USED WHILE SPEAKING ABOUT CHARACTERS

Give Russian equivalents of the following words.

1. brave _____
2. boastful _____
3. a bore _____
4. cheerful _____
5. confident _____
6. courageous _____
7. cowardly (a coward) _____
8. cruel _____
9. cunning _____
10. curious _____
11. daring _____
12. diligent _____
13. dull _____
14. easy-going _____

15. emotional _____
16. envious _____
17. fair _____
18. frank _____
19. friendly _____
20. fun-loving _____
21. generous _____
22. gifted _____
23. greedy _____
24. good-natured _____
25. hard-working _____
26. honest _____
27. hospitable _____
28. hypocritical _____
29. industrious _____
30. intelligent _____
31. just _____
32. kind-hearted _____
33. lazy _____
34. mean _____
35. miserable _____
36. modest _____
37. naughty _____
38. noble _____
39. outgoing _____
40. obedient _____
41. optimistic _____
42. pleasant _____
43. polite _____
44. proud _____
45. punctual _____
46. reasonable _____
47. reliable _____
48. reserved _____
49. romantic _____
50. rude _____

51. selfish _____
52. sensible _____
53. sensitive _____
54. serious _____
55. shy _____
56. silly, stupid _____
57. sincere _____
58. sociable _____
59. strong _____
60. strong-willed _____
61. stubborn _____
62. tactful _____
63. talented _____
64. talkative _____
65. tolerant _____
66. trustful _____
67. weak _____
68. well-behaved _____
69. well-read _____
70. wicked _____
71. wise _____

Exercise 1.

Find pairs of synonyms.

Clever, silly, sincere, just, brave, intelligent, gifted, frank, hard-working, stupid, fair, talented, courageous, industrious.

Exercise 2.

Find pairs of antonyms.

Weak, optimistic, emotional, rude, strong, brave, pessimistic, cowardly, mean, cheerful, reserved, polite, generous, miserable, lazy, well-behaved, clever, hard-working, naughty, stupid.

Exercise 3.

Match the descriptions of people with the adjectives in the box which characterize these people.

1. Someone who doesn't want to express his emotions or talk about his problems.
2. Someone who wants to show by his behaviour that he is better than he really is.
3. Someone who is always on time.
4. Someone who is honest and says what he really feels or believes
5. Someone who believes that good things will happen in the future
6. Someone who is friendly and generous to visitors.
7. Someone who is not brave and afraid of everything.
8. Someone who likes to meet and talk to new people.
9. Someone who is ready to trust other people.
10. Someone who wants to have things which belong to other people.

- | |
|-----------------|
| a) trustful |
| b) cowardly |
| c) sincere |
| d) hospitable |
| e) hypocritical |
| f) envious |
| g) outgoing |
| h) punctual |
| i) optimistic |
| j) reserved |

Very often prefixes (приставки) are used to form the opposite of an adjective. The most common prefixes are: *un-, in-, im-, dis-*. Remember the following pairs of antonyms: polite-impolite, happy-unhappy, important-unimportant, fair-unfair, reasonable-unreasonable, reliable-unreliable, selfish-unselfish, friendly-unfriendly, kind-unkind, pleasant-unpleasant, intelligent-unintelligent, sensitive-insensitive, sincere-insincere, tolerant-intolerant, honest-dishonest, obedient-disobedient.

Exercise 4.

Complete the sentences using adjectives with negative prefixes.

1. He always tells lies. He is very
2. Tom Sawyer didn't obey his aunt, he was
3. Mary is very warm and friendly, on the contrary, her brother is cold and

4. You can't depend on him, he is
5. To interrupt people is very
6. Pete got a bad mark, that's why he was
7. Why do you think it's so important? I'm sure it's quite
8. Kate never says what she really thinks, she is
9. The stepmother made Cinderella work very hard while her daughters were always idle. It was very
10. My friend thinks more of other people than of herself, she is

Exercise 5.

What can you say about the characters? Give your grounds.

1. Robinson Crusoe
2. Harry Potter
3. Sherlock Holmes
4. Tom Sawyer
5. Pinocchio

Exercise 6.

Read the following extracts and say what the authors' attitude to their characters is.

1. «My own garden is my own garden», said the Giant; «anyone can understand that, and I will allow nobody to play in it but myself». So he built a high wall all round it. He was a very selfish Giant. The poor children had now nowhere to play.» («The Selfish Giant» by O. Wilde)

2. «The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moon light that the little Swallow was filled with pity.» («The Happy Prince» by O. Wilde)

3. «So they pulled down the statue of the Happy Prince. «As he is no longer beautiful he is no longer useful,» said the Art Professor at the University. Then they melted the statue. The Mayor (мэр) held a meeting to decide what was to be done with the metal. «We must have another statue, of course,» he said, «and it shall be a statue of myself». «Of myself», said each of the Town councillors (советники). («The Happy Prince» by O. Wilde).

4. «Tom woke up miserable on Monday morning. He always woke up miserable on Monday mornings. It was the idea of a whole week at school. He lay in bed and wondered what he could invent this time. He listened to his body but could find nothing wrong.» («The Adventures of Tom Sawyer» by M. Twain)

5. «Pinocchio waited and waited. Finally after a full half hour, a large Snail looked out. Pinocchio begged the Snail to open the door for him as he was dying of cold. An hour passed, two hours, and the door was still closed. Pinocchio who was trembling with fear and shivering from the cold rain on his back, knocked a second time. But the Snail was not in a hurry. A few minutes later midnight struck, then one o'clock — two o'clock. And the door still remained closed. Poor Pinocchio! The rest of the night he had to spend in front of the closed door. Only at dawn the Snail opened the door for him.» («The Adventures of Pinocchio» by C. Collodi)

Chapter 6. PLOT AND A SUMMARY

While reading a text or watching a film or a play, we follow the plot of it. Plot is the events that happen in a text and how they fit together. Plot may be briskly developing or slow moving; amusing, thrilling, exciting or dull and boring, believable or unbelievable.

In our every day life we often need to summarize information when we tell our friends about our school life, books we have read, films or performances we have seen and so on. Summarizing teaches you to think and speak logically, to tell basic facts from details, and to express thoughts simply and clearly.

A summary is a brief account of the main events of the text, which contains only the basic information without any details.

It is important to learn how to make a summary. Here are some recommendations how to make a summary.

1. Don't confuse a summary and retelling. A summary must be at least three times shorter than the original.

2. While reading a text underline key sentences, words and important facts. Avoid repetition.

3. Start your summary with an introductory sentence, in which say what the text is about (deals with, describes, tells us).

4. Paraphrase dialogues and conversations — put the ideas of the author in your own words. Don't use direct speech.
5. Don't give your own opinions or comments.
6. Keep to one tense form, past or present.

USEFUL VOCABULARY

1. briskly developing — быстро развивающийся
2. to summarize — кратко излагать
3. a brief [brɪf] account [ə'kaunt] — краткое изложение (событий)
4. to contain [kən'teɪn] — содержать
5. to avoid [ə'vɔɪd] — избегать
1. repetition [ˌrepi'tɪʃən] — повторение
2. introductory [ˌɪntrə'daktɔəri] — вводный

Exercise 1.

Answer the questions.

1. What is plot?
2. What plot do you call thrilling and exciting? What plot do you call boring and dull? Books with what kind of plot do you prefer and why?
3. What is the difference between retelling a text and summarizing it?
4. What does summarizing teach us?
5. What should you start your summary with?
6. What should you avoid in a summary?
7. Can you express your opinion or give comments in a summary?

Exercise 2.

Paraphrase the following sentences, using the words from the box.

To invite, to agree (to disagree), to promise,
to refuse, to advise, to allow, to boast, to explain,
to thank, to wish, to be surprised.

1. Helen said to Mike: «Come to my birthday party!»
2. Mike answered: «Thank you, Helen.»

3. «What a surprise!» Kate said when she saw a bunch of flowers.
4. The traveller said: «I am the best jumper.»
5. Tom said: «Mum, I'll help you to decorate the Christmas tree.»
6. Mother said to her son: «You should consult the doctor.»
7. Nick said: «I won't go to the library, I'm very tired.»
8. My friend said to me: «Happy birthday to you!»
9. The passer by said to me: «To get to the library you should go straight ahead, then on the left you'll see a bus stop, take the number seven bus, get off at the next stop.»
10. Mother said: «Tom, you may go for a walk with your friends.»
11. Ann said: «OK, I'll buy fruit and vegetables on my way home.»

Exercise 3.

Paraphrase the extracts.

Example:

a) Read an extract from «The Wonderful Wizard of Oz»

While Dorothy was looking into the painted face of the Scarecrow, she was surprised to see one of the eyes wink at her. She climbed down from the fence and walked up to it, while Toto ran around the pole and barked.

«Good day», said the Scarecrow.

«Did you speak?» asked the girl, in wonder.

«Certainly,» answered the Scarecrow.

«Can't you get down?» asked Dorothy.

«No, for the Pole is stuck up my back. If you take away the pole, I shall be grateful to you.»

Dorothy reached up both arms and lifted the figure off the pole.

«Thank you very much», said the Scarecrow when he was on the ground. «I feel like a new man.»

Dorothy was puzzled at this, for it sounded strange to hear a stuffed man speak.

«Who are you?» asked the Scarecrow when he had stretched himself, «and where are you going?»

«My name is Dorothy,» said the girl, «and I am going to the Emerald City, to ask the Great Oz to send me back to Kansas.»

b) Read the paraphrase of this extract.

While Dorothy was looking into the painted face of the Scarecrow, she was surprised to see one of the eyes wink at her. She climbed down

from the fence and walked up to it, while Toto ran around the pole and barked.

The Scarecrow greeted the girl. Dorothy was surprised that he could speak, and the conversation went on. Dorothy wanted to know if the Scarecrow could get down. But the Scarecrow explained that he could not as the pole was stuck in his back. He asked Dorothy to take away the pole. Dorothy reached up both arms and lifted the figure off the pole. The Scarecrow thanked the girl, he was very pleased and wanted to know more about her. Dorothy introduced herself and explained that she was going to the Emerald City to ask the Great Oz to send her back to Kansas.

1) Paraphrase the following extract from «The Wonderful Wizard of Oz», using the verbs: *to introduce, to wonder, to be surprised, to explain, to remind of (напомнить о), to refuse.*

Presently they heard a Voice, seeming to come from somewhere near the top of the great dome, and it said:

«I am Oz, the Great and Terrible. Why do you look for me?»

They looked again in every part of the room, and then, seeing no one, Dorothy asked:

«Where are you?»

«I am everywhere,» answered the Voice, «but I am invisible. I will now seat myself upon my throne, so that you may talk with me.» So they walked toward the throne and stood in a row while Dorothy said:

«We have come to claim our promise, Oz.»

«What promise?» asked Oz.

«You promised to send me back to Kansas when the Wicked Witch was destroyed,» said the girl.

«And you promised to give me brains,» said the Scarecrow.

«And you promised to give me a heart,» said the Tin Woodman.

«And you promised to give me courage,» said the Cowardly Lion.

«Is the Wicked Witch really destroyed?» asked the Voice, and Dorothy thought it trembled a little.

«Yes,» she answered, «I melted her with a bucket of water.»

«Dear me,» said the Voice; «how sudden! Well, come to me tomorrow, for I must have time to think it over.»

«We shan't wait a day longer,» said the Scarecrow.

«You must keep your promises to us!» exclaimed Dorothy.

2) Paraphrase the following extract from «The Adventures of Tom Sawyer», using the verbs: *to greet, to invite, to be surprised, to pretend (притворяться), to ask for permission (просить разрешения), to refuse, to insist on doing smth (настаивать на том, чтобы сделать что-то), to promise.*

Ben stopped when he saw Tom hard at work.

«Hey Tom!» he said. «I'm going swimming. Don't you wish you could come? But of course you prefer working, don't you?»

«Working?» asked Tom, without stopping. «What do you call working?»

«Well, that's work, isn't it?»

«Perhaps it is and perhaps it isn't. Anyway Tom Sawyer likes it.»

«Don't tell me you like doing that?»

«I don't see why I shouldn't like it. It's not every day a boy gets the chance to paint a fence.»

He continued painting and then stood back to admire his work. Ben came closer. He took another bite of his apple. How Tom wanted that apple!

«Say, let me have a go, will you?» said Ben.

«Oh, I couldn't do that. My aunt Polly wouldn't like that. She's very particular about this fence. You really have to know how to do it.»

«Oh, please let me try. Just a little.»

«I can't, Ben. Really I can't.»

«I'll give you the rest of my apple.»

The next moment Tom was lying under the tree eating the apple while Ben was happily painting the fence.

Exercise 4.

Choose the sentence which expresses the idea of the passage best of all.

1. «It happened one day at about noon, as I neared my boat, I was quite shaken when I suddenly saw a man's footprint on the sand. I stood thunderstruck as though I had seen a ghost. I listened, I looked around; I could neither hear nor see anything. I walked to a higher bit of ground so as to look farther afield. I went to the water's edge and looked upward down the beach. But it was quite useless for I could see no other prints but that single one. I went to study it again, to see if there were any more and to check whether or not it was just my imagination. There

was no question of that, for there, quite clearly were the marks of toes, heel and every part of a human foot. I went home, confused, in a kind of dream, no longer sure of who or where I was. Of one thing, I am sure, I was very much frightened.»

a) The extract tells us about Robinson's joy at finding a man's footprint.

b) The extract describes Robinson's fear at seeing a ghost on the beach.

c) The extract deals with Robinson's finding a man's footprint.

d) The extract describes Robinson's fear at finding a man's footprint.

2. «As a precaution, I began to protect my home. I began to put stakes and branches of trees around the perimeter. They had grown in no time, so that very soon I was surrounded by a lot of young trees. There was a gap between them and my wall, so that I would be sure of seeing my enemy, but they would find no shelter under the young trees, if they tried to approach my outer wall.»

a) The extract tells us how Robinson fought against his enemies.

b) The extract tells us how Robinson protected his home with the help of stakes and branches.

c) The extract tells us about the quick growth of trees in the tropical forests.

d) The extract describes how Robinson planted a lot of young trees around his house.

3. «We came back to our home. I set to work on all sorts of things for my man Friday. First of all I gave him a pair of shorts. Then I made him a hat out of a hare-skin. It was quickly done and suited him well enough; and thus he was clothed quite well. He was very pleased to see himself almost as well clothed as his master. It is true, he looked very awkward in these things at first. But he soon grew to like them. I was delighted with him and made it my business to teach him everything to make him useful and helpful. I wanted him to speak and understand me when I spoke. He was a very good pupil, hardworking and so pleased whenever he could understand me or make me understand him, that the whole process was a great pleasure to me.»

a) The extract shows us how Robinson treated his man Friday.

b) The extract tells us how Robinson taught Friday to understand and speak English.

c) The extract deals with Friday's happiness to see himself almost as well clothed as his master.

d) The extract describes how Friday taught Robinson to be useful and helpful on the island.

Exercise 5.

1. Read the tale entitled «The Selfish Giant» after 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. Here and there over the grass stood beautiful flowers like stars. The birds sat on the trees and sang sweetly. «How happy we are here!» the children cried to each other.

One day the Giant came back. He had been to visit his friend. When he arrived he saw the children playing in the garden. «What are you doing here?» he cried in a very angry voice, and the children ran away. «My own garden is my own garden,» said the Giant; «I will allow nobody to play in it but myself.» So he built a high wall around it and put up a notice board TRESPASSERS WILL BE PROSECUTED. He was a very selfish Giant.

The poor children had now nowhere to play. They walked around the high wall and talked 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 didn't 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.»

великан

объявление
посторонним
вход запрещен

цветы

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.

One morning the Giant heard some lovely music. It sounded so sweetly to his ears that he thought it must be the King's Musician. But it was only a bird singing. The Giant jumped out of bed and looked out. 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. And the trees were so glad to have the children back again that they covered themselves with blossoms. The birds were flying and singing, the flowers were looking through the green grass. It was a lovely scene, only in one corner it was still winter. A little boy was standing there. He was so small that he couldn't reach up to the branches of the tree, and he was crying bitterly. And the Giant's heart melted. «How selfish I have been!» he said. «Now I know why the Spring didn't come. I will put the poor little boy on the top of the tree, and I will knock down the wall, and my garden will be the children's playground for ever» So he went out into the garden. When the children saw him they were so frightened that they ran away, and the garden became winter again. Only the little boy didn't run for his eyes were so full of tears that he didn't see the Giant. And the Giant took him gently in his hand and put him up into the tree. And the tree broke at once into blossom, the birds came and sang on it. The little boy stretched out his arms and flung them around the Giant's neck, and kissed him. The children saw it and came running back, and with them came the Spring.

The Giant took his great axe and knocked down the wall. Now every afternoon, when school was over, the children came and played with the Giant in the garden.

дыра
влезть, ветви

горько
растаять

навсегда

протянуть
обвить
шею руками

топор

2. Put the events in the order in which they occur in the tale.

- a) The Giant's heart melted.
- b) One morning the Giant heard some lovely music.
- c) A little boy was standing there, he couldn't reach up to the branches of the tree, and he was crying bitterly.
- d) Every afternoon the children used to go and play in the Giant's garden.
- e) He built a high wall around the garden.
- f) The Spring, the Summer and the Autumn never came to the Giant's garden.
- g) When the children saw him they were so frightened that they ran away, and the garden became winter again.
- h) The Giant took his axe and knocked down the wall.
- i) He saw a most wonderful sight — the children were sitting in the branches of the trees which were covered with blossoms.
- j) The children saw it and came running back, and with them came the Spring.
- k) Now every afternoon the children came and played with the Giant in the garden.
- l) The Giant took the little boy in his hand and put him into the tree.
- m) The little boy stretched out his arms and flung them around the Giant's neck, and kissed him.
- n) Only in one corner of the garden it was still winter.
- o) The children walked around the high wall and talked about the beautiful garden inside.
- p) One day the Giant came back and saw the children playing in the garden.

3. Say what this tale is about (describes, tells us, deals with) in one sentence.

4. Complete the sentences to make up a summary of the tale.

- 1) Every afternoon the children used to _____
- 2) One day the Giant came back and saw _____
- 3) The Giant got very angry and built _____
- 4) The children had nowhere _____
- 5) Then the spring came, but in the selfish Giant's garden _____

- 6) Neither the Summer nor the Autumn _____
- 7) One morning the Giant heard _____
- 8) He saw the children sitting _____, the trees were covered _____
- 9) Only in one corner _____
- 10) A little boy stood crying because he _____
- 11) The Giant's heart _____
- 12) He went out _____
- 13) The children saw him and ran away, and the garden _____
- 14) Only the little boy _____
- 15) The Giant took him _____
- 16) The children saw it and came back and with them _____
- 17) The Giant knocked _____
- 18) Now the children came and played with _____

Chapter 7. THEMES AND IDEAS

The themes of a text are what it is about. Most texts have more than one theme, especially novels and plays. Themes developed in literary works are as diverse as life itself. Here is a list of the most common themes: love, devotion, friendship, happiness, family, marriage, jealousy, envy, birth, death, money, poverty, treachery, understanding (misunderstanding), war and peace, crime and punishment, evil and good, heroism, travel, mystery, nature, greed, danger.

Themes are connected with the main ideas behind the text and with the author's message. Message is the main or the most important idea that someone (the author, the narrator ...) is trying to tell people about a text, a lesson to be learnt from it. Proverbs and sayings can be very helpful to convey the main idea, because they are pieces of people's wisdom and experience.

Let's remember the tale you read in the previous chapter. The themes of the tale «The Selfish Giant» are selfishness and greed. The main idea behind the text, the message the author wants to bring home to the reader is that selfishness and greed make a person's life empty and

Title	Themes	Messages

Chapter 8. PERSONAL APPRECIATION

After you have read and discussed the various aspects of the text you can give your personal appreciation of it. You may like or dislike the text. It may appeal to you (your heart), it may stir your soul or arouse your interest. Sometimes it may make you laugh or move you to tears. Some texts make you think about the problems of great importance or help you look at yourself (your friends, family, society) from a different angle. Some aspect of the text can produce a special impression on you: the plot, the characters, the themes, and ideas, descriptions of nature, the language. You may find some scenes or episodes especially exciting, thrilling, amusing, striking, breathtaking or boring and uninteresting.

When expressing your opinion you may find the following linking devices very helpful:

1. in my opinion — по моему мнению
2. to my mind — по моему мнению
3. from my point of view — с моей точки зрения
4. personally I believe — лично я считаю
5. it seems to me that — мне кажется, что
6. as far as I am concerned — что касается меня
7. as far as I know (remember) — насколько мне известно
8. I would like to emphasize (stress) — мне бы хотелось подчеркнуть

9. If I am not mistaken — если я не ошибаюсь
10. I can't but say (mention) — я не могу не сказать (отметить)

USEFUL VOCABULARY

1. personal appreciation [əˈpri:ʃi'eɪʃən] — личная оценка
2. to appeal to smb. [əˈpi:l] — нравиться кому-то
3. to stir one's soul [stə:] — затронуть душу
4. to move smb. to tears [tiəz] — растрогать до слез
5. from a different angle [æŋɡl] — с другой точки зрения (новому)
6. to produce a special impression on smb. — произвести особое впечатление на
7. striking [ˈstraɪkɪŋ] — поразительный, замечательный
8. breathtaking [ˈbreθˌteɪkɪŋ] — захватывающий
9. linking devices [dɪˈvaɪsɪz] — средства для связи частей текста или высказывания

Exercise 1.

Fill in the gaps with the words from the box.

Appeal, striking and breathtaking, a different angle, stirred, produced a special impression, society, moved me to tears.

1. The story of Greyfriars Bobby, a dog who died on the grave of his master, was so sad that it
2. Adventure novels by M. Reid to teenagers.
3. The misfortunes which haunted (преследовали) Oliver Twist since early childhood my soul.
4. «The War of the Worlds» made me look at the progress of science from
5. In his novels Charles Dickens criticized English of the nineteenth century for its indifference to poor people.
6. Which story by Conan Doyle on you?
7. In my opinion the plot of «Treasure Island» is

Exercise 2.

Fill in the table.

Title, Author	Personal appreciation
	appealed to me
	moved me to tears
	made me laugh
	made me look at myself from a different angle
	produced a special impression on me
	made me think about problems of great importance
	stirred my soul
	seemed striking and breathtaking
	seemed uninteresting

Exercise 3.

Answer the questions.

1. What book in your opinion is exciting and thrilling?
2. What character do you personally want to be like?
3. What book is boring from your point of view?
4. What themes do you find especially interesting?
5. What author, to your mind, has a very good sense of humour?
6. As far as you are concerned, in what way does literature influence you?

Revision Summary

1. Why is a good title very important?
2. Why is it important to know who wrote the text?
3. What is the difference between the author and the narrator?
4. Why do authors often make their main characters narrators?
5. What can you say about the author judging by the text?
6. Name different types of literary texts.
7. What types of stories and novels can we distinguish?
8. What is the setting?

9. What groups can characters be divided into?
10. What should you find out about the main character(s) while reading a text?
11. How do authors show their attitude to the characters?
12. What is plot?
13. What is a summary?
14. What is the difference between retelling a text and summarizing it?
15. What important things should you remember when making a summary?
16. What are the themes of a text?
17. Name the most common themes developed in literary texts.
18. What is the message? What can help to convey it?
19. What impression can a text produce on you?
20. Name linking devices that are very helpful when you express your opinion of a text.

Plan for Analysis

I. Introduction

1. Kind of a text you are going to analyse (I am going to analyse a tale, a story, an episode, a passage, a chapter from...)
2. The title of the text (say whether the title fits the text, what, to your mind, stands behind the title).
3. The author of the text (say a few words about the author).
4. The type (genre) of the story (novel).

II. The Main Part

1. The setting of the text (where the text is set and what period of time it covers).
2. The narrator of the text (say if the narrator is one of the characters or a voice created by the author to speak to the reader, what you think of the narrator).

3. The main character(s)
 - a) say what you have learnt about them from the text
 - b) the author's attitude to the character(s)
 - c) what you think of the character(s), speak about their merits and drawbacks.
4. Plot and Summary (say what kind of plot it is; give a summary of the text)
5. Themes and ideas (say what themes are developed, what message the author wants to bring home to the reader, what moral lesson the author teaches us).

III. Conclusions

Give your appreciation of the text. Express your opinion of it.