

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
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им. Н.А. ДОБРОЛЮБОВА»
(НГЛУ)

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Слушаем. Читаем. Говорим

Учебно-методические материалы по развитию речевой
деятельности студентов I курса на базе домашнего
чтения по рассказу Кэтрин Мэнсфилд «Кукольный домик»

(английский язык)

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Слушаем. Читаем. Говорим: Учебно-методические материалы по развитию речевой деятельности студентов I курса на базе домашнего чтения по рассказу Кэтрин Мэнсфилд «Кукольный домик» (английский язык). 6-е изд., стер. – Н. Новгород: НГЛУ, 2019. – 28 с.

Учебно-методические материалы предназначены для аудиторной и самостоятельной работы студентов над текстом. Автором предложен унифицированный комплекс упражнений – от упражнений тренировочно-обучающего характера с подробными рекомендациями по их выполнению до речевых с ориентацией на оформление навыков устной речи. Пособие снабжено записью рассказа, осуществленной носителем языка.

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От автора

Предлагаемые учебно-методические материалы предназначены для развития и совершенствования речевой деятельности студентов I курса на базе домашнего чтения сразу после вводного коррективного фонетического курса.

В УММ включены текст рассказа*, пересказанный носителем языка, учебные задания к нему, а также кассета с его записью, что дает возможность уделять более пристальное внимание развитию и закреплению произносительных навыков студентов.

При делении текста рассказа на части и разработке упражнений к каждой части и всему рассказу в целом, автор руководствовался принципом постепенного наращивания сложности материала. К каждой части, как и ко всему рассказу, предлагается 8 упражнений: а) фонетические упражнения для тренировки трудных слов и словосочетаний и развития беглости речи; б) лексические упражнения для формирования языковой догадки и обогащения словаря обучаемых; в) упражнения для контроля понимания прочитанного и извлечения полной информации; г) упражнения, обучающие логике пересказа и передаче прочитанного в краткой и развернутой форме; д) упражнения, позволяющие студенту мобилизовать накопленный языковой и речевой опыт и использовать его в дискуссии и монологическом высказывании по прочитанному материалу.

Большое внимание уделяется воспроизведению текста, что крайне важно, когда произносительные навыки студентов еще не сформировались окончательно. Несмотря на определенную унифицированность, комплекс упражнений оставляет большие возможности для творческой инициативы преподавателя. Выбор упражнений для выполнения студентами самостоятельно или под руководством преподавателя остается за преподавателем.

* Используется текст из книги "The Doll's House and Other Stories" Katherine Mansfield. Retold by Ann Ward. Penguin Books, 1999.

THE DOLL'S HOUSE

Part I

When old Mrs. Hay went back to town after staying with the Burnells, she sent the children a doll's house. The doll's house was so big that two men had to carry it. It stood outside the Burnells' house, on two boxes. The doll's house was safe outside; it was summer. It smelled of paint. Perhaps when winter came, and they had to carry it inside, the smell would be gone. Because, really, the smell was awful.

"It was sweet of old Mrs. Hay to give the children a present; most sweet and kind," said the children's Aunt Beryl when they unpacked the doll's house. "But the smell of paint is enough to make anyone seriously ill."

The doll's house was green, dark and oily, and bright yellow. There was a door, yellow and shiny, and there were four windows, real windows.

But what a perfect, perfect little house! Who could possibly be worried about the smell? It was part of the feeling of happiness, part of the newness.

"Open it quickly, someone!"

At first, they could not open it, it was too stiff and new, but at last, the whole house front opened. And there you were, staring straight into the rooms, the living-room, the dining-room, the kitchen and the two bedrooms. That is the way for a house to open! Why don't all houses open like that? It was much more exciting than just looking in through a narrow front door!

"Oh-oh!" The girls' cries sounded almost sad. The doll's house was too wonderful; it was too much for the Burnell children. They had never seen anything like it in their lives. There were pictures on the walls.



Red carpet covered all the floors except the kitchen. There were red chairs in the living-room and green chairs in the dining-room, there were tables, and beds with real covers, there was a cooker, and shelves with tiny plates and a jug.

But more than anything, Kezia liked the lamp. The lamp stood in the middle of the dining-room table, a little yellow and white lamp.

The father and mother dolls, who sat stiffly in the living-room, and their two little children asleep upstairs, were really too big for the dolls' house. They didn't look as if they belonged there. But the lamp was perfect. It seemed to smile at Kezia, to say: "I live here." The lamp was real.

Part II

The Burnell children could hardly walk fast enough to school the next morning. They wanted to tell everybody, proudly to describe their doll's house before the school bell rang.

"I'll tell them," said Isabel, "because I'm the eldest. And you two can join in after. But I'm going to tell first."

There was nothing to answer. Isabel was always right, and Lottie and Kezia knew this. So they walked along the road to school and said nothing.

"And then I'll choose who's going to come and see it first. Mother said I could bring someone."

Their mother told them that they could ask the girls from school to come and look at the doll's house, while it stood outside. The girls could come two at a time. They could not stay for tea, or come into the house, though. But they could stand quietly outside, while Isabel pointed to all the beautiful things in the doll's house, and Lottie and Kezia looked pleased...

But even though they hurried to school, the bell was ringing as they arrived at the gate. They didn't have time to tell the others about the doll's house, after all. But Isabel looked very important and whispered behind her hand to the girls near her, "Got something to tell you at playtime."

Playtime came and the girls surrounded Isabel. The girls in her class nearly fought to put their arms around her, to walk away with her, to be her special friend. Isabel stood under the trees and the little girls pressed up close. And the only two who stayed outside the group were the little Kelveys. But they were always on the outside. They knew better than to come anywhere near the Burnells.

The fact was, the school was not really the kind of school that the Burnells wanted their children to go to. But it was the only school for miles. So all the children in the neighbourhood, rich and poor, went there. But the Kelveys were

different from all the rest. Many of the parents, including the Burnells, even told their children that they must not speak to the Kelveys. And so the other girls, led by the Burnells, walked past the Kelveys with their noses in the air. Even the teacher had a special voice for the Kelveys, and a special smile for the other children when Lil Kelvey brought her a bunch of sad-looking flowers.

The Kelveys were the daughters of a hard-working little woman who went from house to house washing people's clothes. This was awful enough. But where was Mr. Kelvey? Nobody knew for certain. But everybody said he was in prison. Very nice friends for other people's children! And their appearance! People said that they couldn't understand why Mrs. Kelvey dressed her children in such strange clothes. The truth was that the people Mrs. Kelvey worked for sometimes gave her old things that they did not need. She used these things to dress her children.

Lil Kelvey, the older girl, for instance, came to school in a skirt made from the Burnells' old green tablecover, and a blouse made from the Logans' old red curtains. Her hat used to belong to Miss Lecky, who worked in the post office. Lil really looked very funny – it was impossible not to laugh at her. And her little sister, Else, wore a long white dress and a pair of little boy's boots. But Else looked strange all the time. She was small and thin, with very short hair, and enormous eyes. Nobody had ever seen her smile, and she rarely spoke. She spent her life holding on to Lil, a piece of Lil's skirt held tight in her hand. Where Lil went, Else followed.

Now, they stood on the edge of the group of girls; you couldn't stop them listening. When the little girls turned round and looked at them coldly, Lil, as usual, gave her silly smile, but Else only looked.



And Isabel's voice, very proud, continued telling. The girls were excited when they heard about the carpet, and the beds with real covers, and the cooker, with an oven door.

When she had finished, Kezia said, "You've forgotten the lamp, Isabel."

"Oh, yes," said Isabel, "and there's a lamp, all made of yellow glass, that stands on the dining-room table. It looks just like a real one."

"The lamp's best of all," cried Kezia. She thought Isabel wasn't telling the girls enough about the little lamp. But nobody was listening to her, because now Isabel was choosing two girls to come back with them after school and look at the doll's house. She chose Emmie Cole and Lena Logan. But when the others knew that they were all going to have a chance to see the doll's house, they were very, very nice to Isabel. One by one, they put their arms around Isabel's waist and walked away with her. They had something to whisper to her, a secret, "Isabel's *my* friend."

Only the little Kelveys moved away, forgotten – there was nothing more for them to hear.

Part III

Days passed, and more and more children saw the doll's house. It was all they talked about.

"Have you seen the Burnells' doll's house?"

"Oh, isn't it lovely!"

"Haven't you seen it yet? Oh, dear!"

Even in the lunch hour, they talked about it. The little girls sat under the trees eating their thick meat sandwiches and big pieces of cake. All the time, the Kelveys were sitting as near as they could. They listened too, little Else holding on to Lil, as they ate their jam sandwiches out of a newspaper.

"Mother," said Kezia, "can't I ask the Kelveys just once?"

"Certainly not, Kezia."

"But why not?"

"Run away, Kezia, you know quite well why not."

At last, everybody had seen the doll's house except the Kelveys. On that day, the little girls were not quite so interested in the subject. It was the lunch hour. The children were standing together under the trees. Suddenly, as they looked at the Kelveys, eating out of their paper, always by themselves, always listening, they wanted to be nasty to them. Emmie Cole started the whisper.

"Lil Kelvey's going to be a servant when she grows up."

"O-oh, how awful!" said Isabel Burnell, and she looked back at Emmie with very wide eyes.

Emmie swallowed and nodded to Isabel. She had often seen her mother swallow and nod like that at similar times.

"It's true – it's true – it's true," she said.

Lena Logan looked very interested. "Shall I ask her?" she whispered.

"You wouldn't," said Jessie May.

“Pooh, I’m not frightened,” said Lena. Suddenly, she jumped up and danced in front of the other girls. “Watch! Watch me! Watch me now!” said Lena. And moving slowly along, laughing behind her hand, and looking back at the others, Lena went over to the Kelveys.

Lil looked up from her lunch. She put the rest of her jam sandwich away quickly. Else also stopped eating. What was coming now?

“Is it true you’re going to be a servant when you grow up, Lil Kelvey?” Lena cried.

Dead silence. But instead of answering, Lil only gave her silly smile. The question didn’t seem to worry her at all. Poor Lena! Her friends smiled at each other and even began to laugh a little.

Lena got angry. She moved closer to Lil and Else and spoke to them through her teeth. “Yah, your father’s in prison!” she said, quite clearly.

This was such a wonderful thing to say that the little girls all rushed away, deeply, deeply excited, and wild with happiness. Someone found a long rope and they began skipping. And they had never skipped so high, or run in and out of ropes so fast before.

In the afternoon, the Burnell children went home. There were visitors. Isabel and Lottie liked visitors, so they ran upstairs to change their clothes. But Kezia quietly went out of the back of the house. There was nobody there. She climbed onto the big white gates.

Presently, she saw two small shapes coming along the road towards her. Now she could see that one was in front and one close behind. Now she could see that they were the Kelveys.



Kezia jumped down from the gate. She started to run away, but then she changed her mind. She stopped and waited. The Kelveys came nearer, and beside them walked their shadows, very long. Kezia climbed back onto the gate. The Kelveys were coming nearer.

“Hello,” she said as they passed her.

They were so surprised that they stopped walking. Lil gave her silly smile. Else stared.

“You can come and see our doll’s house if you want to,” said Kezia.

But Lil’s face turned red and she shook her head quickly.

“Why not?” asked Kezia.

Lil opened her mouth. At first, she said nothing, then she said, “Your mother told our mother that you mustn’t speak to us.”

“Oh, well,” said Kezia. She didn’t know what to say. “It doesn’t matter. You can come and see our doll’s house all the same. Come on. Nobody’s looking.”

But Lil shook her head still harder.

“Don’t you want to?” asked Kezia.

Suddenly, something pulled at Lil’s skirt. She turned round. Else was looking at her with big eyes, she was looking worried, she wanted to go with Kezia. For a moment, Lil looked back at Else. But then Else gave her skirt a little pull again. So Lil started forward. Kezia led the way. They followed her, like two little lost cats, to where the doll’s house stood.

“There it is,” said Kezia

There was a pause. Lil breathed very loudly; Else was still as stone.

“I’ll open it for you,” said Kezia kindly. She opened the front of the doll’s house and they all looked inside.

“There’s the living-room and the dining-room, and that’s the...”

“Kezia!”

It was Aunt Beryl’s voice. They turned around. Aunt Beryl stood at the back door, staring as if she could not believe what she saw.

“How dare you invite the little Kelveys to come here!” Aunt Beryl said. Her voice was cold and very angry. “Kezia, you know very well that you must not talk to them. Run away, children, run away at once. And don’t come back again.” And she came out and chased them out as if she were chasing chickens.

“Off you go, immediately!” she called, cold and proud.

She didn’t need to tell them more than once. Their faces were burning, red with shame, and they tried to make themselves very small. Lil hurried off, and Else, looking as if she did not quite understand what was happening, followed her.



“You disobedient little girl!” said Aunt Beryl to Kezia. She turned and shut up the doll’s house quickly and noisily.

Beryl’s afternoon had been awful. She had received a very frightening letter from Willie Brent. He wanted to meet her that evening; he wanted to meet her secretly. If she did not appear, he wrote, he would come to the house and ask for her. He would tell her family all about their secret meetings!

But now, after frightening the little Kelvey girls and shouting angrily at Kezia, she suddenly felt much better. Her heart felt lighter. She went back into the house, singing a little song to herself.

After the Kelveys had gone quite a long way from the Burnells’ house, they sat down to rest at the side of the road. Lil’s cheeks were still burning! She took

off her hat and held it on her knee. Silently, they looked across the fields, past the river, to the group of trees where Logan's cows were standing. What were their thoughts?

Presently, Else moved closer to her sister. By now she had forgotten the angry lady. She put out a finger, touched her sister's hat and smiled her rare smile.

"I did see the little lamp," she said softly.

Then they were both silent once more.

ACTIVITIES

I. AFTER YOU READ EACH PART

Part I

1. Practise the pronunciation of the following words and word-combinations:

a) Hay [hɛɪ]; Burnell [bɜː'nɛɪ]; Kezia [kɛ'ziːə]; doll [dɒl]; safe [seɪf]; carry ['kæri]; outside ['aʊtsaɪd]; paint [peɪnt]; inside [ɪn'saɪd]; awful ['ɒfʊl];

b) went back; staying with the Burnells; sent the children; a doll's house; outside the Burnell's house; and they had to; would be gone.

2. Now read the opening paragraph of the story aloud (7 lines). Listen to it first; mark the stresses, pauses and tunes. Listen to it and read many times to achieve fluency. Translate it.

3. Answer the questions to check general comprehension. Answer in one sentence. Do it aloud. In class work at these questions with your partner.

- 1) What did Mrs. Hay send the Burnell children?
- 2) Was the doll's house big?
- 3) Where did it stand?
- 4) The house smelled of paint, didn't it?

- 5) Were the children worried about the smell?
- 6) Why couldn't they open the doll's house at first?
- 7) The Burnell children liked the doll's house very much, didn't they?
- 8) What did Kezia like more than anything?

4. Read the whole part again carefully. You will have to read it several times to be able to do this task and the tasks below. What do the following words and word-combinations mean? Find the sentences in which they are used. Recall the situations in which the sentences are used.

- a doll's house
- to be safe
- to unpack
- newness
- stiff
- to stare
- except
- a cover
- tiny
- to smell of smth.
- enough to do smth.
- to be part of smth.

5. Find English equivalents for the following. Remember how they are used and then use them in sentences of your own.

- кукольный домик
- быть в безопасности
- пахнуть краской
- распаковать
- ярко-желтый
- часть новизны

- прямо в комнаты
- кроме (кухни)
- принадлежать
- совершенный
- Так мило со стороны Миссис Хей...!
- Вот так и должен открываться дом!

6. Now answer more detailed questions. Try to give full answers.

- 1) What did Mrs. Hay sent the Burnell children (when she went back to town after staying with them)?
- 2) Why did two men have to carry the doll's house?
- 3) Where did the doll's house stand?
- 4) Why was it safe outside?
- 5) What did the doll's house smell of?
- 6) Was the smell pleasant?
- 7) What did Aunt Beryl say about the smell?
- 8) What colour was the doll's house?
- 9) What colour door was there in the doll's house?
- 10) How many windows were there?
- 11) Why couldn't they (could they not) open the doll's house at first?
- 12) How did the doll's house open?
- 13) What rooms were there in the doll's house?
- 14) Was the doll's house wonderful?
- 15) Had the Burell children seen anything like it in their lives?
- 16) Were there pictures on the walls?
- 17) Did the carpet cover all the floors?
- 18) What furniture was there in the rooms?
- 19) What did Kezia like more than anything?
- 20) Why did she like it so much?
- 21) Why didn't Kezia like the dolls as much?

7. Read this part of the story again. Note down all the information about the doll's house, then describe it.

8. Distribute the text among the students of the group (6-7 lines for each). Listen to the tape. Intone the passage marking stresses, pauses and tunes. In class reproduce the whole part imitating Ann Ward (the story-teller)... Whose reproduction did you like best?

Part II

1. Practise the pronunciation of the following words and word-combinations.

a) the Kelveys [ðə 'kelvɪz]; including [ɪn'kluːdlɪŋ]; special ['speʃ(ə)l]; neighbourhood ['neɪbəhʊd]; voice [vɔɪs]; smile [smɪl]; flowers ['flaʊəz]; sad-looking ['sæd lʊkɪŋ];

b) wanted their children; all the children; went there; all the rest; that they must not; past the Kelveys.

2. Now read the passage on p. 6 beginning with the words "The fact was, ...". The passage ends up with the words "... a bunch of sad-looking flowers." Listen to it, mark the stress, pauses and tunes. Read many times to achieve fluency. Translate it.

3. Read Part II closely. Checking general comprehension decide whether the following statements are true or false. If the statement is true, repeat it. If it is false, correct it. Begin your answer with:

Yes, it's true;

Yes, that's true;

No, it isn't quite so;

No, it's false.

- 1) The Burnell children walked fast to school the next morning.
- 2) The Burnell children's mother allowed the girls from their school to come and look at the doll's house.
- 3) The girls could come two at a time and could stay for tea.
- 4) Kezia told everybody about the doll's house before the bell.
- 5) All the children in the neighbourhood, rich and poor, went to the same school, because it was very good.
- 6) The little Kelveys were the daughters of a poor hard-working woman.
- 7) Mrs. Kelvey dressed her children in strange clothes because she wanted them to look different from all the rest.
- 8) The girls were excited when Isabel described the doll's house.
- 9) All the girls were very nice to Isabel as they all wanted to see the doll's house.
- 10) The little Kelveys moved away as they were not interested in the doll's house.

4. Read this part of the story closely several times to be able to do this task and those that follow.

What do the following words and word-combinations mean? Find the sentences in which they are used.

- proudly
- enormous
- rarely
- for instance
- made from...
- made of
- to join in
- even though
- two at a time
- at playtime

- to press up close
- on the outside
- they knew better than to ...
- a special smile
- from house to house
- on the edge of the group
- to have a chance to

5. Find English equivalents for the following words and word-combinations; remember the situations in which they are used; use them in sentences of your own.

- с гордостью (гордо)
- присоединиться
- выбирать
- разом (сразу, одновременно)
- окружить
- близко придвинуться
- несмотря на (хотя, все же)
- особняком (отдельно от всех)
- в округе
- отличаться от остальных
- «задрал» нос
- от дома к дому
- они были не настолько глупы, чтобы ...
- например
- смеяться над кем-либо
- держась за ...
- крепко зажатый
- быть заключенным в тюрьму
- сшитый из занавески

- сделанный из желтого стекла
- одна за другой
- наверняка

6. Now answer detailed questions on the part. Use the new vocabulary.

- 1) Why did the Burnell children walk fast to school the next morning?
- 2) Which of the girls was going to describe their doll's house first? Why?
- 3) Had their mother allowed them to ask the girls to come and see the doll's house?
- 4) How many girls could come at a time?
- 5) Did the Burnell children have time to tell their classmates about the doll's house before the bell?
- 6) When was Isabel going to tell everybody about the doll's house?
- 7) Why did the girls press up close to Isabel when she stood under the trees at playtime?
- 8) Why were the little Kelveys on the outside
- 9) Why did many of the parents tell their children that they must not speak to the Kelveys?
- 10) Did the other girls walk past the Kelveys with their noses in the air?
- 11) What was the teacher's attitude to the Kelveys?
- 12) What did Mrs. Kelvey do?
- 13) Where was Mr. Kelvey?
- 14) Why did Mrs. Kelvey dress her daughters in strange clothes?
- 15) What was Lil's skirt made from?
- 16) What was Lil's blouse made from?
- 17) Did Lil look funny?
- 18) What did her little sister Else wear?
- 19) What did Else look like?
- 20) Were they with the rest of the girls when Isabel was describing the doll's house?

21) Were the girls excited?

22) What did Kezia add when Isabel had finished?

23) Who did Isabel choose to come back with them after school and look at the doll's house?

24) Why were the other girls very nice to Isabel?

25) What about the Kelveys? What did they do?

7. Read Part II again. While reading note down all the information about the Kelveys. Describe the Kelvey family.

8. Distribute the text among the students of the group (6-7 lines for each). Listen to the tape, intone the passage, read and learn it. In class reproduce the whole part imitating Ann Ward (the story-teller).

Whose reproduction do you like best?

Part III

1. Practise the pronunciation of the following words and word-combinations.

a) Willie ['wɪli], Brent [brent]; receive [rɪ'si:v]; frightening ['frɪŋtɪnɪŋ]; appear [ə'piə]; secretly ['si:kri:tli]; meetings ['mi:tɪŋz]

b) had been awful; would come to the house; all about their secret meetings; the Little Kelveys; shouting angrily at Kezia; felt much better; felt lighter; singing a little song.

2. Read the passage on p. 13 beginning with the words "Beryl's afternoon had been awful!" It ends up with the words "... a little song to herself." Listen to it many times, intone it marking the stresses, pauses and tunes. Read fluently. Translate it.

3. Read Part III closely. Checking general comprehension decide whether the following statements are true or false. Begin your answer with:

Yes, it's true;

Yes, that's it;

No, it isn't quite so;

No, it's absolutely wrong;

It's false.

- 1) At last everybody had seen the doll's house except the Kelveys.
- 2) In the lunch hour the little girls wanted to be nasty to the Kelveys as they had lost interest in the subject.
- 3) Lena Logan came up to the Kelvey girls to have a nice talk with them.
- 4) Lena asked Lil if it was true that Lil was going to be a servant.
- 5) Lil looked quite ashamed and worried when she heard the question.
- 6) Lena's friends disapproved of her when she told Lil and Else that their father was in prison.
- 7) In the afternoon the Burnell children went home.
- 8) As the Burnells were having visitors Kezia changed her clothes and then went out of the back of the house and climbed onto the big white gates.
- 9) Kezia saw the Kelveys who were coming along the road and asked them to come and see the doll's house.
- 10) Lil and Else were very happy and agreed to come with Kezia at once.
- 11) Aunt Beryl got very angry when she saw the children near the doll's house.
- 12) After frightening the Little Kelvey girls and shouting at Kezia, Aunt Beryl felt much better.
- 13) The Kelvey girls went straight home and talked to their mum about the doll's house.
- 14) The Kelvey girls were very happy that they had seen the doll's house.

4. Read this part of the story again closely to be able to do the tasks on the vocabulary. What do the following words and word-combinations mean?

Find the sentences in which they are used. Reproduce the situations in which the sentences are used.

- meat sandwiches
- nasty
- a servant
- at similar times
- to grow up
- dead silence
- a rope
- to skip
- to change clothes
- to climb onto...
- it doesn't matter
- still as stone
- to give a pull
- to hurry off
- disobedient
- presently

5. Find in the text English equivalents for the following words and word-combinations, remember the situations in which they are used, then use them in sentences of your own.

- во время обеденного перерыва
- в подобных случаях
- вместо того, чтобы ответить
- остатки (бутерброда)
- переодеться
- передумать

- остановиться
- окаменеть
- красный от стыда
- далеко (уйти)
- на обочине дороги
- снять (шляпу и т. п.)
- редкий (улыбка)

6. Now answer the following questions. Give full answers.

- 1) What did more and more children talk about when days passed?
- 2) The children spoke about the doll's house even in the lunch hour, didn't they?
- 3) What did the little girls eat sitting under the trees?
- 4) Did the Little Kelveys eat meat sandwiches and big pieces of cake too?
- 5) Did they take part in the conversation?
- 6) Did Kezia's mother allow the Little Kelveys to come and see the doll's house when Kezia asked her for the permission?
- 7) Were the children as interested in the subject as before when everybody (except the Kelveys) had seen the doll's house at last?
- 8) What did the children want suddenly when they were standing under the trees in their lunch hour?
- 9) What did Lena Logan ask Lil?
- 10) Did Lil answer the question? Did it worry her?
- 11) How did Lena's friends react?
- 12) What did Lena say to Lil and Else then?
- 13) The little girls became happy when they heard it, didn't they?
- 14) Why did Isabel and Lottie run upstairs to change their clothes when they came home in the afternoon?
- 15) What did Kezia do?
- 16) Who did she see on the road?

- 17) Did she invite them to see the doll's house when they came nearer?
- 18) Why did Lil refuse to do that?
- 19) Did Kezia insist?
- 20) What made Lil agree to go with Kezia?
- 21) What happened when Kezia began showing the girls the doll's house?
- 22) Aunt Beryl chased the little Kelveys out as if she were chasing chickens, didn't she?
- 23) Was she angry with Kezia?
- 24) Had Beryl's afternoon been awful?
- 25) Did she feel better after frightening the Little Kelvey girls and shouting at Kezia?
- 26) What did the Kelveys do after they had gone a long way from the Burnells' house?
- 27) What did Else say to her sister smiling her rare smile?
- 28) Do you think the girls were happy?

7. Distribute the text among the students of the group. Listen to the tape, intone your passage, read and learn it. In class reproduce the whole part imitating Ann Ward (the story-teller).

Whose reproduction do you like best?

8. Make up a summary. Go back to ex.3. Choose the true statements. Add some more if you think these are not enough for a good summary. Learn it. In class retell it.

II. AFTER YOU READ THE WHOLE STORY

1. Look at the pictures for this story.
 - 1) Do you think it takes place in the present or the past?
 - 2) Why do you think so?

2. Picture I (for Part I)

a) Work with your partner at the following questions:

- 1) Who do you see in the picture?
- 2) What are the names of the Burnell children?
- 3) What are the girls doing?
- 4) Is the doll's house big?
- 5) Is it standing on the ground or on two big boxes?
- 6) Do the children like the doll's house?
- 7) What do they like more than anything in the house?
- 8) Why is the doll's house standing outside?
- 9) Did you have a similar doll's house when you were a child?

b) Using the questionnaire describe the picture.

3. Picture 2 (for Part II)

a) Work with your partner at the following questions:

- 1) Are there many people in the picture?
- 2) Are they girls or women?
- 3) Where are most of them standing?
- 4) What are they wearing: fancy dresses or uniforms?
- 5) Why aren't they at the lesson?
- 6) The two girls in the fore-ground look different, don't they?
- 7) In what ways are they different?
- 8) Who are the girls?
- 9) Are they always on the outside?

b) Using the questionnaire describe the picture.

4. Picture 3 (the first one for Part III).

- 1) Make up 9-10 questions. Work at them with your partner or the class.
- 2) Describe the picture.

5. Picture 4 (the second for Part III).

Describe the picture in 9-12 sentences. Remember what is said about the woman in the story. Use this information when you describe the picture.

6. Now that you have read the whole story answer more complicated questions on it.

- 1) Why weren't the Burnell girls allowed to play with the Kelvey children?
- 2) Why did the schoolchildren want to be nasty to the Kelvey girls?
- 3) What was the real reason why Aunt Beryl was so angry with Kezia and the Kelveys?
- 4) What made Else Kelvey smile her rare smile? How does this affect the story?
- 5) Whose side does Katherine Mansfield take for in the story?
- 6) Who does she dislike?
- 7) How do you know?

7. Make up a summary. Present the main points of the story as concisely (кратко) and as accurately (точно) as possible.

8. In "The Doll's House" the children are sometimes very cruel to one another. Were other children ever cruel to you? Were you ever cruel to them? Choose an example and describe what happened.

ВАЛЕНТИНА ПЕТРОВНА СОШНИКОВА

Слушаем. Читаем. Говорим

**Учебно-методические материалы по развитию речевой
деятельности студентов I курса на базе домашнего
чтения по рассказу Кэтрин Мэнсфилд «Кукольный домик»**

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