

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение
высшего профессионального образования
«НИЖЕГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ
ЛИНГВИСТИЧЕСКИЙ УНИВЕРСИТЕТ
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SHORT STORIES
TO READ AND DISCUSS

Короткие рассказы для чтения и обсуждения

Учебное пособие
по развитию речевой деятельности
для студентов I курса факультета английского языка

Нижний Новгород

2014

Печатается по решению редакционно-издательского совета ФГБОУ ВПО «НГЛУ». Направления подготовки: 45.03.01 – *Филология*, 45.03.02 – *Лингвистика* (профиль: ТиМПИЯК), 44.03.01 – *Педагогическое образование*.

Дисциплины: Основной иностранный язык (английский), Иностранный язык (английский), Практический курс первого иностранного (английского) языка.

УДК 811.111(075.8)

ББК 81.432.1-94 = Англ

S 55

Short Stories to Read and Discuss = Короткие рассказы для чтения и обсуждения: Учебное пособие по развитию речевой деятельности для студентов I курса факультета английского языка. – Нижний Новгород: ФГБОУ ВПО «НГЛУ», 2013. – 70 с.

Настоящее учебное пособие предназначено для аудиторной и самостоятельной работы студентов I курса над чтением как видом речевой деятельности. Пособие представляет собой сборник коротких рассказов, подобранных по степени возрастания объема и сложности и отражающих тематическое содержание учебной программы на начальном этапе обучения. Каждый текст сопровождается комплексом языковых и речевых заданий, направленных на формирование и совершенствование коммуникативных умений и навыков студентов.

УДК 811.111(075.8)

ББК 81.432.1-94 = Англ

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ВВЕДЕНИЕ

Предлагаемое учебное пособие предназначено для развития и совершенствования речевой деятельности студентов I курса на основе домашнего чтения.

Пособие содержит короткие рассказы, легенды, сказки, истории из реальной жизни и учебные задания к ним. Тексты отобраны из адаптированных источников с учетом уровня языковой подготовки студентов на данном этапе обучения, представляют интересный сюжетный материал, познавательны, легко поддаются пересказу, дают возможность выйти на обсуждение проблемных вопросов морально-этического и нравственного характера.

Тексты расположены по степени возрастания сложности и отражают тематическое содержание учебной программы I курса. Задания, предлагаемые после каждого рассказа, включают: а) фонетические упражнения для тренировки произношения и развития навыков чтения вслух; б) лексические упражнения для формирования языковой догадки и обогащения словарного запаса студентов; в) упражнения на смысловой анализ текста, позволяющие студенту использовать весь накопленный языковой и речевой опыт в дискуссии или монологическом высказывании, а преподавателю – контролировать понимание прочитанного; г) упражнения, обучающие изложению содержания прочитанного в краткой и развернутой форме.

Пособие позволяет эффективно, без большой затраты учебного времени, организовать сложный и трудоемкий процесс обучения изучающему чтению и постепенно подготовить студентов к работе над текстами экзаменационного формата.

Благодаря лаконичности текстов и их тщательной обработке с целью обеспечения беспереводного понимания, пособие может быть использовано сразу после вводного коррективного курса, как на аудиторных занятиях, так и для самостоятельной работы студентов.

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A CLEVER DOG¹

An old woman had a clever dog. The woman had a big chair and she liked to sit in it and read the newspaper. But the old dog liked the chair too. Very often the woman found the dog in the chair when she wanted to sit down. And the dog was angry when she told him to get up.

One day the woman came into her room and saw the dog in her chair. She went to the window and said, "Cats!" The dog ran to the window and the woman went to her chair and sat down.

The next day the dog came into the room and saw the old woman in the chair. He ran to the window and began to bark. "Who can it be?" the old woman thought and went to the window. The dog went to the chair and sat down.

Activities

I. Prepare expressive reading of the story. Mark the stresses, pauses, tunes and cases of assimilation. Read the text many times to achieve fluency.

II. Answer the following questions.

1. What pet did the old woman have?
2. What did the woman enjoy doing?
3. The dog liked the big chair too, didn't he?
4. What did the woman do when she found the dog in the chair?
5. Was the dog angry with his mistress?
6. What did she once do to make the dog free her chair?
7. Did her trick work?
8. What did the dog do the next day?
9. Was the old woman angry with her dog, do you think?

III. Retell the story.

¹ www.enteach.ru

A SAD STORY²

Three men came to New York for a holiday. They came to a very large hotel and took a room there. Their room was on the forty-fifth floor. In the evening the friends went to the theatre and came back to the hotel very late.

“I’m very sorry,” said the clerk of the hotel, “but the lifts do not work tonight. If you don’t want to walk up to your room, we shall make beds for you in the hall.” “No, no,” said one of the friends, “no, thank you. We don’t want to sleep in the hall. We shall walk up to our room.” Then he turned to his friends and said: “It’s not easy to walk up to the forty-fifth floor, but we shall make it easier. On the way to the room I shall tell you some jokes; then you, Andy, will sing us some songs; then you, Peter, will tell us some interesting stories.”

So they began walking up to their room. Tom told them many jokes.

Andy sang some songs. At last they came to the thirty-sixth floor. They were tired and decided to have a rest. “Well,” said Tom, “now it’s your turn, Peter. After all the jokes, I would like to hear a sad story. Tell us a long and interesting story with a sad end.” “The story which I’m going to tell you,” said Peter, “is sad enough. We left the key to our room in the hall.”

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Find in the text English equivalents of the following words and phrases. Restore the context in which they are used. Use them in sentences of your own.

- приехать куда-либо
- на ... этаже
- ходить в театр

² Фомин Л.И. English Reader. Книга для чтения на английском языке. М.: Государственное Учебно-педагогическое издательство Министерства Просвещения РСФСР. 1961. С. 7-8.

- вернуться в отель
- служащий, клерк
- подниматься, идти наверх
- приготовить постель
- легче
- рассказывать истории, шутки
- петь песни
- наконец
- отдыхать
- теперь твоя очередь

III. Answer the following questions.

1. Where did the men come for a holiday?
2. They stayed at a large hotel, didn't they?
3. What floor was their room on?
4. Did the friends go to the cinema or to the theatre in the evening?
5. It was late when they returned to the hotel, wasn't it?
6. What did they learn from the clerk?
7. What did the clerk offer?
8. The friends refused to sleep in the hall, didn't they?
9. What did one of the men suggest doing in order to make their task easier?
10. What did Tom do while they were walking up the stairs?
11. Did Andy sing songs or recite poems?
12. On what floor did they decide to have a rest?
13. What story did Tom want to hear from Peter?
14. Was Peter's story really sad? Was it long?
15. What did the friends learn from Peter's story?

IV. Retell the story.

THE UNLUCKY TROUSERS³

Once a man went to a shop and bought a pair of trousers. When he came home, he put the trousers on. Then he saw that they were too long for him.

So he went to his wife and said: "Please make my trousers shorter, they are too long for me, I cannot put them on."

But the wife said: "I have no time now. I must wash the plates. It is late now, I shall do it tomorrow."

The man went to his daughter and asked her: "Can you make my trousers shorter? I cannot put them on."

"No, I cannot," said the daughter. "I must do my lessons now. I shall do it tomorrow".

The man went to his sister, but she could not help him. She said: "I must make my dress now. I shall do it tomorrow".

So the man went to bed and left his new trousers on a chair near his bed.

His wife washed all the plates, came into the room, took the trousers, made them shorter and put them back on the chair. When his daughter did her lessons, she came into his room, took the trousers and made them shorter. Late in the evening his sister came too and made the trousers shorter.

The man got up at 7 o'clock in the morning. His wife told him, "I have made your trousers shorter; you can put them on". But when the man put them on, he saw that they were too short for him and he could not wear them.

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

³ www.enteach.ru

II. Find in the text English equivalents of the following words and phrases. Remember the context in which they are used. Then use them in sentences of your own.

- надевать брюки
- слишком длинные/коротки для него
- укорачивать
- мыть посуду
- делать уроки
- шить платье
- ложиться спать
- вставать в 7 часов утра
- носить одежду (3 ф.)

III. Answer the following questions.

1. What did the man once buy?
2. Were the trousers too short or too long for him?
3. What did he ask his wife to do?
4. She did it immediately, didn't she?
5. What was she busy with?
6. When did she promise to alter the trousers?
7. Why couldn't the daughter help her father?
8. What was his sister doing when he came to ask for help?
9. What happened while the man was sleeping?
10. What did the man see when he put on the trousers in the morning?
11. They didn't fit again, did they?
12. Could they be altered now?

IV. Retell the story.

DO YOU KNOW WHO I AM?⁴

One of Mark Twain's hobbies was fishing. He went fishing whenever he had a chance, even in the closed season, when fishing was not allowed anywhere in lakes and rivers. Like all fishermen, he sometimes invented stories about the number of fish he caught.

One hot day during the closed season, Mark Twain was fishing as usual, under a low bridge. A man who was walking across the bridge happened to notice Mark Twain and began to watch him. At last he asked: "Have you caught many fish?"

"Not yet", Mark Twain answered. "I have only just begun. But yesterday I caught thirty great big fish here".

"You were very lucky", the man said. "Do you know who I am?"

"No", Mark Twain said. "I don't think I ever happened to meet you before".

"I'm the fishing inspector in this place. Do you know that this is the closed season?"

Mark Twain thought quickly. He understood how foolish he had been. "Do you know who I am?" he asked aloud.

"No, of course not», answered the inspector." "I am the biggest liar on the Mississippi", Mark Twain told him.

Proper Names

Mark Twain ['mɹk 'twɛɪn]

The Mississippi ['mɪsɪ'sɪpl]

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Answer the following questions.

⁴ Бонди Е.А. Английский язык: Повторительный курс: Учебное пособие. М.: Высшая школа, 1988. С. 111.

1. Who was Mark Twain?
2. What was one of his hobbies?
3. What is 'the closed season'?
4. Did Mark Twain sometimes break the law?
5. What did he have in common with other fishermen?
6. Where was Mark Twain fishing one day?
7. It was not the closed season, was it?
8. Who noticed the fisherman and began to watch him?
9. What did the stranger ask Mark Twain?
10. Did the writer boast about the previous day's catch?
11. Who did the man turn out to be?
12. What did Mark Twain realize?
13. Did he find the way out of the unpleasant situation?
14. How did he introduce himself?
15. Did it help him to avoid punishment for illegal fishing, do you think?

III. Retell the story.

THE BEE⁵

There was once a great artist who said to his daughter, "You should never marry anyone but an artist." But the girl loved a blacksmith and the blacksmith was in love with her. When she told him that her father did not allow her to marry anyone but an artist, he left his trade and studied hard in order to become a painter.

He was certainly a man of great talent, as in a short time he became a good painter.

One day the young man went to the artist's studio and, finding that the artist was not at home, decided to wait for him. Nobody had seen him come into the studio. He looked round at the pictures. Then, took a brush and painted a bee on the leg of one of the figures. Suddenly he heard

⁵ English Reader. Книга для чтения на английском языке / Под. ред. С.И. Бернштейна. М.: Внешторгиздат, 1960. С.24.

somebody open the door. He quickly put the brush down and turned to the door. The artist was not yet in the room and did not see the visitor put the brush in its place. When he came in, he at once saw the bee on one of the figures. He thought it was a real bee and tried to brush it off. When the young painter saw that he could not help smiling. The artist smiled too when he saw his mistake, and said that it was a wonderful little painting. The young man told him the whole story and soon after that the young painter and the artist's daughter got married.

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Find in the text English equivalents of the following words and phrases. Restore the context in which they are used. Use them in sentences of your own.

- ВЫХОДИТЬ ЗАМУЖ ЗА КОГО-ЛИБО
- БЫТЬ ВЛЮБЛЕННЫМ В
- КУЗНЕЦ
- ремесло
- усердно учиться
- для того, чтобы
- талантливый человек
- через короткое время
- студия художника
- ждать кого-либо
- одна из фигур
- повернуться к двери
- смахнуть
- не сдержал улыбку
- пожениться

III. Answer the following questions.

1. Had the artist a son or a daughter?
2. Who did he want his daughter to marry?
3. Luckily, she was in love with an artist, wasn't she?
4. Did the blacksmith love her too?
5. Why did he leave his trade?
6. Had the young man a gift for painting?
7. Why did he want to see the artist one day?
8. Was the artist in his studio when the visitor came?
9. What did the young man see around him?
10. What did he do while waiting for the artist?
11. Did the artist take the small painting for a real bee?
12. What made the young artist laugh?
13. Was the artist angry with the visitor?
14. Why did he allow his daughter to marry the young man?

IV. Retell the story in the name of a) the young artist; b) the artist's daughter.

IT'S SO IMPORTANT FOR ME⁶

Joseph Turner was a great English painter. He had a dog which he loved. One day when he was playing with his dog, the dog fell and broke a leg. Turner sent for a doctor. He did not want to send for a veterinary, he sent for the best surgeon in London.

When the doctor came, Turner said, 'Doctor, I'm glad you came. My dog has broken a leg. I know that you are too great a doctor for this work, but please do it. It is so important for me.'

The doctor was angry but did not show it.

The next day the surgeon asked Turner to come to his house. "It must be about my dog that the doctor wants to see me," thought Turner.

⁶ Фомин Л.И. English Reader. Книга для чтения на английском языке. М.: Государственное Учебно-педагогическое издательство Министерства Просвещения РСФСР. 1961. С. 24.

When Turner came to the doctor's house, the doctor said, 'Mr. Turner, I'm so glad to see you. I want to ask you to paint my door. I know that you are too great a painter for this work, but please do it. It is so important for me.'

Proper Names

Joseph Turner [dʒɒʊzɪf 'tɜːnə]

Activities

I. Prepare expressive reading of the story. Mark the stresses, pauses, tunes and cases of assimilation. Read the text many times to achieve fluency.

II. All of the following verbs appear in the text. Give their principal forms and use in sentences to speak about the events of the story.

- 1) fell 2) broke 3) sent 4) came 5) know
6) do 7) show 8) see 9) thought 10) said

III. Find in the text English equivalents of the following words and phrases. Remember the situations in which they are used. Then use them in sentences of your own.

- великий художник
- играть с собакой
- сломать ногу
- послать за доктором
- ветеринар
- хирург
- покрасить дверь

IV. Answer the following questions.

1. Who was Turner?
2. What pet had the artist?
3. What happened to his dog one day?
4. Who did he ask to treat his dog?

5. Why didn't he send for a veterinary?
6. He didn't understand that it was not right, did he?
7. Was the doctor happy to help the unusual patient?
8. What did the doctor ask Turner to do the next day?
9. Did the painter come?
10. What did the doctor ask him to do?
11. Was it a suitable task for a great painter?
12. Why did the doctor do it?
13. Did he pay Turner back for the visit to the dog?
14. Did Turner realize his mistake, do you think?

V. Retell the story.

THE BLIND MAN AND THE GREAT ARTIST⁷

Every day in one of the streets of Vienna people could see a blind man playing the violin. His dog sat near him with a cap in its mouth. People, who were passing them, dropped coins into the cap.

One day, when the weather was very cold, the man had been playing for a long time, but the cap was empty. People were hurrying to their warm houses and no one stopped to listen to the music. The poor man thought, "I will have to go to bed without supper." He was so tired and weak that he stopped playing.

At that moment a young man came up to him and asked, "Why have you stopped playing?"

The blind musician explained, "I have played for two hours but nobody has given me anything."

"Give me your violin, I shall help you," said the stranger.

And with these words he began to play. He played so well that people began to gather around him, and soon there was a big crowd. Everybody was eager to listen to the beautiful music and to thank the young man for the wonderful performance. Soon the cap was full of money.

⁷ Бонди Е.А. Английский язык: Повторительный курс: Учебное пособие. М.: Высшая школа, 1988. С. 141-142.

“I don’t know how to thank you,” said the blind man. “Who are you?”
“I’m Paganini,” was the answer.

Proper Names

Vienna [vɪ'ɛnə]

Paganini [ˈpɑɡə'nɪni]

Notes

Paganini – Никколо Паганини (1782–1840), итальянский скрипач-виртуоз, композитор.

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Find in the text English equivalents of the following words and phrases. Restore the context in which they are used. Then use them in sentences of your own.

- на одной из улиц
- слепой
- играть на скрипке
- монета
- проходить мимо
- ронять, бросать
- слушать музыку
- спешить домой
- подойти к
- музыкант
- собираться вокруг
- толпа
- очень хотеть, гореть желанием сделать что-то
- благодарить кого-либо

III. Answer the following questions.

1. Who could people see in one of the streets of Vienna?
2. How often did the man come to the place?
3. Did he do it just for the love of music?
4. What did the dog have in its mouth?
5. Who dropped coins into the cap? Why?
6. The weather was terribly cold one day, wasn't it?
7. Was the cap empty or full of coins?
8. Why was it empty?
9. What were the man's thoughts about?
10. How did he feel?
11. Who came up to the blind musician when he stopped playing?
12. What question did the young man ask?
13. What did the poor man answer?
14. The stranger took the violin from him, didn't he?
15. Did he start playing?
16. Why was there soon a big crowd of people around him?
17. The cap in the dog's mouth remained empty, didn't it?
18. Was the blind man thankful to the stranger?
19. What did he want to know?
20. Who did the stranger turn out to be?

IV. Retell the story.

THE KING AND THE CRITIC⁸

There was a king who thought that he could paint very well. His pictures were bad, but the people to whom he showed them were afraid of the king. They all said that they liked his pictures very much.

One day the king showed his pictures to a great painter who lived in his country and asked,

⁸ Фомин Л.И. English Reader. Книга для чтения на английском языке. М.: Государственное Учебно-педагогическое издательство Министерства Просвещения РСФСР. 1961. С. 25-26.

'I want to know what you think of my pictures. Do you like them? Am I a good painter, or not?'

The painter looked at the king's pictures and said,

'My King, I think that your pictures are bad, and that you will never be a good painter.'

The king was very angry and sent the painter to prison.

After two years the king wanted to see the painter again.

'I was angry with you,' he said, 'because you did not like my pictures. Now forget all about it. You are a free man again, and I am your friend.'

For many hours the king talked with the painter, and even asked him for dinner. After dinner the king showed his pictures to the painter and asked,

'Well, how do you like them now?'

The painter did not answer anything. He turned to the soldier who was standing near him and said,

'Take me back to prison.'

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Give the Russian equivalents of the following phrases. Restore the context in which they are used. Then use them in sentences of your own.

- to show sth to sb
- to be afraid of sb
- to think of sth
- to look at sth/sb
- to send sb to prison
- to be angry with sb
- to forget about sth
- to talk with sb

- to ask sb for dinner
- to turn to sb
- to take sb to

III. Answer the following questions.

1. Did the king think that he was a good painter?
2. Were his pictures good or bad?
3. What did people say about his pictures?
4. Were they sincere?
5. Why did they flatter him?
6. What did the great painter say about the king's pictures?
7. What did he think about the king's abilities?
8. He was a brave man, wasn't he?
9. Was the artist punished for his honesty? How?
10. How much time did he spend in prison?
11. What did the king do one day?
12. How did the king behave during the long meeting with the painter?
13. They had dinner together, didn't they?
14. The king had given up painting by that time, hadn't he?
15. Did he want to know the critic's opinion again?
16. What did he expect to hear?
17. What did the painter do?
18. What did his request to take him back to prison mean?
19. Why didn't he give a direct answer?
20. The man had high moral principles, didn't he?

IV. Retell the story.

WHAT TIME IS IT?⁹

A tramp was sleeping on a park bench late at night. A man and a woman were walking past. One of them tapped him on the shoulder and asked, "Excuse me! What's the time?" The tramp was very annoyed at being woken up. "I don't know!" he said angrily. "I haven't got a watch." And he went back to sleep.

Some time later another man was passing. He woke the tramp up and said, "I'm sorry to bother you, but I wonder if you could tell me what time it is".

Again the tramp said that he didn't know. By now he was very fed up, so he got a pen and a piece of paper and wrote I DON'T KNOW WHAT THE TIME IS on it, and went back to sleep.

Half an hour later, a policeman was passing. He read the sign, woke the tramp up and said, "It's 2.30, sir."

Activities

I. Prepare expressive reading of the story. Mark the stresses, pauses, tunes and cases of assimilation. Read the text many times to achieve fluency.

II. Give the Russian equivalents of the following words and phrases. Restore the context in which they are used. Then use them in sentences of your own.

- a tramp
- to walk past
- to tap sb on the shoulder
- to be annoyed at sth
- to wake sb up
- to bother sb
- to be fed up

⁹ www.lingualeo.ru

III. Answer the following questions.

1. Where was the tramp sleeping?
2. Who was walking past?
3. Why did they wake the man up?
4. Did the man like being disturbed?
5. He couldn't help the passers-by, could he? Why?
6. What happened some time later?
7. Why did he decide to make the sign?
8. What did he write on a piece of paper?
9. Who woke the sleeping tramp up half an hour later?
10. Why did the policeman wake up the man?
11. He did the man a good turn, didn't he?
12. Did the sign work?

IV. Retell the story in the name of the tramp.

A DUCK¹⁰

One hot, sunny day in July, a tramp was walking along a country road. He was chewing a piece of grass because he felt hungry. Suddenly, on the other side of the hedge, he saw a pond with a large, white duck swimming round and round on it. The tramp had a good idea. Immediately he jumped over the hedge and ran towards the duck. Soon he was sitting by the pond with a large pile of white feathers beside him. Just then he heard a shout. The farmer was coming across the field, waving his arms. Hurriedly the tramp put the duck back into the water.

The farmer was very angry. He pointed to the pond and shouted, "What's the matter with my duck?"

"Ah!" said the tramp quietly. "It wanted to go for a swim, and I'm looking after its clothes!"

¹⁰ www.EngTopic.ru

Activities

I. Prepare expressive reading of the story. Mark the stresses, pauses, tunes and cases of assimilation. Read the text many times to achieve fluency.

II. Find in the text English equivalents of the following words and phrases. Restore the context in which they are used. Then use them in sentences of your own.

- жевать
- БЫТЬ ГОЛОДНЫМ
- изгородь
- пруд
- перепрыгнуть через изгородь
- куча белых перьев
- махать руками
- спешно, торопливо
- указать на что-либо
- искупаться
- присматривать за чем-либо

III. Answer the following questions.

1. Who was once walking along a country road?
2. Was it summer or winter?
3. What was the weather like?
4. Did the tramp feel hungry or thirsty?
5. What was he chewing?
6. What did he suddenly see on the other side of the hedge?
7. What did the man do with the duck?
8. What did the tramp hear at that moment?
9. Who was coming across the field towards the tramp?
10. Where did the tramp put the duck?
11. The farmer was very angry, wasn't he?
12. What did he ask the tramp?
13. What did the tramp answer?

14. He had a good sense of humour, didn't he?
15. Do you think the farmer believed him?

IV. Retell the story.

THE BALD KNIGHT¹¹

Once upon a time, a long time ago, there was a knight who, as he grew older, lost all his hair. He became as bald as an egg. He didn't want anyone to see his bald head so he bought a beautiful, black, curly wig.

One day some lords and ladies from the castle invited him to go hunting with them, so of course he put on his beautiful wig. "How handsome I look!" he thought to himself as he was dressing in front of the mirror. Then he set off happily for the forest.

However, a terrible thing happened. He was riding along, singing merrily to himself, when he passed under an oak tree, and his wig caught on a branch and fell off in full view of everyone. How they all laughed at him! At first the poor knight felt very foolish, but then he saw the funny side of the situation, and he started laughing, too.

They were all still laughing when they arrived back at the castle. The knight never wore his wig again.

The moral of the story is: When people laugh at us, it is best to laugh with them.

Activities

I. Prepare expressive reading of the whole story. Mark the stresses, pauses, tunes and cases of assimilation. Read the text many times to achieve fluency.

II. Give Russian equivalents of the following words and phrases. Restore the context in which they are used. Use them in sentences of your own.

- once upon a time

¹¹ www.tolearnenglish.com

- to grow older
- to lose one's hair
- to become bald; to become as bald as an egg
- a wig
- a castle
- to go hunting
- to put on sth
- to dress in front of the mirror
- to set off (for some place)
- to sing merrily
- to sing to oneself
- an oak tree
- to catch on sth
- to fall off
- in full view of everyone
- to laugh at sb
- to feel foolish
- to see the funny side of the situation
- to arrive (at some place)
- to wear sth

III. Answer the following questions.

1. When did the events of the story take place?
2. What happened as the knight grew older?
3. Did the knight like his new appearance?
4. He didn't want anyone to see his bald head, did he?
5. What wig did the man buy?
6. Where did some lords and ladies invite the knight one day?
7. How did he like his looks when he was dressing in front of the mirror?
8. Did the man enjoy the hunt?
9. What happened when the knight passed under an oak tree?
10. His secret was revealed, wasn't it?
11. Did the knight feel embarrassed at first?

12. When did he start laughing?
13. Did he ever wear his wig again?
14. What is the moral of the story?
15. Does your own experience teach you the same?

IV. Retell the story.

THE FARMER AND HIS SONS¹²

There was once an old, dying farmer who had worked hard in his vineyard all his life. Before he died he wanted to teach his three sons how to be good farmers. So he called them to him and said, “My boys, before I die I want you to know that there’s a great treasure buried in the vineyard. Promise me that you will look for it when I am dead.”

The sons promised and as soon as their father had died, they began looking for the treasure. They worked very hard in the hot sun, and all the time as they were working, they wondered what their father had left for them. In their minds they pictured boxes of gold coins, diamond necklaces and other such things. Soon they had dug up every inch of the vineyard. But they found not a single penny. They were very upset. They felt that all their hard work had been for nothing. But then the grapes started to appear on the vines and their grapes were the biggest and best in the neighbourhood, and they sold them for a lot of money.

Now they understood what their father had meant by the great treasure, and they lived happily ever after.

The moral of the story is: Hard work brings its own reward.

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

¹² www.aesopfables.com

II. Make sure that you know the right pronunciation and translation of the following words and phrases. Restore the context in which they are used. Then use them in sentences of your own.

- a farmer
- a vineyard
- a treasure
- buried
- diamond necklaces
- every inch
- vines
- neighbourhood
- a reward

III. Find in the text English equivalents of the following words and phrases. Restore the context in which they are used. Use them in sentences of your own.

- умирающий
- научить
- обещать кому-либо
- искать что-либо
- под палящим солнцем
- мысленно
- представлять
- копать (3 ф.)
- ни единого пенни
- напрасный, бесполезный
- продавать (3 ф.)
- иметь ввиду (3 ф.)

IV. Answer the following questions.

1. The old farmer was dying, wasn't he?
2. Had he worked hard in his vineyard all his life?
3. What did the old farmer want to teach his sons before he died?

4. What treasure did the dying man tell his sons about?
5. What promise did they make?
6. Did the sons begin looking for the treasure before or after their father's death?
7. Were they eager to find what their father had left for them?
8. What valuables did they imagine while digging up the vineyard?
9. They didn't find anything, did they?
10. Did the brothers think that all their efforts had been in vain?
11. What did they notice when grapes started to appear on the vines?
12. Did the young farmers get a lot of money for their grapes?
13. Did they understand what treasure their father had meant?
14. What is the moral of the story?

V. Retell the story in the name of one of the sons.

A PAIR OF SHOES¹³

Mr. Boxell was about to shut his shoe shop at the end of the day when he saw a man in a well-cut suit walk in. The man wanted an expensive pair of shoes. There was something about the way the man walked that made Mr. Boxell feel suspicious. He thought he had seen the man before somewhere and then he remembered where. Mr. Boxell had come across his photo in a newspaper and seen him on TV. The man was a criminal and was wanted by the police.

“If I sell him shoes that are not comfortable, he will return to change them”, Mr. Boxell thought. Though he was not sure that he would be able to sell the shoes to him, he decided that he would try.

The man tried on a few pairs of shoes before he bought the pair that Mr. Boxell strongly recommended. The customer complained that the shoes were a bit tight, but Mr. Boxell assured him that they would stretch with wearing and that they were just his size. The man asked Mr. Boxell to wrap them for him.

¹³ www.engtopic.ru

As Mr. Boxell expected, the man limped into the shop the next day complaining about the shoes. As he entered the shop he was surrounded by the police.

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read the text many times to achieve fluency.

II. Find in the text English equivalents of the following words and phrases. Restore the context from the story. Use them in sentences of your own.

- обувной магазин
- в конце дня
- хорошо скроенный костюм
- пара туфель
- вызвать подозрение
- случайно встретить, наткнуться
- удобные туфли
- примерить
- настойчиво рекомендовать
- покупатель
- жаловаться
- немного тесноваты
- заверять
- раздаться, растянуться в процессе носки
- завернуть, упаковать
- окружить

III. Answer the following questions.

1. What kind of shop did Mr. Boxell own?
2. Who walked into his shop at the end of the day?
3. What did the customer want to buy?

4. What made Mr. Boxell feel suspicious?
5. Had the shopkeeper seen the man before? Where?
6. The man had committed a crime, hadn't he?
7. Did Mr. Boxell call the police immediately?
8. What plan did he think of?
9. Did the customer buy the shoes that the shopkeeper recommended?
10. The shoes didn't feel comfortable, did they?
11. What did Mr. Boxell assure the man of?
12. Why did the man return to the shop the next day?
13. What happened as he entered the shop?
14. Did the shopkeeper's plan work?
15. Would you call Mr. Boxell a dutiful citizen?

IV. Retell the story.

CONAN DOYLE IN PARIS¹⁴

There is probably no one among book-lovers who has not heard of Sherlock Holmes, the skilful and clever detective in the stories by Arthur Conan Doyle.

Sherlock Holmes's method of analysing the most difficult problems was to notice the smallest facts, even if they seemed unimportant. His method never failed; the criminal always had to give up, and to become the prisoner of the great detective.

Conan Doyle once arrived in Paris, after spending a month in the south of France. There was a long row of cabs outside the gate of the railway station. Conan Doyle got into the first cab and ordered the driver to take him to a good hotel. The driver was silent all the way to the hotel, but when Conan Doyle paid him, he said, "Thank you, Sir Arthur Conan Doyle".

"How do you know who I am?" Conan Doyle asked in the greatest surprise.

¹⁴ www.enteach.ru

"I have never seen you before", the man answered, "so I can't pretend that I recognized you. But I read in the newspapers that you were expected in Paris after your vacation in the south of France. The train you arrived on came from the south of France. I could tell from your clothes, especially your hat, and also from the strange way you pronounce French words that you were English. These facts helped me to guess that you were probably Sir Arthur Conan Doyle".

"Fine work! Wonderful!" Conan Doyle cried. "You analysed the facts quite correctly. It's a pity you aren't a detective!"

"Of course", the driver added, "your name is on both your travelling bags. I can't pretend that that fact didn't help".

Proper Names

Sherlock Holmes [ˈʃɒlɪk ˈhɒlmz]

Arthur Conan Doyle [ˈɑːtʃər ˈkɒnən ˈdɔɪl]

France [frɑːns]

Paris [ˈpærɪs]

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Find in the text English equivalents of the following words and phrases. Remember the situations in which they are used. Then use them in sentences of your own.

- детектив, сыщик
- книголюб
- метод
- самая трудная проблема
- мельчайшие факты
- преступник
- прибыть в Париж
- на юге Франции

- длинный ряд
- железнодорожная станция
- приказывать
- притворяться
- особенно
- догадаться
- вероятно

III. Give Russian equivalents of the following words and phrases. Restore the context in which they are used. Use them in sentences of your own.

- to hear of sth/sb
- skillful
- to analyse sth
- to seem unimportant
- to fail
- to give up
- a prisoner
- to arrive on a train
- to take sb to a hotel
- to be silent
- in the greatest surprise
- to recognize sb
- to tell from sb's clothes
- to pronounce French words
- It's a pity
- to add

IV. Answer the following questions.

1. Could you call yourself a book-lover?
2. Have you heard of Sherlock Holmes?
3. Who wrote stories about him?
4. What kind of detective was Sherlock Holmes?

5. What method did he use in his investigations?
6. It never failed, did it?
7. What did the criminals always have to do?
8. Where did Conan Doyle once arrive?
9. Where did he go from the station?
10. Did he walk to the hotel?

V. Make up 10-12 more questions. Answer your own questions to be able to answer your fellow-students' ones in class.

VI. Retell the story in the name of the cab driver.

THE EYES OF LOVE¹⁵

A grandmother and a little girl whose face was sprinkled with bright red freckles spent the day at the zoo. The children were waiting in line to get their cheeks painted by a local artist who was decorating them with tiger paws.

'You've got so many freckles, there's no place to paint!' a boy in the line cried.

Embarrassed, the little girl dropped her head. Her grandmother knelt down next to her. 'I love your freckles,' she said.

'Not me,' the girl replied.

'Well, when I was a little girl I always wanted freckles,' she said, tracing her finger across the child's cheek. 'Freckles are beautiful!'

The girl looked up. 'Really?'

'Of course,' said the grandmother. 'Why, just name me one thing that's prettier than freckles.'

The little girl peered into the old woman's smiling face. 'Wrinkles,' she answered softly.

¹⁵ www.guy-sports.com

Activities

I. Prepare expressive reading of the whole story. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Give Russian equivalents of the following words and phrases. Restore the context in which they are used. Use them in sentences of your own.

- whose face was sprinkled with bright red freckles
- waiting in the line
- to decorate with sth
- a tiger paw
- embarrassed
- to drop one's head
- to kneel down
- to peer into sb's face

III. Answer the following questions.

1. Where did the grandmother and the little girl spend the day?
2. What was a local artist decorating the children's cheeks with?
3. Was it fun to have your cheeks painted?
4. The girl's face was sprinkled with bright red freckles, wasn't it?
5. What did a boy in the line cry when he saw it?
6. The girl was very sensitive about her appearance, wasn't she?
7. Who tried to comfort the girl?
8. What did the old woman say?
9. Did the girl believe her grandmother's words?
10. Why did she find her grandmother's wrinkles pretty?

IV. Retell the story.

PUPPIES FOR SALE¹⁶

A farmer had some puppies he needed to sell. He painted a sign advertising the puppies and was nailing it to a post on the edge of his yard. As he was driving the last nail into the post, he felt a tug on his overalls. He looked down into the eyes of a little boy.

“Mister,” he said, “I want to buy one of your puppies.”

“Well,” said the farmer, as he rubbed the sweat off the back of his neck, “these puppies come from fine parents and cost a good deal of money.”

The boy dropped his head for a moment. Then reaching deep into his pocket, he pulled out a handful of change and held it up to the farmer. “I’ve got thirty-nine cents. Is that enough to take a look?”

“Sure,” said the farmer.

And with that he let out a whistle, “Here, Dolly!” he called.

Out from the doghouse and down the ramp ran Dolly followed by four little balls of fur. The little boy pressed his face against the fence. His eyes danced with delight.

As the dogs made their way to the fence, the little boy noticed something else moving inside the doghouse. Slowly another little ball appeared, this one noticeably smaller. In a somewhat awkward manner the little puppy began hobbling toward the others, doing its best to catch up....

“I want that one,” the little boy said, pointing to the smallest and weakest puppy.

The farmer knelt down at the boy’s side and said, “Son, you don’t want that puppy. He will never be able to run and play with you like these other dogs would.”

With that the little boy stepped back from the fence, reached down, and began rolling up one leg of his trousers. In doing so he revealed a steel brace running down both sides of his leg attaching itself to a specially made shoe. Looking back up at the farmer, he said, “You see sir, I don’t run too well myself, and he will need someone who understands.”

The world is full of people who need someone who understands.

¹⁶ www.engtopic.ru

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Find in the text English equivalents of the following words and phrases. Remember the situations in which they are used. Then use them in sentences of your own.

- прибывать гвоздями
- вытирать пот
- протянуть (деньги)
- горсть мелочи
- свистнуть
- меховой шарик
- скат, уклон
- заметно меньше
- наклониться
- неуклюже
- стальная скрепа
- прикрепляясь

III. Give Russian equivalents of the following phrases. Restore the context in which they are used. Use them in sentences of your own.

- to drop one's head
- to take a look
- to pull out
- to make one's way
- to do one's best
- to catch up
- to point to sth
- to kneel down
- to step back
- to roll up sth

IV. Find in the story words synonymous with the following:

- a piece of wood that is set in the ground in a vertical position, to support or to mark sth
- a young dog
- a small thin pointed piece of metal with a flat head, used for joining pieces of wood together
- a sudden hard pull
- a loose article of clothing like a shirt and trousers in one piece, made of heavy cloth and usually worn by workers doing dirty work
- drops of liquid that appear on the surface of your skin when you are hot, ill or afraid
- the sound that you make by forcing your breath out when your lips are closed
- a feeling of great pleasure, joy
- to walk with difficulty, especially because your feet or legs hurt
- to show sth that previously could not be seen

V. Answer the following questions.

1. What did the farmer want to sell?
2. What was his dog's name?
3. Had Dolly four or five puppies?
4. How did the man advertise the puppies?
5. When did the boy appear?
6. What did the child want?
7. The puppies cost a great deal of money, didn't they? Why?
8. Did the boy have enough money to buy one of them?
9. How much money was there in his pocket?
10. Did the farmer let him see the puppies?
11. What did the puppies look like?
12. What effect did the sight of the little fur balls produce on the boy?
13. What did the boy notice in the doghouse?
14. The fifth puppy was different from the rest, wasn't it?
15. What was wrong with it?

16. What puppy did the boy choose?
17. Why did the farmer try to talk the boy out of taking that puppy?
18. What did the boy show the man?
19. Why did he choose the smallest and weakest puppy?
20. What kind of personality did the boy have?

VI. Retell the story in the name of

- a) the farmer b) the little boy c) the storyteller.

SAND AND STONE¹⁷

This story tells of two friends, Amanda and Margot, who were walking together in the Sahara, the desert in north Africa.

During the journey, they had an argument, and Margot slapped her friend in the face. Mandy, who got slapped, was hurt, but without saying anything, she wrote in the sand, 'Today my best friend, Margot, slapped me in the face.'

They kept on walking, until they found an oasis, where they decided to take a bath. Mandy got stuck in the mire and started drowning. Her friend, Margot, saved her by pulling her out. After she recovered, Mandy wrote on a stone, 'Today, my best friend Margot saved my life.'

Margot who had slapped and saved her best friend, asked Mandy, 'After I hurt you, you wrote in the sand, and now, you write on a stone, why?'

Mandy replied with a smile, 'When someone hurts us, we should write it down in sand, where the winds of forgiveness can erase it, but when someone does something good for us, we must engrave it in stone, so no wind can ever erase it.'

Learn to write your hurts in the sand and carve your blessings in stone.

Proper names

Amanda [ɑ'mʌndɑ]

¹⁷ www.lingualeo.ru

Margot [ˈmʀgqt]

The Sahara [sq'hʀrq]

Africa [ˈxfrlkq]

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Find in the story words synonymous with the following:

- a large area of land that has very little water and very few plants growing on it, very often covered by sand
- to hit sb/sth with the flat part of your hand
- an area in the desert where there is water and where plants grow
- a conversation or discussion in which two or more people disagree, often angrily
- an area of deep mud
- to return to a normal state after an unpleasant or unusual experience or a period of difficulty
- to remove sth completely

III. Find in the text English equivalents of the following words and phrases. Remember the situations in which they are used. Then use them in sentences of your own.

- в северной Африке
- поспорить
- ударить по лицу
- обидеться
- ничего не говоря
- писать на песке
- продолжать идти
- мыться/принимать ванну
- застрять, увязнуть

- тонуть
- выдернуть, вытащить
- оправиться, прийти в себя
- писать на камне
- с улыбкой
- прощать кого-либо
- прощение
- гравировать
- благодеяние, благословение
- резать по камню

IV. Answer the following questions.

1. Where were the two friends walking?
2. When and why did Margot slap her friend in the face?
3. Was Mandy upset and offended?
4. What did she write in the sand?
5. Did the friends continue their way after the incident?
6. The friends found an oasis, with water and plants, didn't they?
7. Did Mandy or Margot get stuck in the mire?
8. Why was her position dangerous?
9. How did Margot save her friend?
10. Where did Mandy leave her inscription this time?
11. What did she engrave in the stone?
12. Did she attach more importance to the good thing that her friend had done for her?

V. Retell the story.

THE WORRY TREE¹⁸

Paresh, an Indian carpenter I once hired to help me restore my old farmhouse, had just finished a difficult and hard first day on the job. A flat

¹⁸ www.guy-sports.com

tyre on his lorry made him lose an hour of work, his electric saw packed in, and now his ancient pickup refused to start. While I drove him home, Paresh sat in stony, thoughtful silence.

On arriving, Paresh invited me in to meet his family. As we walked toward the front door, he paused briefly at a small tree, touching the tips of the branches with both hands. When opening the door to his home, he underwent an amazing transformation. Smiling he hugged his two small children and gave his wife a kiss.

After a cup of tea, he walked me to my car. We passed the tree and my curiosity got the better of me. I asked him about what I had seen him do earlier.

'Oh, that's my trouble tree,' Paresh replied. 'I know I can't help having troubles on the job, but troubles don't belong in the house with my wife and children. So I just hang them on the tree every night when I come home. Then in the morning I pick them up again. Funny thing is', he smiled winningly, 'when I come out in the morning to pick them up, there aren't nearly as many as I remember hanging up the night before.'

Proper Names

Paresh [ˈpʰɛrɔʃ]

Indian [ˈɪndiən]

Notes

1. a flat tire on his lorry – спустившееся колесо его грузовика.
2. his electric saw packed in – его электрическая пила заглохла.
3. his ancient pickup refused to start – его древний пикап (*авто*) никак не заводился.
4. my curiosity got the better of me – я не смог побороть своего любопытства.
5. 'I know I can't help having troubles on the job.' – Я знаю, что не могу избежать проблем на работе.
6. but troubles don't belong in the house – но проблемам не место в доме.
7. they aren't nearly as many as... - их значительно меньше, чем

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Find in the story words synonymous with the following:

- a person whose job is making and repairing wooden objects and structures
- to repair a building so that it looks as good as it did originally
- the main house on a farm, where the farmer lives
- very old, having existed for a very long time
- to stop talking or doing sth for a short time before continuing
- a strong desire to know about sth
- to put your arms around sb and hold them tightly, especially to show that you like or love them

III. Find in the text English equivalents of the following words and phrases. Remember the situations in which they are used. Then use them in sentences of your own.

- нанимать на работу
- потерять (3 ф.)
- в задумчивом молчании
- по прибытии
- познакомиться с его семьей
- быстро, кратко
- прикоснуться обеими руками
- кончики ветвей
- он удивительным образом преобразился
- поцеловать
- вешать на дерево
- собирать, поднимать
- обаятельная улыбка
- накануне вечером

IV. Answer the following questions.

1. What job did Paresh do for the author?
2. The first day on the job turned into a nightmare, didn't it?
3. What problems did the carpenter face during that day?
4. How did he feel at the end of the day?
5. Why did the author drive Paresh home in his car?
6. The author was invited in, wasn't he?
7. What did Paresh do as he walked towards the front door?
8. What was the author amazed by?
9. Did the author have a cup of tea or a glass of wine at Paresh's place?
10. What did the author ask Paresh about when he was leaving?
11. Why did the Indian touch the tree every night when he came home?
12. How did it work, do you think?
13. What seemed funny to the man?
14. Why did he find fewer troubles on the tree in the morning?
15. Paresh was a wise man, wasn't he?

V. Make up an outline of the story.

VI. Retell the story in the name of

- a) the storyteller b) Paresh

THE FARMING BROTHERS¹⁹

In days gone by, two brothers, Raul and Johan, who lived on adjoining farms, fell into conflict. It was the first serious rift in 35 years of farming side-by-side in central Germany. It began with a small misunderstanding, which later grew into a serious disagreement, and finally exploded into an exchange of bitter words followed by weeks of silence between the two brothers.

One morning there was a knock on Raul's door. He opened it to find a man holding a carpenter's toolbox. 'I'm looking for a few days' work,' Angelis said. 'Perhaps you have a few small jobs I could help with?'

¹⁹ www.guy-sports.com

'Yes,' answered Raul, extremely pleased to see Angelis the carpenter, 'I do have a job for you. Look across the creek at that farm. That's my neighbour, in fact, it's my younger brother, Johan's farm. Last week there was a meadow between us and he took his bulldozer to the river levee and now there is a creek between us. Well, he has done this to spite me, but I'll do something better. I want you to build me a fence, so I won't need to see Johan's place or his face anymore.'

Angelis the carpenter said thoughtfully, 'I think I understand the situation and I'll be able to do a job that pleases you.'

Raul helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing, and hammering.

About sunset when Raul returned, the carpenter had just finished his job. The farmer's eyes opened wide, his jaw dropped. There was no fence there at all.

It was a bridge: a bridge stretching from one side of the creek to the other. A fine piece of work, handrails and all, and the neighbour, his younger brother Johan, was coming across, his hand outstretched. 'You are quite a fellow to build this bridge after all I've said and done,' Johan smiled.

The two brothers stood at each end of the bridge, and then they met in the middle, taking each other's hand. They turned to see the carpenter raise his toolbox on his shoulder. 'No, wait. Stay a few days. I've a lot of other projects for you,' called Raul.

'I'd love to stay on,' Angelis murmured quietly, 'but, I have many more bridges to build.'

Proper Names

Raul [raul]

Johan ['jOhɑn]

Angelis [ɑn'gɛlls]

Germany ['Gɛmɑn]

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Find in the story words synonymous with the following:

- to find the size, quantity, etc. of sth in standard units
- a small river or stream
- a serious disagreement between people that stops their relationship from continuing
- next to or joined to sth
- a field covered in grass
- a low wall built at the side of a river to prevent it from flooding
- a structure made of wood or wire supported with posts that is put between two areas of land as a boundary
- to say sth in a soft quiet voice that is difficult to hear or understand
- a structure that is built over a road, railroad, river, etc. so that people or vehicles can cross from one side to the other
- a powerful vehicle with a broad steel blade in front, used for moving earth or knocking down buildings

III. Find in the text English equivalents of the following words and phrases. Remember the situations in which they are used. Then use them in sentences of your own.

- небольшая размолвка
- серьезное разногласие
- обидные слова
- стук в дверь
- ящик для инструментов
- чрезвычайно довольный
- через ручей
- задумчиво
- прибивать гвоздями; гвоздь
- пилить; пила

- прибивать молотком; МОЛОТОК
- поднимать что-либо

IV. Give Russian equivalents of the following words and phrases. Restore the context in which they are used. Use them in sentences of your own.

- in days gone by
- to fall into conflict
- side-by-side
- to grow into sth
- to explode into sth
- to spite sb
- about sunset
- his jaw dropped
- to stretch
- handrails and all
- his hands outstretched
- you are quite a fellow

V. Read the story carefully and make up detailed questions on it. From 18 to 20 questions will do. Answer them in order to be able to answer your group-mates' questions in class.

VI. Make up an outline of the story.

VII. Give a brief summary of the story.

VIII. Retell the story in the name of

- a) Johan
- b) Raul
- c) the carpenter.

THE WISE DONKEY²⁰

²⁰ www.guy-sports.com

One day a farmer's donkey fell down into a well. The animal cried piteously for hours as the farmer tried to figure out a way to get him out. Finally he decided it was probably impossible, and the animal was old, and the well was dry anyway, so it just wasn't worth it to try and save the donkey. So the farmer asked his neighbours to come over and help him cover up the well. They all grabbed shovels and began to shovel dirt into the well.

At first, when the donkey realized what was happening, he cried horribly. Then, to everyone's amazement, he quieted down and let out some happy brays. Some time later, the farmer looked down the well to see what was happening and was astonished at what he saw. With every shovel of dirt that hit his back, the donkey was shaking it off and taking a step up.

As the farmer's neighbours continued to shovel dirt on the animal, he continued to shake it off and take a step up. Pretty soon the donkey stepped up over the edge of the well and trotted off.

The moral of this tale is: Life is going to shovel dirt on you. The trick to get out of the well is to shake it off and take a step up. Through applying wisdom every adversity can be turned into a stepping stone. The way to get out of the deepest well is by never giving up but by shaking yourself off and taking a step up.

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Match the words with their definitions and restore the context in which they are used.

dirt	1) a deep hole in the ground from which people get water
wisdom	2) a tool with a long handle and a broad blade used for moving earth, snow, sand, etc.

a trick	3) loose soil or earth
an adversity	4) a loud unpleasant sound that a donkey makes
a shovel	5) a way of doing sth that works well; a good method
a well	6) a difficult or unpleasant situation
a bray	7) the ability to make sensible decisions because of the experience and knowledge that you have

III. Find in the text English equivalents of the following words and phrases. Remember the situations in which they are used. Then use them in sentences of your own

- падать (3 ф.)
- жалобно
- прикидывать, представлять
- способ
- в конце концов
- в любом случае
- это не стоило того
- закопать колодец
- схватить лопату
- ко всеобщему изумлению
- успокоиться
- издавать (звук)
- стряхивать
- подняться на одну ступеньку
- применить мудрость
- превратить во что-либо
- ступенька
- сдаваться

IV. Answer the following questions.

1. Where did a farmer's donkey fall down one day?
2. The farmer wanted to get the animal out, didn't he?
3. Did he try to find a way how to do it?
4. Why did he decide that it wasn't worth it to try and save the donkey?
5. Who did he ask to help him cover up the well?
6. What tool did the people use while working?
7. What did they do?
8. What was the poor animal's first reaction?
9. When the people heard some happy brays, they were horrified, weren't they?
10. What did the farmer see when he looked down the well?
11. The animal was very clever, wasn't it?
12. What was the donkey able to do very soon?
13. What is the moral of the story?

V. Retell the story in the name of

- a) the farmer b) one of the neighbours.

THE TALE OF THE CRACKED POT²¹

One of the pots had a crack in it while the other pot was perfect and always delivered a full portion of water. At the end of the long walk from the stream to the house, the cracked pot arrived only half full.

Every day for two years the woman brought home only one and a half pots of water. Of course, the perfect pot was proud of its accomplishments. But the poor cracked pot was ashamed of its own imperfection, and miserable that it could only do half of what it had to do. One day by the stream, it spoke to the woman, 'I am ashamed of myself, because of this crack in my side water leaks out all the way back to your house.' The old woman smiled, 'Did you notice that there are flowers on your side of the path, but not on the other pot's side? That's because I have always known about your flaw. I planted flower seeds on your side of the path, and every

²¹ www.guy-sports.com

day while we walk back, you water them. For two years I have been able to pick these beautiful flowers to decorate the table. Without you being just the way you are, there would not be this beauty to grace the house.'

Each of us has our own unique flaw...

But it's the cracks and flaws we each have that make our lives together so very interesting and rewarding. You've just got to take each person for what they are and look for the good in them.

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. A. Find in the text English equivalents of the following words and phrases. Remember the situations in which they are used. Then use them in sentences of your own.

- трещина
- совершенный
- ручей
- достижения, достоинства
- гордиться своими достижениями
- несовершенство
- стыдиться своего несовершенства
- несчастный
- изъян, порок, недостаток
- доставлять
- порция
- в конце долгого пути
- наполовину полный
- полтора
- из-за трещины в боку
- вытекать
- тропинка

- семена цветов
- поливать
- рвать цветы
- украшать стол
- украшать дом
- уникальный
- стоящий

B. Translate into English.

Будь самим собой.

Принимайте людей такими, какие они есть.

Никто не совершенен.

Каждый из нас имеет свои недостатки.

Ищите в людях хорошее.

III. Answer the following questions.

1. How many pots did the woman have?
2. What was wrong with one of the pots?
3. What did the woman do every day?
4. Was the stream a long way from her house?
5. How much water was there in the cracked pot when it arrived home?
6. The perfect pot was proud of itself, wasn't it?
7. How did the cracked pot feel about its own flaw?
8. The woman didn't know about the crack in one of the pots, did she?
9. Who had planted flower seeds on one side of the path?
11. Which side was it?
12. How were the flowers watered?
13. The old woman never picked the flowers, did she?
14. Why did she value the cracked pot as much as the perfect one?
15. What is the moral of the story?

IV. Retell the story.

WHAT DO YOU DO ALL DAY?²²

Patrick came home from work and found his three children outside, still in their pyjamas, playing in the mud, with empty food boxes and wrappers lying all over the front garden.

The door of his wife Valerie's car was open, as was the front door to the house and there was no sign of the dog. In the hall, Patrick found an even bigger mess. A lamp had been knocked over, and the rug was piled up against one wall. In the living-room the TV was on, and there were toys and various items of clothing all over the floor.

In the kitchen, dishes filled the sink, the fridge door was open wide, dog food was spilled on the floor, a broken glass lay under the table, and a small pile of sand was spread by the back door.

Patrick quickly headed up the stairs, stepping over toys and more piles of clothes, looking for Valerie. He was worried she might be ill, that something serious had happened.

The bathroom door was open. He found wet towels, scummy soap and more toys strewn over the floor. Miles of toilet paper lay in a heap and toothpaste had been smeared over the mirror and sink.

As he rushed to the bedroom, he found Valerie still curled up in the bed in her pyjamas, reading a novel. She looked up at him, smiled, and asked how his day went.

Patrick looked at Valerie, bewildered, and asked, 'What happened here today?'

Valerie again smiled and answered, 'You know every day when you come home from work and you ask me sarcastically what in the world I do all day?'

'Yes,' was Patrick's startled reply.

Valerie answered, 'Well, today, I didn't do it.'

Proper Names

Patrick ['pʌtrɪk]

Valerie ['vælɪəri]

²² www.guy-sports.com

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. All of the following verb forms appear in the text. Give their principal forms and make sure that you know their translation. Use the verbs in sentences to speak about the events of the story.

1) lying 2) piled 3) filled 4) spilled 5) lay 6) spread 7) headed
8) strewn 9) smeared 10) bewildered 11) startled

III. Which of these statements are *TRUE* and which are *FALSE* , according to the story. Refer to details in the text to support your answers.

1. Patrick and Valerie were separated.
2. The couple had three children.
3. It was early morning.
4. The children were playing with the dog.
5. The front door of the house wasn't locked.
6. The hall looked messy.
7. The TV was off.
8. The lamp was broken.
9. The kitchen looked clean and tidy.
10. Patrick became furious when he saw the mess in the house.
11. He found Valerie in the bedroom.
12. The woman looked unhappy.
13. Valerie wasn't ill.
14. She had done nothing about the house that day.
15. Valerie did a lot of housework every day.

IV. Complete the following sentences.

1. were lying all over the front garden.
2. The children were still

3. Patrick saw all over the living-room floor.
4. In the kitchen, a broken glass
5. Patrick was worried that
6. he found wet towels, scummy soap and more toys strewn on the floor.
7. The mirror and sink
8. Patrick found Valerie
9. Valerie a novel.
10. Patrick looked at his wife, bewildered, and asked
11. Every day Patrick asked his wife
12. Valerie answered that that day

V. Read the story carefully and make up from 15 to 20 questions on it. Answer your own questions to be able to answer your fellow-students' ones in class.

VI. Give a brief summary of the story.

VII. Retell the story in the name of

- a) Patrick b) Valerie.

A CLASSIC FAIRY STORY²³

Once upon a time there was a good old woman who lived in a little house. She had in her garden a bed of beautiful tulips.

One night she was awakened by the sounds of sweet singing and of babies laughing. She looked out of the window. The sounds seemed to come from the tulip bed, but she could see nothing.

The next morning she walked among her flowers, but there were no signs of anyone having been there the night before.

On the following night she was again awakened by sweet singing and babies laughing. She rose and stole softly through her garden. The moon

²³ www.guy-sports.com

was shining brightly on the tulip bed, and the flowers were swaying to and fro. The old woman looked closely and she saw, standing by each tulip, a little Fairy mother who was crooning and rocking the flower like a cradle, while in each tulip-cup lay a little Fairy baby laughing and playing.

The good old woman stole quietly back to her house, and from that time on she never picked a tulip, nor did she allow her neighbours to touch the flowers.

The tulips grew daily brighter in colour and larger in size, and they gave out a delicious perfume like that of roses. They began, too, to bloom all the year round. And every night the little Fairy mothers caressed their babies and rocked them to sleep in the flower-cups.

The day came when the good old woman died, and the tulip-bed was torn up by people who did not know about the Fairies, and parsley was planted there instead of the flowers. But the parsley withered, and so did all the other plants in the garden, and from that time nothing would grow there.

But the good old woman's grave grew beautiful, for the Fairies sang above it, and kept it green. On the grave and all around it there were tulips, daffodils, violets, and other lovely flowers of spring.

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. All of the following verb forms appear in the text. Give their principal forms and make sure that you know their translation. Use the verbs in sentences to speak about the events of the story.

1) awakened 2) rose 3) stole 4) shining 5) swaying 6) crooning 7) rocking
8) lay 9) grew 10) bloom 11) caressed 12) died 13) torn 14) withered 15) sang
16) kept

III. Find in the text English equivalents of the following words and phrases. Remember the situations in which they are used. Then use them in sentences of your own.

- клумба
- не было признаков
- раскачиваться из стороны в сторону
- посмотреть внимательно
- фея
- колыбель
- с тех пор
- сорвать (цветок)
- с каждым днем
- издавать чудесный аромат
- круглый год
- петрушка
- и другие цветы тоже
- могила

IV. Read the story carefully and make up from 15 to 20 questions on it. Answer your own questions to be able to answer your fellow-students' ones in class.

V. Give a brief summary of the story.

YOU ARE WONDERFUL!²⁴

The following true story happened several years ago in the Paris Opera House. A famous singer had been contracted to sing, and ticket sales were booming. In fact, on the night of the concert the House was packed and every ticket was sold. The feeling of anticipation and excitement was in the air as the House manager went onto the stage and said,

²⁴ www.engtopic.ru

"Ladies and gentlemen, thank you for your enthusiastic support. I am afraid that due to illness, the man whom you've all come to hear will not be performing tonight. However, we have found a suitable substitute, who we hope will provide you with comparable entertainment."

The crowd groaned in disappointment and failed to hear the announcer mention the stand-in's name. The environment turned from excitement to frustration.

The stand-in performer gave the performance everything he had. When he had finished, there was nothing but an uncomfortable silence. No one applauded. Suddenly, from the balcony, a little boy stood up and shouted, "Daddy, I think you are wonderful!" The crowd broke into thunderous applause.

We all need people in our lives who are willing to stand up once in a while and say, "I think you are wonderful."

Notes

1. A famous singer had been contracted to sing... – Был заключен контракт с известным певцом...
2. ticket sales were booming – билеты на спектакли пользовались огромным спросом
3. the house was packed – театр был заполнен зрителями
4. The environment turned from excitement to frustration. - Атмосфера взволнованного ожидания сменилась разочарованием.

Activities

I. Make sure that you know the right pronunciation and translation of the following words and phrases. Restore the context in which they are used.

- anticipation
- excitement
- enthusiastic
- comparable
- substitute
- entertainment

- announcer
- environment
- frustration
- performer
- thunderous
- applause

II. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

III. Find in the text English equivalents of the following words and phrases. Remember the situations in which they are used. Then use them in sentences of your own.

- выйти на сцену
- из-за болезни
- играть на сцене, давать представление
- замена, дублер
- аплодировать
- обеспечивать
- стонать
- разочарование
- ничего кроме
- неловкая тишина
- громовой, оглушительный
- время от времени, иногда

IV. Answer the following questions.

1. When and where did the story happen?
2. Why was the House packed on the night of the concert?
3. What kind of atmosphere was there in the theatre?
4. Who came onto the stage?
5. What announcement did the manager make?
6. How did the audience react to the news?

7. Did the stand-in performer try to do his best?
8. Nobody applauded when he had finished, did they?
9. Why didn't they applaud?
10. Who was the little boy on the balcony?
11. Did he like his father's performance?
12. Why did the audience break into applause, in the end?
13. We all need approval and support in our lives, don't we?

V. Retell the story in the name of

- a) one of the spectators b) the House manager.

THE MISER GETS HIS JUST REWARD²⁵

Bryan had worked all of his life and had saved all of his money.

He was a real miser when it came to his finances. Bryan loved money more than anything, and just before he died, he said to his wife, Emma, 'Now listen, Emm, when I die, I want you to take all my money and place it in the casket with me. I want to take my money to the afterlife.'

So he demanded that Emma promised him with all her heart that when he died, she would put all the money in the casket with him.

Well, of course, one day he died. Bryan was stretched out in the casket, Emma was sitting there in black next to her closest friend. When they finished the ceremony, just before the undertakers got ready to close the casket, the wife said, 'Wait just a minute.'

Emma had a shoe box with her, she came over with the box and placed it in the casket. Then the undertakers locked the casket down and rolled it away.

Her friend said, 'I hope you weren't crazy enough to put all that money in the casket, Emma?'

She replied with a twinkle in her eye, 'Yes, I promised. I'm a good Christian, I can't lie. I promised him that I was going to put that money in that casket with him.'

²⁵ www.guy-sports.com

'You mean to tell me you put every cent of his money in the casket with him?' spluttered the friend.

'I sure did,' said Emma. 'I got it all together, put it into my account and wrote him a cheque.'

Proper Names

Bryan ['braɪn]

Emma [ɛmə]

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Match the words with their definitions and restore the context in which they are used.

an account	1) a person who loves money and hates spending it
an undertaker	2) the money available to a person, an organization or a country
a miser	3) a life that some people believe exists after death
finances	4) a printed form that you can write on and sign as a way of paying for sth instead of using money
a twinkle	5) a box in which a dead body is buried or cremated
afterlife	6) an arrangement that sb has with a bank to keep money there
a cheque	7) an expression in your eyes that shows you are happy or amused about sth
a casket	8) a person whose job is to arrange funerals

II. Find in the text English equivalents of the following words and phrases. Remember the situations in which they are used. Then use them in sentences of your own.

- копить деньги
- когда дело касалось его финансов
- требовать
- всем сердцем; всей душой
- в черном (одеянии)
- рядом с.....
- самая близкая подруга
- церемония
- коробка из-под обуви
- катить
- говорить быстро, бессвязно

III. Read the story carefully and make up from 15 to 20 questions on it. Answer your own questions to be able to answer your fellow-students' ones in class.

IV. Give a brief summary of the story.

V. Retell the story in the name of

- a) Emma b) Emma's best friend.

A TRULY BEAUTIFUL TALE OF LOVE²⁶

A middle-aged gentleman walked into the make-up section of a department store. The salespeople approached him assuming he was buying goods for his significant other.

To their surprise, he begged them to teach him how to put on make-up. They were a bit taken aback, but seeing that the store was not particularly full of people at that hour, indulged him. He took detailed notes throughout the rather thorough lesson, and finally, at the end, they simply

²⁶ www.guy-sports.com

couldn't hold it in any longer, and asked what had inspired him to learn this art.

He replied, 'My dear wife recently lost her sight in a terrible accident, and so she can't put on her own make-up anymore. We've been married over twenty years, and she knows I think she's the most beautiful woman in the world no matter what, but when we go out nowadays she doesn't have the confidence she used to have. I came here because I want to be able to put her make-up on for her so she can feel as beautiful on the outside as I know she is on the inside.'

Notes

1. ... assuming he was buying goods for his significant other – полагая, что он собирается купить что-нибудь для своей второй половины (любимой женщины, жены)
2. They...indulged him – Они... выполнили его просьбу.

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Find in the text English equivalents of the following words and phrases. Remember the situations in which they are used. Then use them in sentences of your own.

- мужчина средних лет
- отдел косметики
- универмаг
- продавцы
- товар, товары
- важный, многозначный
- к их удивлению
- подробный, тщательный
- на протяжении всего урока
- вдохновлять, подталкивать к чему-либо

- ослепнуть
- ужасная авария
- не смотря ни на что
- уверенность
- внешность
- душа, внутренний мир

III. Answer the following questions.

1. Who came into the make-up section of a department store one day?
2. The shop was overcrowded, wasn't it?
3. What did the salespeople expect the customer to do?
4. The gentleman didn't want to buy anything, did he?
5. What did he want to learn from the salespeople?
6. Was it a strange request?
7. Did the salespeople give him a lesson on how to put on make-up?
8. Was the gentleman very attentive during the lesson?
9. Did he say why he had to learn it?
10. What had happened to the man's wife?
11. How long had they been married?
12. What did the man think about his wife's appearance?
13. How did she feel after the accident?
14. Was the gentleman eager to help his wife?
15. It was true love, wasn't it?

IV. Retell the story in the name of

- a) the gentleman b) his wife c) one of the salespeople.

HIDE AND SEEK²⁷

A young couple got married and, after the wedding, they held a reception in the bride's grandmother's house. All their family and friends arrived and they laughed, danced and sang, long into the night.

²⁷ www.guy-sports.com

After the wedding reception, the guests decided to play a game of hide and seek. The groom covered his eyes and began counting to a hundred while his new bride and the other guests ran out of the room, looking for somewhere to hide.

Eventually, the groom had found everyone except his beautiful bride. The other guests began calling out her name and searched everywhere for the young woman. They began to grow more and more uneasy when they couldn't find any trace of her.

They finally gave up searching and everybody thought that the girl had run away and left her husband. As the weeks went by, the husband accepted that his beautiful bride must have had second thoughts about their marriage. He decided to forget about her and go on with his life.

A few years later, a cleaning lady was dusting in the attic when she came across an old trunk. Out of curiosity she opened it. Inside the trunk, she found the rotting corpse of a young woman, still dressed in a bridal gown. There was a wedding ring on one bony finger. It was the missing bride. She must have hidden in the trunk and accidentally locked herself inside. It was impossible to tell whether she had suffocated or starved to death, but her face was frozen in a silent scream.

Notes

1. his bride must have had second thoughts about their marriage – его невеста, должно быть, передумала выходить за него замуж
2. a rotting corpse – разлагающийся труп

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Find in the text English equivalents of the following words and phrases. Remember the context in which they are used. Then use them in sentences of your own.

- жених
- невеста
- играть в прятки

- считать до ста
- за исключением
- в конце концов, со временем
- признать, принять
- сундук
- из любопытства
- свадебное платье
- обручальное кольцо
- костлявый
- пропавшая невеста
- прятаться (3 ф.)
- случайно

III. Give Russian equivalents of the following words and phrases. Restore the context in which they are used. Use them in sentences of your own.

- to hold a reception
- long into the night
- to call out one's name
- to search for sb
- to grow uneasy
- any trace of sb
- to give up doing sth
- as the weeks went by
- to dust in the attic
- to come across sth
- to suffocate
- to starve to death
- frozen in a silent scream

IV. Read the story carefully and make up from 15 to 20 questions on it. Answer your own questions in order to be able to answer your fellow-students' questions in class.

V. Give a brief summary of the story.

VI. Retell the story in detail.

HELPLESS LOVE²⁸

Once upon a time all feelings and emotions went to an island for a vacation. According to their nature, each was having a good time. Suddenly, a warning of an impending storm was announced and everyone was advised to leave the island.

The announcement caused sudden panic. All rushed to their boats. Even damaged boats were quickly repaired and occupied. Yet, Love did not wish to flee quickly. There was so much to do! But as the clouds darkened, Love realised it was time to leave. Alas, there were no boats. Love looked around with hope.

Just then Prosperity passed by in a luxurious boat. Love shouted, "Prosperity, could you please take me in your boat?"

"No," replied Prosperity, "my boat is full of precious possessions, gold and silver. There is no place for you."

A little later Vanity came by in a beautiful boat. Again Love shouted, "Could you help me, Vanity? I am stranded and need a lift. Please take me with you."

Vanity responded haughtily, "No, I cannot take you with me. My boat will get soiled with your muddy feet."

Sorrow passed by after some time. Again, Love asked for help. But it was with no success. "No, I cannot take you with me. I am so sad. I want to be by myself."

When Happiness passed by a few minutes later, Love again called for help. But Happiness was so happy that it did not look around, hardly concerned about anyone.

²⁸ www.engttopic.ru

Love was growing restless and disappointed. Just then somebody called out, "Come Love, I will take you with me." Love did not know who was being so generous, but jumped on to the boat, greatly relieved that she would reach a safe place.

On getting off the boat, Love met Knowledge. Puzzled, Love inquired, "Knowledge, do you know who so kindly gave me a lift just when no one else wished to help?"

Knowledge smiled, "Oh, that was Time."

"And why would Time stop to pick me and take me to safety?" Love wondered.

Knowledge smiled with deep wisdom and replied, "Because only Time knows your true greatness and what you are capable of. Only Love can bring peace and great happiness in this world."

The important message is that when we are prosperous, we overlook love. When we feel important, we forget love. Even in happiness and sorrow we forget love. Only with time do we realize the importance of love. Why wait that long? Why not make love a part of your life today?

Activities

I. Choose a passage (8-10 lines) you like best to read aloud. Mark the stresses, pauses, tunes and cases of assimilation. Read it many times to achieve fluency.

II. Match the words with their definitions and restore the context in which they are used.

panic	1) the state of being successful, especially in making money
knowledge	2) too much pride in your own appearance, abilities or achievements
generosity	3) a feeling of great sadness because sth very bad has happened
hope	4) the state of being pleased or satisfied because sth is good or right

prosperity	5) the information, understanding and skills that you get through education or experience
love	6) what is measured in minutes, hours, days, etc.
happiness	7) a strong feeling of deep affection for sb or sth, especially a member of your family or a friend
vanity	8) a sudden feeling of great fear that cannot be controlled and prevents you from thinking clearly
sorrow	9) a belief that sth you want will happen
time	10) giving sb money, gifts, time or kindness freely

III. Give Russian equivalents of the following phrases. Remember the situations in which they are used. Then use them in sentences of your own.

- to have a good time
- to cause sth
- to pass by
- to give sb a lift
- to call/ask for help
- to be stranded
- to get soiled
- to be by oneself
- to be concerned about sth
- to be puzzled
- to be relieved
- to get off
- to pick sb
- to take sb to safety
- to be capable of sth
- to bring peace and happiness
- to overlook sth

IV. All of the following verbs of saying appear in the text. Make sure that you know their correct pronunciation and translation. Use them in sentences to speak about the events of the story.

to announce, to advise, to shout, to reply, to respond, to ask, to call out, to inquire, to wonder

V. Find in the text English equivalents of the following words and phrases. Remember the situations in which they are used. Then use them in sentences of your own.

- чувства и эмоции
- предупреждение
- надвигающийся шторм
- темнеть
- увы
- объявление
- поврежденный
- спастись бегством (3 ф.)
- роскошный, шикарный
- драгоценный
- имущество, собственность
- высокомерно
- грязный
- безрезультатно, безуспешно
- обеспокоенный, встревоженный
- безопасное место

VI. Read the story carefully and make up detailed questions on it. From 18 to 20 questions will do. Answer them in order to be able to answer your group-mates' questions in class.

VII. Retell the story.

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Составитель: ЛАРИСА НИКОЛАЕВНА КУДРЯШОВА

Редакторы: А.О. Кузнецова
А.С. Паршаков
Д.В. Носикова

Лицензия ПД № 18-0062 от 20.12.2000

Подписано к печати			Формат 60x90 1/16
Печ. л.	Тираж	экз	Заказ
Цена договорная			

Типография ФГБОУ ВПО «НГЛУ»
603155, Н. Новгород, ул. Минина, 31а