



**Современный  
Гуманитарный  
Университет**

**Дистанционное образование**

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Рабочий учебник

Фамилия, имя, отчество \_\_\_\_\_

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**ПРАКТИЧЕСКИЙ КУРС ВТОРОГО  
ИНОСТРАННОГО ЯЗЫКА**

**АНГЛИЙСКИЙ ЯЗЫК  
ДОМАШНЕЕ ЧТЕНИЕ**

ЮНИТА 1

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учебных заведений

# **ПРАКТИЧЕСКИЙ КУРС ВТОРОГО ИНОСТРАННОГО ЯЗЫКА АНГЛИЙСКИЙ ЯЗЫК ДОМАШНЕЕ ЧТЕНИЕ**

- Юнита 1. Стихи и песни.
- Юнита 2. Бытовые и волшебные сказки.
- Юнита 3. США. Страна и люди.
- Юнита 4. Великобритания.
- Юнита 5. Детектив.
- Юнита 6. Роман.
- Юнита 7. Рассказ.
- Юнита 8. Пьеса.
- Юнита 9. Пьеса.
- Юнита 10. Пьеса.

## **ЮНИТА 1**

В юниту включены стихотворные произведения английских поэтов. Сопровождается комплексом заданий и упражнений. Прилагается аудиокурс.

Для студентов факультета лингвистики СГУ

Юнита соответствует  
профессиональной образовательной программе №1

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\* Глоссарий расположен в середине учебного пособия и предназначен для самостоятельного заучивания новых понятий.

## **ДИДАКТИЧЕСКИЙ ПЛАН**

В юниту включены следующие произведения: N. Josefowitz «Impressions from an Office»; W. H. Davies «The Cat»; F. Scarfe «Cats»; E. Farjeon «Cats»; F. Landesman «London Days and New York Nights»; R. Burns «John Barleycorn»; «William Shakespeare»; W. Shakespeare «Sonnet 57».

## **ЛИТЕРАТУРА**

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2. Кортни Р. Английские фразовые глаголы. Англо-русский словарь. М.: Русский язык, 1997.
3. Маркус Уиллер. Русско-английский словарь. М.: Престиж, Баркла и К°, 1998.

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Примечание. Знаком (\*) отмечены работы, на основе которых составлен научный обзор.

## ПЕРЕЧЕНЬ УМЕНИЙ

№	Умение	Алгоритм
1	Чтение текста при помощи глоссария	<ol style="list-style-type: none"> <li>1. Прочитайте глоссарий, обратите особое внимание на неизвестные вам слова, запомните их русские значения.</li> <li>2. Приступите к чтению текста, обращайтесь внимание на неизвестные вам слова.</li> <li>3. В процессе чтения текста выясняйте значения неизвестных слов в глоссарии. Если они отсутствуют в глоссарии, выясняйте их значения при помощи словаря.</li> <li>4. Прочитайте текст еще раз. Проверьте, запомнили ли вы значения неизвестных вам ранее слов.</li> </ol>
2	Запись текста со слуха	<ol style="list-style-type: none"> <li>1. Прослушайте пленку с текстом в первый раз, обратите внимание на неизвестные вам слова и словосочетания.</li> <li>2. Приступите к повторному прослушиванию текста, периодически останавливайте запись и записывайте услышанные части текста в тетрадь.</li> <li>3. Прослушайте пленку в третий раз, проверьте, правильно ли вы записали текст.</li> </ol>
3	Образование полной формы глагола – сказуемого предложения	<ol style="list-style-type: none"> <li>1. Прочитайте предложение.</li> <li>2. Определите сказуемое предложения.</li> <li>3. Образуйте полную форму глагола, стоящего в сокращенной форме.</li> <li>4. Употребите полную форму глагола в предложении.</li> </ol>

№	Умение	Алгоритм
4	Образование степеней сравнения прилагательных.	<ol style="list-style-type: none"> <li>1. Прочитайте прилагательное, определите, из скольких слогов состоит прилагательное.</li> <li>2. Образуйте сравнительную степень прилагательного: если прилагательное состоит из менее 3-х слогов, то степень образуется при помощи прибавления к основе суффикса -er, иначе при помощи формы more+прилагательное.</li> <li>3. Образуйте превосходную степень прилагательного: если прилагательное состоит из менее 3-х слогов, то степень образуется при помощи прибавления к основе суффикса -est, иначе при помощи формы most+прилагательное. Перед прилагательным в превосходной степени употребите артикль the.</li> </ol>

## ПРИМЕРЫ ВЫПОЛНЕНИЯ УПРАЖНЕНИЙ НА УМЕНИЯ

*Умения 1-2 отрабатываются устно.*

3. *Образуйте полную форму глагола - сказуемого в следующем предложении:*

*He'll improve his performance.*

1. He'll improve his performance.
2. 'll improve
3. will
4. He will improve his performance.

4. *Образуйте формы сравнения прилагательного cold.*

1. Cold - один слог.
2. Colder
3. The coldest



## Impressions from an Office

The family picture is on his desk.  
Ah, a solid, responsible family man.  
The family picture is on her desk.  
Umm, her family will come before her career.  
His desk is cluttered.  
He's obviously a hard worker and a busy man.  
Her desk is cluttered.  
She's obviously a disorganized scatterbrain.  
He is talking with his co-workers.  
He must be discussing the latest deal.  
She is talking with her co-workers.  
She must be gossiping.  
He's not at his desk.  
He must be at a meeting.  
She's not at her desk.  
She must be in the ladies' room.  
He's not in the office.  
He's meeting customers.  
She's not in the office.  
She must be out shopping.  
He's having lunch with the boss.  
He's on his way up.  
She's having lunch with the boss.  
They must be having an affair.  
The boss criticized him.  
He'll improve his performance.  
The boss criticized her.  
She'll be very upset.  
He got an unfair deal.  
Did he get angry?  
She got an unfair deal.  
Did she cry?  
He's getting married.  
He'll get more settled.  
She's getting married.  
She'll get pregnant and leave.

He's having a baby.  
He'll need a raise.  
She's having a baby.  
She'll cost the company money in maternity benefits.  
He's going on a business trip.  
It's good for his career.  
She's going on a business trip.  
What does her husband say?  
He's leaving for a better job.  
He knows how to recognise a good opportunity.  
She's leaving for a better job.  
Women are not dependable.

N. Josefowitz

## **EXERCISES**

### **Vocabulary Work**

**Exercise 1.** *Read the poem using the following glossary:*

impressions – впечатления

career – карьера

to clutter – завалить

obviously – очевидно

a hard worker – труженик

scatterbrain – вертопрах

co-worker – коллега

he must be discussing – должно быть, он обсуждает

to gossip – сплетничать

customer – покупатель

to go shopping – делать покупки

to be having an affair – иметь роман

to improve – улучшать

performance – поведение

upset – расстроенный

unfair – нечестный

settled – устроенный

pregnant – беременная

raise – повышение

maternity benefits – пособие на ребенка

to recognise – узнавать

opportunity – возможность

dependable – надежный

**Exercise 2.** Explain the meaning of these words or phrases and use them in the sentences of your own.

a) an accident

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b) a cluttered desk

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c) hard worker

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d) burnt

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e) important

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f) a busy office

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g) a business meeting

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h) family

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i) married

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j) boss

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k) company

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l) a chaotic kitchen

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m) well-organised

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## Grammar Focus

**Exercise 4.** Write the full form of the verb and comment on it.

1) He's obviously a hard worker and a busy man.

2) He's not at his desk.

3) He's having lunch with the boss.

4) He's on his way up.

5) He'll improve his performance.

6) She'll be very upset.

7) He's getting married.

8) He'll get more settled.

9) He's going on a business trip.

*What other short forms of the verb do you know?*

**Exercise 5.** *Comment on the grammatical form of the verb.*

**Model:**

He must be discussing the latest deal.

She must be gossiping.

He must be at a meeting.

*Make 5 sentences of your own using this model.*

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

### ***Talking Points***

**Exercise 6.** *What is main idea of the poem? Comment on each sentence and choose the best answer.*

1. Men are better office workers than woman.

2. Married women are unreliable workers.

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3. There are different standards for men and women at work.

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4. Women are just as ambitious as men in their work.

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**Exercise 7.** Put these sentences in order.

1. He's an aggressive executive.
2. She must live alone.
3. Her poor husband!
4. He leaves the office late every evening.
5. He'll get to the top in no time.
6. She's an aggressive executive.
7. He's very hard-working.
8. She leaves the office late every evening.

*Can you think of four more lines to continue the poem?*

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**Exercise 8.** In the poem, you may find the lines difficult to understand.

*Try to put them with their meanings.*

1. She'll have a baby and leave.
2. He'll need more money.
3. He'll work better.
4. She'll be very unhappy.
5. Women are unreliable.
6. He must be talking about a recent business agreement.
7. It'll help him to get a better job.

**Exercise 9.** What do you feel about the poem? Is it:

- funny? \_\_\_\_\_
- ironic? \_\_\_\_\_
- serious? \_\_\_\_\_
- stupid? \_\_\_\_\_
- critical? \_\_\_\_\_

*Give your reasons.*

**Exercise 10.** Do you think that the poet is a woman or a man? Can you say why?

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**Exercise 11.** Do you think the attitude to women at work described in the poem is justified? Have you ever met discrimination towards women in your life?

*Illustrate your opinion.*

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## LESSON 2

## УРОК 2

### I.

#### ***The Cat***

Within that porch, across the way,  
I see two naked eyes this night;  
Two eyes that neither shut nor blink.  
Searching my face with a green light.  
But cats to me are strange, so strange  
I cannot sleep if one is near;  
And though I'm sure I see those eyes,  
I'm not so sure a body's there!

*W.H. Davies*

#### ***Cats***

Those who love cats which  
do not even purr,  
Or which are thin and tired  
and very old,



Bend down to them in the  
street and stroke their fur  
And rub their ears and  
smooth their breast, and hold  
Their paws, and gaze into  
their eyes of gold.

*Francis Scarfe*

## **Cats**

Cats sleep  
Anywhere,  
Any table,  
Any chair,  
Top of piano,  
Window-ledge,  
In the middle,  
On the edge,  
Open drawer,  
Empty shoe,  
Anybody's  
Lap will do,  
Fitted in a  
Cardboard box,  
In the cupboard  
With your frocks  
Anywhere!  
They don't care!  
Cats sleep  
Anywhere.

*Eleanor Farjeon*

## **II.**

1. A Russian legend has a story about the origins of cats. The cat's coat, it was said, was originally designed for the dog, but the dog became so impatient when coats were being handed out that he was told to wait at the back of the queue. The cat was given the fur instead of the dog. This, according to Russian folk stories, is the origin of why dogs dislike cats.

2. A nameless feline with a taste for travel flew for three weeks between New York and Tel Aviv in 1984. It escaped from its owner's cat-box in the plane's luggage compartment on the first trip and all efforts to

coax it out with bowls of milk and food failed. After nearly 80,000 miles of flying the airline called in a vet who got it out.

3. Britain's cleanest cat is undoubtedly Harvey, a five-month-old Persian who climbed into his owner's washing machine. He went through a ten-minute wash cycle before someone noticed him through the glass door, and pressed the "stop" button. Harvey was soon back to his usual self.

4. Cats seem to be able to sense earthquakes. Josie, who lives in California, warned her family of a tremor in 1971. She woke her owners, Mr and Mrs Miller, at 5.50 a.m. by jumping onto the bed and running around. When the Millers followed her out of the house, Josie ran off. The earthquake was only a small one, but the cat raised the alarm every time there was a tremor after that.

5. In 1949 a Bill to stop cats from going out at night was vetoed by Adlai Stevenson, Governor of Illinois. The Bill required cat owners to keep their pets indoors at night. Any cat found out on the streets was to be locked up by police - if they could catch it first.

The Governor explained that according to the law, cats were still wild animals whose nocturnal habits could not be controlled. "It is in the nature of cats to do a certain amount of unescorted roaming," he said. "The State of Illinois and its governing bodies have enough to do without trying to control feline delinquency.

### **III. English and Russian Proverbs and Sayings**

#### **1. English Proverb**

**All cats are grey in the dark.**

*Все кошки серы в темноте.*

/All shapes, all colours are alike in the dark. The night obscures all distinguishing features./

#### **Russian Proverb**

**Ночью все кошки серы.**

*All cats are grey at night.*

#### **2. English Proverb**

**A cat in gloves catches no mice.**

*В перчатках кошка мышей не ловит.*

Restraint and caution achieve nothing; if you want to get something, you should immediately start working for it.

### **Russian Proverb**

**Без труда не вытащишь и рыбку из пруда.**

*You cannot pull a fish out of a pond without labour.*

### **3. English Proverb**

**A cat may look at a king.**

*И кошка может смотреть на короля.*

There is nothing to prevent an ordinary person from looking at a person of great importance so long as he tries to do no harm.

### **English Proverbs**

**4. The cat shuts its eyes when it steals the cream.**

*/People are inclined to shut their eyes to their own sins and vices./*

**5. The cat would eat fish and wouldn't wet her feet.**

*/Said of a person who is anxious to obtain something valuable but doesn't want to take the necessary trouble or risk./*

**6. Curiosity killed the cat.**

*/A person who tries to find out too much about other people's affairs is likely to suffer injury or harm; a warning to mind one's own business./*

**7. It's a bold mouse that nestles in the cat's ear.**

*/Said of a person who is taking an unnecessary risk./*

**8. The scalded cat fears cold water.**

*/After you have been injured by something you will become careful and keep away from the cause of your troubles./*

## **EXERCISES**

### **Vocabulary Work**

**Exercise 1.** *Read the poems, short stories and proverbs using the following glossary.*

## I.

within – в  
porch – подъезд  
naked – беззащитный  
neither ... nor – ни ... ни  
to blink – мигать  
to search one's face – исследовать чье-то лицо  
though – хотя  
purr – мурлыканье  
tired – усталый  
to bend down to – наклоняться к  
to stroke fur – гладить шерстку  
to rub – тереть(ся)  
to smooth – гладить  
breast – грудка  
paws – лапы  
to gaze into – вглядываться в  
eyes of gold – золотистые глаза  
window-ledge – выступ окна  
edge – край  
drawer – ящик стола (комода)  
empty – пустой  
lap – колено  
fitted – втиснутые  
frocks – носки  
they don't care – им все равно

## II.

origins – происхождение  
to design – предназначать  
impatient – нетерпеливый  
to be being handed out – раздаваться  
to be told to wait – велено ждать  
queue – очередь  
instead – вместо  
according – в соответствии  
folk stories – бытовые сказки  
nameless – безымянный  
feline – животное из семейства кошачьих  
taste for – вкус к  
to escape from – сбежать из  
luggage compartment – грузовой отсек  
efforts to – попытка

to coax – выманить  
vet – ветеринарная служба  
undoubtedly – несомненно  
wash cycle – стирка  
to press – нажимать  
“stop” button – кнопка “стоп”  
to be back to one’s usual self – прийти в себя  
cats seem to be able to – кажется, кошки могут  
to sense – чувствовать  
earthquakes – землетрясения  
to warn – предупредить  
tremor – дрожание  
to follow her out of the house – выбежать вслед за ней из дома  
alarm – тревога  
Bill to stop – закон о запрете  
to require – обязать  
indoors – дома  
found out – найденные  
was to be locked up – необходимо было запирать  
wild animals – дикие животные  
nocturnal – ночной  
unescorted roaming – гуляние без присмотра  
to have enough to do – иметь достаточно дел  
delinquency – правонарушение

### III.

to steal – красть  
to incline – склонить  
sins and vices – грехи и пороки  
to wet feet – промочить ноги  
to obtain – получить  
to take the necessary trouble – позаботиться  
curiosity – любопытство  
to mind one’s own business – заниматься своими делами  
bold – смелый  
to nestle – вить гнездо  
scalded – обжегшийся  
to fear – бояться

## **Listening Comprehension**

**Exercise 2.** Listen to the passages and give summaries of them.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Grammar Focus

**Exercise 3.** *Comment on the grammatical structure.*

**Model:**

a) Two eyes that neither shut nor blink.

b) Searching my face with a green light.

Make 10 sentences of your own using this model.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_

**Exercise 4.** *Write out the adjectives (from the text) and give their degrees of comparison.*

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## Linking Ideas

**Exercise 5.** Cats are one of the most common domestic animals. How do people see them in your culture: as pets, as a nuisance, or in some other way?

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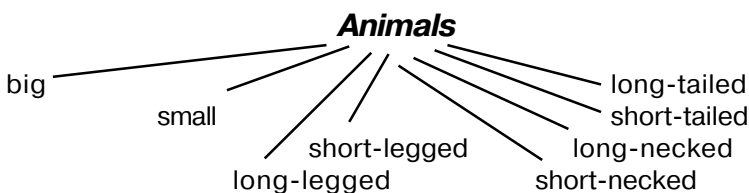
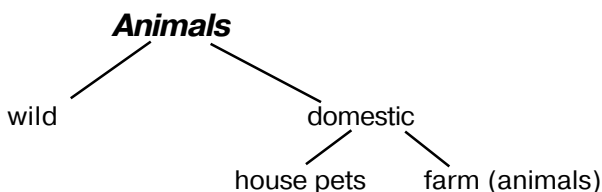
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**Exercise 6.** What other animals do you know? Name them according to the diagram. Say what you can about some of them.



**What do they eat:**

- bread
- grass
- meat
- leaves
- fruit
- fish
- vegetables

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**Exercise 7.** Play a guessing game. Think of an animal. Let your classmates guess what animal it is by asking you different questions.

- Is it a wild or a domestic animal?
- Is it big or little?
- What colour is it?
- How many legs has it got?
- Is its neck (body, tail) long or short?
- Has it got hair?
- Is it a long-haired or a short-haired animal?
- Are its ears (eyes) big or little?
- Has it got sharp teeth?
- Can it swim (run, jump)?
- Does it eat grass (leaves, meat, fish, bread, vegetables, fruit)?
- Does it live in the house (on a farm)?

## **Word Portrait**

**Exercise 8.**

- 1) Choose a character from Column A.
- 2) Choose a character from Column B.
- 3) Get to know all the characteristics of your chosen characters.
- 4) Compare your chosen characters.

Column A

giraffe  
elephant  
bear  
fox  
hare  
dog  
cat  
crocodile  
monkey  
lion  
wolf  
horse

Column B

horse  
bear  
fox  
hare  
dog  
crocodile  
wolf  
cat  
lion  
monkey  
elephant  
giraffe

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**Exercise 9.** Read the poems again. How do the poets feel about cats?  
Choose from this list.

fear  
uneasiness  
indifference  
dislike  
affection

**Exercise 10.** Which poem do you like best? Which one do you like least? Why?

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**Exercise 11.** Write down a few words to describe how you feel about cats or any animal you like or dislike. Can you write a short poem about them?

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**Exercise 12.** Read the passages (pages 17-18). Which passage or passages are about:

a travelling cat? _____	a useful cat? _____
a lucky cat? _____	cats and the law? _____
a rich cat? _____	cats and dogs? _____

**Exercise 13.** Which passage do you find the most unusual? Can you tell an unusual or amusing story about a cat or any other animal?

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## London Days and New York Nights

My favourite cities are London and New York  
Each has its unique delights  
The perfect city would be a bit of both  
London days and New York nights  
London afternoons are smoke and laughter  
London is a brave December rose  
New York nights are like a roller coaster\*  
New York has those bars that never close  
New York is a man of steel with murder in his eyes  
London is a lady, fair, cool and worldly wise  
New York is amphetamine, London's charm and ease  
New York grabs you by the heart, Londoners say "please"

London has a Palace and the Tower  
New York has the Lady Liberty  
New York has a reckless risky rhythm  
Something sweet and salty from the sea

London in the afternoon is living in a dream  
Soho pubs where Behan\* boozed, strawberries and cream  
London treasures, verbal grace, eccentricities  
Ghosts of Shakespeare, Shaw and Wilde stroll beneath  
the trees  
London and New York are my two lovers  
Each has its traditions, toys and tunes  
If you want to make me happy give me  
New York nights and London afternoons  
*Fran Landesman*

*\*A roller coaster is a run railway found at fairgrounds, along which people ride in open cars at great speed.*

*\*Behan, like Shakespeare, Shaw and Wilde, was a man of letters.*

## EXERCISES

### Vocabulary Work

**Exercise 1.** Read the poem using the following glossary.

unique – особый  
delights – прелести  
would be – был бы  
a bit – немного  
laughter – смех  
steel – железо  
murder – убийство  
wise – мудрый  
charm – очаровательный  
ease – непринужденный  
to grab – захватывать  
reckless – отважный  
risky – опасный  
rhythm – ритм  
sweet – сладкий  
pub – паб  
to booze – пьянствовать  
treasures – сокровища  
verbal grace – изящество слов  
eccentricities – странности  
ghosts – призраки  
to stroll – бродить  
beneath – под  
tunes – мелодии

### Listening Comprehension

**Exercise 2.** Listen to the poem by N. Bentley. Write it down and be ready to read it aloud in class.

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## Grammar Focus

**Exercise 3.** Here are four questions that ask for descriptions:

- a) What is he like?
- b) What does he look like?
- c) What does he like?
- d) How is he?

*They are similar in form but they are not the same in meaning.*

*Discuss the differences between the questions and say which answer goes with each question:*

- 1. He's not very well, actually. He's got a bad cold.
- 2. He's really nice. Very friendly and open.
- 3. He likes swimming and skiing.
- 4. He's quite tall, average build, with strait brown hair.

**Exercise 4.** The following words are in the text. Use your dictionary to find the other parts of speech. Check the pronunciation.

noun	adjective	verb	adverb
favourite			
delight			
day			
smoke			
laughter			
close			
steel			
fair			
worldly			
wise			
charm			
ease			
heart			
salty			
live			
dream (n)			
lover			
tradition			

## Speaking

**Exercise 5.** The poem is about London and New York. Have you been to either place? Do you have an impression of them?

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**Exercise 6.** Which five adjectives below would you choose to describe each of the two cities?

comfortable   warm   beautiful   ugly   dangerous   sophisticated  
exciting   feminine   masculine   polite   elegant   civilised   fast-moving  
relaxed

London \_\_\_\_\_

New York \_\_\_\_\_

**Exercise 7.** Read the poem once more and find out if the poet agrees with you.

**Exercise 8.** Read these lines from the poem. Find adjectives in Exercise 6 which explain the poet's impressions of the cities.

1. New York nights are like a roller coaster.
2. London is a lady, fair, cool and worldly wise.
3. New York is a man of steel with murder in his eyes.
4. Londoners say «please».

**Exercise 9.** Look carefully at the rhyme pattern of the poem. Does it stay the same throughout the whole poem? What is its effect?

**Exercise 10.** What is special about each of these lines?

1. New York has a reckless risky rhythm
2. Something sweet and salty from the sea
3. Ghosts of Shakespeare, Shaw and Wilde stroll beneath the trees
4. Each has its traditions, toys and tunes

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## Thinking about the Life and Times of Robert Burns...

### ROBERT BURNS

(1759-1796)

**Exercise 1.** *Read the ballade John Barleycorn.*

### JOHN BARLEYCORN

(A BALLADE)

There was three Kings into the east,  
Three Kings both great and high,  
And they hae sworn a solemn oath  
John Barleycorn should die.  
They took a plough and plough'd him down,  
Put clods upon his head,  
And they hae sworn a solemn oath  
John Barleycorn was dead.  
But the cheerfu' Spring came kindly on,  
And show'rs began to fall;  
John Barleycorn got up again,  
And sore surpris'd them all.  
The sultry suns of Summer came,  
And he grew thick and strong,  
His head weel arm'd wi' pointed spears,  
That no one should him wrong  
The sober Autumn enter'd mild,  
When he grew wan and pale,  
His bending joints and drooping head  
Show'd he began to fail  
His colour sicken'd more and more,  
He faded into age,  
And then his enemies began  
To shew their deadly rage  
They've ta'en a weapon, long and sharp,  
And cut him by the knee,  
Then tied him fast upon a cart,

Like a rogue for forgone  
They laid him down upon his back,  
And cudgeli'd him full sore,  
They hung him up before the storm,  
And turn'd him o'er and o'er  
They filled up a darksome pit  
With water to the brim,  
They heaved in John Barleycorn,  
There let him sink or swim  
They laid him out upon the floor,  
To work him farther woe,  
And still, as signs of life appear'd,  
They toss'd him to and fro  
They wasted, o'er a scorching flame,  
The marrow of his bones,  
But a miller us'd him worst of all,  
For he crush'd him between two stones  
And they ha'e ta'en his very heart's blood,  
And drank it round and round;  
And still the more and more they drank,  
Their joy did more abound.  
John Barleycorn was a hero bold,  
Of noble enterprise,  
For if you do but taste his blood,  
"Twill make your courage rise;  
"Twill make a man forget his woe;  
"Twill heighten all his joy:  
"Twill make the widow's heart to sing,  
Tho' the tear were in her eye.  
Then let us toast John Barleycorn,  
Each man a glass in hand;  
And may his great posterity  
Ne'er fail in old Scotland!

**Exercise 2.** Compare the English poem and its Russian translation. (P. Бернс. Стихотворения. Поэмы. Шотландские баллады. Перевод С. Я. Маршака – М.: Художественная литература, 1976.)

## ДЖОН ЯЧМЕННОЕ ЗЕРНО

Трех королей разгневал он,  
И было решено,



Что навсегда погибнет Джон Ячменное Зерно.  
Велели выкопать сохой  
Могилу короли,  
Чтоб славный Джон, боец лихой,  
Не вышел из земли.  
Травой покрылся горный склон,  
В ручьях воды полно,  
А из земли выходит Джон  
Ячменное Зерно.  
Все так же буен и упрям,  
С пригорка в летний зной  
Грозит он копьями врагам,  
Качая головой.  
Но осень трезвая идет.  
И, тяжело нагружен,  
Поник под бременем забот,  
Согнулся старый Джон.  
Настало время помирать -  
Зима недалеко.  
И тут-то недруги опять  
Взялись за старика.  
Его свалил горбатый нож  
Одним ударом с ног,  
И, как бродягу на правёж,  
Везут его на ток.  
Дубасить Джона принялись  
Злодеи поутру.  
Потом, подбрасывая ввысь,  
Кружили на ветру.  
Он был в колодец погружен,  
На сумрачное дно.  
Но и в воде не тонет Джон  
Ячменное Зерно.  
Не пощадив его костей,  
Швырнули их в костер,  
А сердце мельник меж камней  
Безжалостно растер.  
Бушует кровь его в котле,  
Под обручем бурлит,  
Вскипает в кружках на столе  
И души веселит  
Недаром был покойный Джон  
При жизни молодец, -

Отвагу подымает он  
Со дна людских сердец  
Он гонит вон из головы  
Докучный рой забот  
За кружкой сердце у вдовы  
От радости поет  
Так пусть же до конца времен  
Не высыхает дно  
В бочонке, где клокочет Джон  
Ячменное Зерно!

## EXERCISES

### Listening Comprehension

**Exercise 3.** Listen to the biography of one of the most famous Scottish poets whose works are very popular in Russia. Complete the list of the most important dates in his life.

## ROBERT BURNS

(1759-1796)

Born 1,759 (January 25) on a farm in Ayrshire

Education mostly self-education

Occupations \_\_\_\_\_

Father's death \_\_\_\_\_

The philosophers and political thinkers who impressed him Locke, Hume, Adam Smith

Political sympathies sympathiser of the French Revolution

Languages he could use in his life \_\_\_\_\_

Publication of his POEMS, CHIEFLY IN SCOTTISH DIALECT

\_\_\_\_\_

Edinburgh season \_\_\_\_\_

Married \_\_\_\_\_

Died 1796

Works more than 500 works (poems, epistles, songs and ballads)

Most popular poems Auld Lang Syne, My Heart's in the Highlands,

An Ode To A Mouse, John Barleycorn, The Tree of Liberty

## Vocabulary Work

**Exercise 4.** Listen to the poem John Barleycorn (*The Works of Robert Burns*. - Ware: Wordsworth Editions Ltd., 1994.), read it and get ready to read it aloud in class. The following glossary will help you:

hae – have  
ty'd – tied  
show'rs – showers  
o'er – over  
weel – well  
Twill – it will  
wi' – with  
Tho' – though  
ta'en – taken  
Ne'er – never

Say what you can recommend to the readers of Burns' poetry to do if they would like to guess the meaning of such words.

the east – восток  
both – и ... и  
to swear – клясться  
a solemn oath – торжественная клятва  
a plough – плуг  
clods – комья  
to come – наступать  
sore – старая рана  
sultry – знойный  
to point – наточить  
spear – копье  
sober – трезвый  
mild – мягко  
wan – бледный  
bending – сгибающийся  
joints – суставы  
to fail – потерпеть неудачу  
enemy – враг  
deadly rage – страшная ярость  
weapon – оружие  
cart – телега  
rogue – жулик  
forgerie – подлог

to hang up – повесить  
to fill up – наполнить  
darksome – мрачный  
pit – яма  
brim – край  
to heave in – погрузить  
farther woe – дальнейшие несчастья  
flame – пламя  
the marrow of his bones – до мозга костей  
blood – кровь  
to abound – обладать  
enterprise – инициатива  
to taste – пробовать  
courage – храбрость  
tear – слеза  
to toast – произносить тост  
posterity – потомство  
miller – мельник

**Exercise 5.** Read the description of three devices of comparison that a poet can use in poetic texts.

*simile* – сравнение  
*metaphor* – метафора  
*personification* – олицетворение

- a) When a poet uses a simile he draws the reader's attention to the comparison by using words like, *as, as though, as... as, as... so*.

**E.g.**

He was but as the cuckoo is in June  
Heard but not regarded  
(Shakespeare)

- b) When a poet uses a metaphor he tries to make comparison between objects, actions or other things which are not linked in reality.

**E.g.**

All the world's a stage.  
(Shakespeare)

- c) When a poet uses a personification he ascribes human characteristics to a non-human thing. Thus in personification a non-human thing is referred to as having the characteristics of a human.

**E.g.**

The Sun that walks its airy way  
To light the World and give the Day.

*What devices are used by Burns in the ballade?*

*Say what is compared there by the poet and for what poetic purpose?*

*What does the poet draw the reader's attention to?*

**Exercise 6.** *For what purpose did Burns use so many synonyms in his poem?*

*Make blocks of them and find out if there is any difference in their meanings.*

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**Exercise 7.** *Compare the English poem and its Russian translation.*

1. What type of poem is it?

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2. Is the poem type the same in the Russian translation?

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3. Is the rhyme scheme the same?

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4. Is the spirit of the poem the same?

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5. Do you think that the Russian reader can appreciate Burns' poetry in Russian if he or she can't read it in English?

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## LESSON 5

## УРОК 5

**Exercise 1.** *Read and translate the following text.*

### WILLIAM SHAKESPEARE

The last half of the XVI and the beginning of the XVII centuries are known as the golden age of English literature. It was the time of the

English Renaissance, and sometimes it is even called «the age of Shakespeare».

William Shakespeare, the greatest and most famous of English writers, and probably the greatest playwright who has ever lived, was born in Stratford-on-Avon. In spite of his fame, we know very little about his life. The things that we know about Shakespeare's life begin with the date when he was baptised in the church of Stratford, on April 26, 1564, when he was only a few days old. So he is believed to have been born on April 23.

Though little is known about William's childhood, there is every reason to believe that he was educated at the local Grammar School. When little over eighteen he married Anne Hathaway of Shottery.

William lived in Stratford until he was about twenty-one, when he went to London. We do not know why he left Stratford-on-Avon.

There is a story that Shakespeare's first job in London was holding rich men's horses at the theatre door. But nobody can be sure that this story is true.

Later, Shakespeare became an actor and a member of one of the chief acting companies. Soon he began to write plays for this company and in a few years became a well-known author.

One writer of that time said that Shakespeare liked a quiet life, he did not like drunken parties, and was not fond of being invited to the court. «If he was invited to the court, he was in pain.»

Shakespeare's experience as an actor (although he usually acted only small parts, like the Ghost in *Hamlet*) helped him greatly in the writing of his plays. His knowledge of the stage and his poetical genius made his plays the most wonderful ones ever written.

Shakespeare wrote 37 plays. Among them there are deep tragedies, such as *Hamlet*, *King Lear*, *Othello*, *Macbeth*, light comedies, such as *The Merry Wives of Windsor*, *All's Well That Ends Well*, *Twelfth Night*, *Much Ado About Nothing*, historical dramas, such as *Henry IV*, *Richard III*.

Most of Shakespeare's plays were not published in his lifetime. So some of them may have been lost in the fire when the «Globe» burned down in 1613.

Shakespeare spent the last years of his life at Stratford, where he died in 1616. He was buried in the church of Stratford. A monument was erected to the memory of the great playwright in the Poet's Corner in Westminster Abbey.

(from *Moscow News*, abridged)

## ***The Most Important Dates in the Shakespeare's Epoch***

1564	William Shakespeare baptized on 26 April
1564	Birth of Galileo, inventor of the telescope
1568	John Shakespeare elected Bailiff of Stratford
1575	Queen Elizabeth visited Kenilworth Castle
1577	Drake sailed round the world
1577	Holinshed's Chronicle first published
1582	Shakespeare married Anne Hathaway
1583	Birth of Shakespeare's daughter, Susanna
1585	Birth of Hamlet and Judith, Shakespeare's twins
1587	Execution of Mary, Queen of Scots
1588	Defeat of the Spanish Armada
1592	Production of Shakespeare's Henry VI, Pt. I
1593	Publication of Shakespeare's Venus and Adonis
1593	Death of Christopher Marlowe
1594	Shakespeare joined the Lord Chamberlain's company
1595	Raleigh's expedition to South America
1596	Burial of Hamlet Shakespeare
1596	Grant of Arms to John Shakespeare
1597	Shakespeare purchased New Place
1599	Opening of Globe Theatre, Bankside
1600	East India Company founded
1601	Burial of the poet's father
1602	Shakespeare purchased land in Old Stratford
1602	Bodleian Library at Oxford opened
1603	Florio's Translation of Montaigne published
1603	Death of Queen Elizabeth I and accession of King James I
1605	The Gunpowder Plot headed by Guy Fawkes
1605	Shakespeare purchased a lease of the tithes of Stratford
1607	First English Settlement in Jamestown, Virginia
1607	Susanna Shakespeare married Dr. John Hall
1608	Birth of Elizabeth Hall, Shakespeare's granddaughter
1608	Death of the poet's mother
1609	First edition of Shakespeare's Sonnets printed
1610	Shakespeare retired to New Place
1613	The Globe Theatre destroyed by fire
1616	Death of Shakespeare on April, 23
1618	Beginning of the Thirty Years' War
1623	First Folio edition of Shakespeare's plays published

**Exercise 2.** Read the sonet and its translation into Russian.

**Sonnet 57**

Being your slave, what should I do but tend  
Upon the hours and times of your desire?  
I have no precious time at all to spend  
Nor services to do, till you require.  
Nor dare I chide the world-without-end hour  
Whilst I, my sovereign, watch the clock for you,  
Nor think the bitterness of absence sour  
When you have bid your servant once adieu;  
Nor dare I question with my jealous thought  
Where you may be, or your affairs suppose,  
But like a sad slave, stay and think of nought  
Save, where you are, how happy you make those.  
So true a fool is love, that in your will,  
Though you do anything, he thinks no ill.

**Сонет 57**

Для верных слуг нет ничего другого,  
Как ожидать у двери госпожу  
Так, прихотям твоим служить готовый,  
Я в ожиданье время провожу  
Я про себя бранить не смею скуку,  
За стрелками часов твоих следя.  
Не проклиная горькую разлуку,  
За дверь твою по знаку выходя.  
Не позволяю помыслам ревнивым  
Переступать заветный твой порог,  
И, бедный раб, считаю я счастливым  
Того, кто час пробыть с тобою мог.  
Что хочешь делай. Я лишился зренья,  
И нет во мне ни тени подозренья.

*(Перевод С. Я. Маршака)*



## EXERCISES

### Vocabulary Work

**Exercise 3.** Read Shakespeare's Sonnet 57 with the help of the following glossary:

slave – раб  
what should I do – что следует мне делать  
to tend – ждать  
desire – желание  
precious – драгоценный  
services – услуги  
to require – требовать  
to dare – сметь  
to chide – упрекать  
whilst – пока  
sovereign – повелитель  
bitterness – горечь  
sour – кислый  
to bid – приказывать  
adieu – прощание  
jealous thought – ревнивая мысль  
nought – ничто  
will – воля

*For what purpose did Shakespeare use so many synonyms in his poem? Make blocks of them and find out if there is any difference in their meanings.*

**Exercise 2.** Write your answers to the following questions:

1) What question does the poet ask himself?

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2) How does he answer it? (Write out the question and the answer.)

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3) Who is the poem addressed to?

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4) What is the poet doing in this poem?

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- Telling the reader about his loved one?
  - Complaining that he hasn't been given enough attention by her?
  - Trying to criticise himself?
  - Trying to say how unhappy and sad he is?
  - Trying to say how much he loves her?
  - Something else?
- 
- 

5) What type of person does the poet compare himself with?

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6) What kind of slave is he?

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7) Can you explain in your own words what has made the poet think that he is a slave to his beloved?

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8) Can we guess from the poem whether the poet's beloved cares for him and is faithful to him?

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9) What does the poet mean when he uses an unusual compound adjective «world-without-end»?

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10) What kind of poem is this?

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11) How is the poet trying to convey his feelings to the reader?

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- By using a rhetoric question?
  - By using the pattern «Nor dare I-»?
  - By using the repetition of the syntactic structure «Nor dare I...»?
  - In some other ways?
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Does the poet make effective use of these devices?

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12) What is the main feeling we get from the poem?

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13) What is the poem about?

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14) What people can this sonnet appeal to? Does it appeal to you?

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**Exercise 5.** Compare the sonnet with its Russian translation version and discuss the questions below.

1) Is the theme of the sonnet in the original and in its translation the same?

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2) Is the image of the poet in the translation the same? (Isn't the translation a bit misleading?)

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3) What devices are used by the Russian translator to convey the meaning of the poem?

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4) Do people who know foreign languages get much more from reading English poetry in comparison with those who read it in Russian?

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### ***Linking Ideas***

**Exercise 6.** Here is a list of Shakespeare's plays with their approximate dates. Examine the list and then divide the plays into 3 groups:

A. COMEDIES:

B. HISTORIES (British History in Shakespeare's plays):

C. TRAGEDIES:

Have you read any of them? Have you seen any of them at the theatre or have you seen their film or videofilm versions in English or in Russian?

## SHAKESPEARE'S PLAYS

with their approximate dates

1590-2	Henry VI - three parts _____
1592-4	Richard III; _____
	The Comedy of Errors; _____
	Titus Andronicus; _____
	The Taming of the Shrew _____
1594—6	Love's Labour's Lost; _____
	Two Gentlemen of Verona _____
	Romeo and Juliet; _____
	Richard II; _____
	A Midsummer Night's Dream _____
1596-8	King John; _____
	The Merchant of Venice; _____
	Henry IV Parts I and II _____
1598- 1600	Much Ado About Nothing; _____
	Henry V; _____
	Julius Caesar; _____
	As You Like It; _____
	The Twelfth Night _____
1600-2	Hamlet; _____
	The Merry Wives of Windsor; _____
	Troilus and Cressida _____
1604-6	Measure for Measure; _____
	Othello; _____
	King Lear; _____
	Macbeth _____
1606-8	Antony and Cleopatra; _____
	Coriolanus; _____
	Timon of Athens _____
1608-10	Pericles; _____
	Cymbeline _____
1610-12	The Winter's Tale; _____
	The Tempest _____
1612-13	Henry VIII _____

### **Exercise 7.** *Thinking of the Elizabethan Times.*

*Here are some of the most important dates in the times of Shakespeare. Comment on them.*

1) 1558 – Elizabeth I became Queen of England

*Key words:*

to become queen; to be a protestant; to be intelligent; courageous; determined; to become a respected ruler; to be known as GOOD QUEEN BESS; England, to be threatened by Scotland/Spain/France; to want to make England prosperous; to make the Church part of the state system

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2) 1577 – Sir Francis Drake sailed round the world.

*Key words:*

sea dogs (to attack the slow Spanish ships, to steal the treasures carried by Spanish ships), to become the first English seacaptain to sail round the earth; to be called the Dragon (Elgrago) by the Spanish.

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3) 1587 – Execution of Mary Queen of Scots

*Key words:*

King Philip II of Spain; to plot; to put Mary Queen of Scots on the throne of England; to be a Catholic; to be involved in Catholic plots against Elizabeth; to flee to England to seek Elizabeth's protection after a rebellion of the Scottish lords, to be imprisoned in various English castles; to be executed at Fotheringhay Castle

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4) 1588 – Defeat of the Spanish Armada

*Key words:*

to send a great fleet to invade England; Sir Francis Drake, to attack and destroy part of the fleet in Cadiz; Philip II; to build the largest fleet that ever had been; gone to the sea; Elizabeth; to call her soldiers; to say «I have come.. to live or die among you all, to lay down for my God, and for

my kingdom and for my people, my honour and my blood even in the dust. I know I have the body of a weak and feeble woman, but I have heart and stomach of a king, and of a king of England too.»

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5) 1593 – Death of Christopher Marlowe

*Key words:*

an English poet; playwright; to write in blank verse; Dr. Faustus, Edward the Second, Tamburlaine the Great, to be killed in a quarrel at a Thames-side inn; to be thirty.

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6) 1595 – Sir Walter Raleigh's expedition to South America

*Key words:*

to encourage English traders to settle abroad and to create colonies; to sail to America; to bring tobacco back to England.

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7) 1600 – East India Company founded

*Key words:*

to establish «Chartered companies» abroad, to give a chartered company the right to all the business in its particular trade or regions; some of the profits to be given to the Crown; the East India Company.

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8) 1603 – Death of Queen Elizabeth I and accession of King James I

*Key words:*

to die; to be 70 year's old; to be the last Tudor ruler; to have never been married, to have no children to follow; to rule as well as any man; to be one of the most glorious reigns in English history, James I, the son of Mary Queen of Scots

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9) 1605 – The Gunpowder Plot headed by Guy Fawkes

*Key words:*

to order all Catholic priests to leave the country; a group of Roman Catholic nobles; to plot to blow up Parliament; Guy Fawkes; to carry some matches, to arrest the plotters, to be hung; drawn and quartered

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**Exercise 8.** *Describe the time of Shakespeare.*

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**Exercise 9.** *Try your hand in writing Shakespeare's biography using the given information.*

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# APPENDIX I

## LESSON 1

**Exercise 1.** *Read the song.*

### TOM'S DINER

1	I am sitting In the morning At the diner On the corner	And I'm turning To the horoscope And looking For the funnies	
5	I am waiting At the counter For the man To pour the coffee And he fills it	When I'm feeling Someone watching me And so I raise my head There's a woman	45
10	Only halfway And before I even argue He is looking Out the window	On the outside Looking inside Does she see me? No she does not Really see me	50
15	At somebody Coming in 'It is always Nice to see you' Says the man	'Cause she sees Her own reflection And I'm trying Not to notice That she's hitching	55
20	Behind the counter To the woman Who has come in She is shaking Her umbrella	Up her skirt And while she's Straightening her stockings Her hair Has gotten wet	60
25	And I look The other way As they are kissing Their hellos I'm pretending	Oh, this rain It will continue Through the morning As I'm listening To the bells	65
30	Not to see them And instead I pour the milk I open Up the paper	Of the cathedral I am thinking Of your voice And of the midnight picnic Once upon a time	70

35	There's a story Of an actor Who had died While he was drinking It was no one	Before the rain began ... And I finish up my coffee It's time to catch the train	75
40	I had heard of		

*(Suzanne Vega)*

**Exercise 2.** Write down in your own language what you think these words from the song mean.

corner      counter      funnies      reflection      midnight      picnic

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*Check in your dictionary.*

**Exercise 3.** Are these statements about the song true or false?

1. It's a bright and sunny day.  
\_\_\_\_\_
2. The singer is having dinner.  
\_\_\_\_\_
3. The man works at Tom's Diner.  
\_\_\_\_\_
4. The woman who comes in does not know the man well.  
\_\_\_\_\_
5. The woman outside is concerned about how she looks.  
\_\_\_\_\_
6. The singer is thinking about someone she knows well.  
\_\_\_\_\_
7. The singer is waiting to take a train.  
\_\_\_\_\_

**Exercise 4.** Read these lines from the song. Who do the words in *italics* refer to?

1. *He* is looking / Out the window / At *somebody* / Coming in (lines 13-16)  
\_\_\_\_\_
2. Who had died / While *he* was drinking (lines 37-38)  
\_\_\_\_\_

3. *She* is shaking / Her umbrella (lines 23—24)  
\_\_\_\_\_
4. No *she* does not / Really see *me* (lines 53—54)  
\_\_\_\_\_
5. “It is always / Nice to see *you*” (lines 17—18)  
\_\_\_\_\_
6. I am thinking / Of *your* voice (lines 71—72)  
\_\_\_\_\_

**Exercise 5.** Which is the best summary of the song?

1. A woman is reading a newspaper while she is having coffee in a diner when she sees the man behind the counter kissing a woman who has just come in. Outside another woman is using the window as a mirror. The first woman finishes her coffee and leaves.

2. A woman is having coffee in a diner because it is raining. She is very interested in what everyone else is doing, but she pretends that she is reading a newspaper. She leaves to get her train.

3. A woman is waiting to catch her train. She is leaving town after the end of a relationship. As she drinks her coffee, she is watching what other people are doing, but she cannot stop herself from thinking about her ex-boyfriend.

**Exercise 6.** Read the song again and write down the ten most important words. Does the song have a happy or a sad ending? Imagine that this is not the end of the song. How do you think it continues?

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**Exercise 7.** Read poem. Answer the questions:

What do grown-ups say about school days? You don't agree with the girl (let's call her Susan), do you?

## SCHOOL DAYS

The happiest days of your whole life!  
(So all the grown-ups say),  
But I would never go to school  
If I could have my way.<sup>1</sup>

My pencil point is broken,  
My pen's run out of ink.  
My head's just filled with sawdust <sup>2</sup>  
And with sawdust you can't think.

My books are in a dreadful state<sup>3</sup>  
With ink blots here and there,  
My school hat is so cumbersome<sup>4</sup>  
And horrible to wear.

The happiest days of your whole life!  
(That's what the grown-ups say),  
But I would never go to school  
If I could have my way.

*S. Whitworth*

<sup>1</sup> But I would never go to school if I could have my way. – Но сама я бы никогда не пошла в школу, если бы могла поступить по-своему.

<sup>2</sup> My head's just filled with sawdust – В голове моей опилки

<sup>3</sup> in a dreadful state – в ужасном состоянии

<sup>4</sup> cumbersome [ˈkʌmbəsəm] – нескладный, громоздкий

**Exercise 8.** Read the poem:

## COME WITH ME

Come with me to magic fields,  
Come and you will see  
Flowers that nod<sup>1</sup> and dance at dawn,<sup>2</sup>  
Come, oh come with me.  
High above, a small swift bird  
Wings its graceful <sup>3</sup> way  
Singing: UP, YOU SLEEPYHEADS,  
GREET THE NEW-BORN DAY!  
Ours, the wonder, ours the world,  
Ours the fields, so free

Waiting, for a child's caress,<sup>4</sup>  
Come, oh come with me.

*E. Segal*

<sup>1</sup> to nod—кивать (в знак приветствия)

<sup>2</sup> at dawn [dɔ:n] —на рассвете

<sup>3</sup> graceful—изящный, грациозный

<sup>4</sup> caress [ka'res]—ласка

## LESSON 2

### WITH ALL MY SENSES<sup>1</sup> I ENJOY THE WORLD THAT ROUND ME LIES

**Exercise 1.** Read the poem *The Wind*. Answer the question: What different things did the wind do?

#### THE WIND

I saw you toss<sup>2</sup> the kites on high  
And blow the birds about the sky;  
And all around I heard you pass  
Like ladies' skirts across the grass —  
    O wind, a-blowing all day long,  
    O wind, that sings so loud a song!  
I saw the different things you did,  
But always you yourself you hid.  
I felt you push, I heard you call,  
I could not see yourself at all —  
    O wind, a-blowing all day long,  
    O wind, that sings so loud a song!  
O you that are so strong and cold,  
O blower, are you young or old?  
Are you a beast<sup>3</sup> of field and tree,  
Or just a stranger child than me?  
    O wind, a-blowing all day long,  
    O wind, that sings so loud a song!

*Robert Louis Stevenson*

<sup>1</sup> sense — чувство

<sup>2</sup> to toss — подбрасывать

<sup>3</sup> beast — зверь

**Exercise 2.** Find in the poem and read aloud the lines that show that the author of the poem looked with eyes that see and listened with ears that hear.

**Exercise 3.** Read the poem.

## LET'S TURN OUR HANDS

Let's turn our hands to useful things  
And make this land we prize  
With all our sinews and our skills  
A people's paradise,  
Where all may have and all may hope,  
On factories and farms:  
Brothers, it's time to raise our hearts  
And time to drop our arms.

Let's turn our hands to gentle things?  
To stroke a maiden's hair,  
To lift a baby shoulder high,  
To ease an old man's care.  
Too long—how long!—we've spent our strength  
On wars and war's alarms:  
Brother, it's time to raise our hearts  
And time to drop our arms.

*Joe Wallace*

to prize—to value highly;  
sinews—strength;  
paradise—рай;  
to stroke hair—гладить волосы;  
maiden *liter.*—girl;  
alarms—*here* tears

## LESSON 3

**Exercise 1.** Read the poem **Bridges** and say what kind of bridges the author speaks of.

### BRIDGES

If I were a builder,  
I'd make big bridges,

Bridges to far-away lands:  
To Asia, to Africa, South America,  
Bridges to Europe, Iceland, Iraq.<sup>1</sup>  
I'd walk round the world  
To visit the people,  
And when we shook hands <sup>2</sup>  
We'd make little bridges.

*Edith Segal*

<sup>1</sup> Iceland [ˈaɪslənd] — Исландия, Iraq [ˈɪrɑːk] — Ирак

<sup>2</sup> to shake hands — пожать друг другу руки

**Exercise 2.** *Read the text.*

W. H. Davies (1871—1940) was apprenticed at fourteen to a picture-frame maker, but emigrated to America where he became a tramp. While jumping a train he lost a leg, and returned to England a cripple. From then on he lived in England writing short lyrical poems. He left over six hundred short lyrics of which the following is the best known:

What is this life if, full of care,  
We have no time to stand and stare?

No time to stand beneath the boughs  
And stare as long as sheep or cows.

No time to see, when woods we pass,  
Where squirrels hide their nuts in grass.

No time to see, in broad daylight,  
Streams full of stars, like skies at night.

No time to turn at Beauty's glance,  
And watch her feet, how they can dance.

No time to wait till her mouth can  
Enrich that smile her eyes began.

A poor life this if, full of care,  
We have no time to stand and stare.

## LESSON 4

**Exercise 1.** Read the poem.

### A MINOR BIRD

I have wished a bird would fly away,  
And not sing by my house all day;

Have clapped my hands at him from the door  
When it seemed as if I could bear no more.

The fault must partly have been in me.  
The bird was not to blame for his key.

And of course there must be something wrong  
In wanting to silence any song.

*Robert Frost*

**Exercise 2.** Read the poem.

### LONDON TOWN

Oh, London Town's a fine town, and London sights are rare,  
And London ale is right ale, and brisk's the London air,  
And busily goes the world there, but crafty grows the mind,  
And London Town of all towns I'm glad to leave behind.

Oh, London girls are brave girls, in silk and cloth o'gold.  
And London shops are rare shops, where gallant things are sold,  
And bonnily clinks the gold there, drowsily blinks the eye,  
And London Town of all towns I'm glad to hurry by.

Oh, London tunes are new tunes, and London books are wise,  
And London plays are rare plays, and fine to country eyes,  
Wretchedly fare the most there, and happily fare the few,  
And London Town of all towns I'm glad to hurry through.

So hey for the road, the west road, by mill and forge and fold,  
Scent of the fern and song of the lark by brook, and fields and wold,  
To the comely folk at the hearth-stone and the talk beside the fire,  
In the hearty land, where I was bred, my land of heart's desire.

*John Masfield*



## LESSON 5

**Exercise 1.** Read to the poem.

### PLANT A TREE

To plant a tree! How small the twig,<sup>1</sup>  
And I beside it—very big.

A few years pass; and now the tree  
Looks down on very little me.

A few years more—it is so high  
Its branches seem to touch the sky.

I did not know that it would be  
So vast<sup>2</sup> a thing to plant a tree!

*D.B. Thompson*

<sup>1</sup> twig—веточка

<sup>2</sup> vast [va:st]—громадный, огромный

**Exercise 2.** Say why the speaker felt happy when he looked at the high tree.

**Exercise 3.** Read the poem.

He that is thy friend indeed,  
He will help thee in thy needs  
If thou sorrow, he will weep;  
If thou wake, he cannot sleep:  
Thus of every grief in heart  
He with thee does bear a part.  
These are certain signs to know  
Faithful friends from flattering foe.

*William Shakespeare*

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