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## ПРЕДИСЛОВИЕ

Издание разработано для аудиторной, внеаудиторной и самостоятельной работы студентов младших курсов для домашнего чтения. Пособие также адресовано учащимся школ, лицеев, колледжей, поступающим в вузы и всем желающим изучать английский язык. Издание поможет учителям и репетиторам организовать эффективную подготовку учащихся к ЕГЭ.

Актуальность настоящего учебного пособия обусловлена недостаточностью аутентичного англоязычного материала и методических разработок, основанных на биографиях британских и американских авторов и их произведений для формирования коммуникативных компетенций будущих специалистов. Подобранный авторам книги адаптированный материал позволяет студентам освоить современные англоязычные языковые единицы и грамматические структуры.

Цель учебного пособия — развитие у студентов иноязычной коммуникативной компетенции, необходимой для международного взаимодействия и сотрудничества, а также освоение обучающимися базовых принципов функционирования английского языка, ознакомление учащихся с новыми именами, обычаями, с географическими реалиями, с языковыми особенностями произведений авторов, а также помочь читателю быстро и эффективно подготовиться к Единому государственному экзамену.

В материал пособия входят сведения об английских и американских авторах (Чарльзе Диккенсе, Шарлотте Бронте, Роберте Льюисе Стивенсе, Артуре Конан Дойле, Томасе Майн Риде), отрывки из их произведений, сведения по географии, культуре, обычаям, языковым особенностям, а также правила организации письменного текста.

Тексты, представленные в пособии, отражают основные принципы методической системы обучения иностранному языку — системы метода активации личности и коллектива.

В пособие включены пять модулей и пять приложений. Каждая часть содержит задания и упражнения, которые помо-

гают развить и совершенствовать навыки и умения всех видов речевой деятельности (чтение, письмо, говорение, слушание) на основе как самостоятельной работы над текстами, так и работы вместе с преподавателем. Ко всем заданиям даны ответы, а к наиболее трудным из них — специальные памятки, которые позволяют напомнить учащимся основные грамматические правила и правила написания писем. В каждый раздел входит материал для расширения общелингвистических знаний по английскому языку. Устные и письменные задания обеспечивают организацию речевого материала в памяти и дают возможность творчески анализировать и самостоятельно отбирать материал.

Все модули содержат тексты для чтения и задания на проверку понимания прочитанного, сгруппированные по видам учебной деятельности:

*Reading* — задания на развитие навыков чтения, разработанные на основе автобиографий известных британских и американских авторов;

*Listening* — прослушивание отрывков из их произведений и выполнение заданий по ним;

*Grammar and Vocabulary* — изучение грамматических структур и расширение лексического запаса;

*Writing* — написание писем;

*Speaking* — монологические высказывания и обсуждение тем, связанных с темой модуля;

*Expand your horizon* — задания на расширение культурологических и языковых знаний.

После каждого текста (*Reading*) и в разделе *Listening* присутствует перечень слов с пояснениями или переводом. Такое расположение вокабуляра поможет усвоению лексики. Разработанные лексические и грамматические упражнения, задания на развитие комплекса коммуникативных навыков по всем видам речевой деятельности, а также дополнительные виды учебной работы (кроссворды; культурологические, географические и литературные квизы и т.д.), в свою очередь, направлены не только на формирование иноязычной коммуникативной компетенции,

но и на то, чтобы вызвать стремление к познавательной деятельности студентов.

В конце пособия даны приложения, содержащие дополнительные материалы.

## MODULE 1. CHARLES DICKENS

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### READING

#### **Task 1**

*You are going to read Dickens's biography. Six paragraphs have been removed from the text. Choose from the paragraphs A—F the one which fits each gap (1—6) and complete the table below.*

One of the greatest English writers, Charles Dickens was born in **Portsmouth**, a town on the south coast of England.

1

When Charles was nine years old, the family moved to London. Charles' father was a poor clerk who could **never make both ends meet**. So the life of the family was very hard.

There were several younger children in the family, besides Charles. The future writer could not even go to school because at that time Mr. Dickens was thrown into the Marshalsea prison for debt, and his wife with all the children except Charles went into the prison too. The family lived in the prison until Mr. Dickens could pay his debts. (Later Dickens described this prison in ***Little Dorrit***.)

2

When his father left the prison, young Charles, to his great joy, was sent to school where he remained three years. When he was fifteen, he had to leave school and start earning his own living again, this time as clerk in a lawyer's office in London. He spent most of

his spare time reading in the British Museum, and in this way be educated himself.

In a few years he became a newspaper reporter. In 1836, when he was only twenty-four years old, Dickens published his first book, a collection of sketches of London life. In the same year he began publishing his *Pickwick Papers* which appeared in **monthly instalments** till November 1837. (All Dickens' novels first appeared in monthly, sometimes weekly, instalments.) When the first instalment appeared, Dickens was an unknown writer. But when the novel was finished, he became the most popular writer of the time.

3

After *The Pickwick Papers*, he wrote the story of a workhouse boy in *Oliver Twist*; and in *Nicholas Nickleby*, his next book, he showed an English school where the boys were starved, beaten and terrified by their school master. Then his novels *Dombey and Son*, *David Copperfield*, *Hard Times*, *Little Dorrit* and many others appeared one after another.

4

To many people his imaginary characters seem more real than the real characters of history.

*The Old Curiosity Shop*, like very many Dickens' novels, was first published in monthly instalments. The readers of the first chapters of the book were so anxious about the fate of unhappy little Nell that they even wrote letters to Dickens begging him not to let her die.

Many of Dickens' characters are taken from life. For instance, it is said that Mr. Micawber from *David Copperfield* and Mrs. Nickleby from *Nicholas Nickleby* represent Dickens' own mother and father.

In 1842, Dickens made a trip to America. He spent several months there visiting different parts of the country and was greatly disappointed with what he saw in the U.S.A. In his book *American Notes* he described with great indignation the conditions under which the Negroes lived in America, the prison system of the U.S.A., the yellow press and other aspects of American life.

When Dickens was about 50 years old, he began giving readings of his books in public. At these readings **he acted all the parts in turn** speaking in a high voice for the women. The readings were a great success. People said that **if Dickens had chosen, he might have been** a fine actor.

**5**

The works of Charles Dickens show the **unbounded faith** of the writer in the good nature of man and in the beauty of life, his confidence in the final victory of truth and goodness over the dark forces of evil.

**6**

Dickens is one of the most beloved English writers in our country. We highly value his novels for their realism, their humour, their love and sympathy for ordinary people.

**A** The rare combination of a vivid imagination, a keen dramatic sense, and splendid language has placed Dickens among the greatest English writers.

**B** He was a weak child and did not like to take part in noisy and active games. The little boy was very capable. He learned to read at an early age and read many books in his childhood. When he was about six, someone took him to the theatre for the first time. He saw

a play by Shakespeare and liked it so much, that he decided to write a play himself. When it was ready, he performed it together with his friends.

**C** In spite of tremendous success of his books, Dickens was not completely happy. Money worries and overwork exhausted the great writer and in 1870 at the age of fifty-eight he died.

**D** Those were the most unhappy days in all Charles' life. He lived alone, among strangers, struggling with poverty. At the age of ten he had to start working. The boy worked from early morning till late at night to help his family. He began to work at a blacking factory where he stuck labels on pots of boot-blacking.

**E** In these novels Dickens truthfully describes what he learned in his hard childhood and youth of life in London with its contrasts of poverty and riches. He gives the most complete realistic picture of the English society of his time. He exposes the social wrongs of his time. He attacks oppression wherever he finds it. He raises his voice in defense of the poor; he penetrates into the dark slums of London and shows that the people living there are worthier of respect than the rich merchants who employ them.

**F** *The Pickwick Papers* is one of the funniest books in the English language, but there are serious and even sad parts in it: laughter and tears are often found side by side in Dickens' novels.

## Commentary

**Portsmouth** [po:stməθ] — г. Портсмут

**to make both ends meet** — свести концы с концами

**“Little Dorrit”** — «Крошка Доррит»

**blacking factory** — фабрика, производящая ваксу

**to stick labels** — наклеивать этикетки

**pots of boot-blacking** — банки с ваксой  
“**Pickwick Papers**” — «Записки Пиквикского клуба»  
**monthly instalments** — ежемесячные выпуски  
“**Nicholas Nickleby**” — «Николас Никльби»  
**social wrongs** — социальное зло  
**are worthier of respect** — более достойны уважения  
“**The Old Curiosity Shop**” — «Лавка древностей»  
**he acted all the parts in turn** — он исполнял все роли по очереди  
**if Dickens had chosen, he might have been...** — если бы Диккенс захотел, он мог бы быть...  
**unbounded faith** — безграничная вера

1	2	3	4	5	6

### **Task 2**

*Answer the questions.*

1. Where did the family move when Charles was nine years old?
2. Was Charles' father a poor clerk?
3. Did Dickens publish his first book, a collection of sketches of London life or *Oliver Twist*?
4. Many of Dickens' characters are taken from life, aren't they?
5. Who represents Dickens' own mother and father in his books?

### **LISTENING**

*You are going to listen to the extract from Charles's Dickens book **Oliver Twist**. Read the commentary, then listen to it and do the tasks below.*

## Commentary

**workhouse** — работный дом (особый приют для призрения бедняков в Англии, условия жизни в котором мало отличались от тюремных)

**cruel** — безжалостный, жестокий

**cart** — рессорный экипаж

**bush** — куст, кустарник

**milestone** — камень или столб с указанием миль

**inscription** — надпись

**homeless** — бездомный

**tear** — слеза

**sore** — больной

**attention** — внимание

**whistle** — свистеть

### **Task 1**

*Listen to the story again and tick **True** if the statement is true, **False** if the sentence is false and **Not stated** if it isn't mentioned in the text.*

1. Oliver Twist had a large family.
  - a) True;
  - b) False;
  - c) Not stated.
2. He was born and spent the first year of his life in a workhouse.
  - a) True;
  - b) False;
  - c) Not stated.
3. Oliver's master was a kind man.
  - a) True;
  - b) False;
  - c) Not stated.

4. When Oliver was about nine years old, his father gave him to a man who wanted a boy to work for him.
  - a) True;
  - b) False;
  - c) Not stated.
5. The inscription on the milestone said that it was just seventeen miles to London.
  - a) True;
  - b) False;
  - c) Not stated.
6. It took him six days to reach London.
  - a) True;
  - b) False;
  - c) Not stated.
7. Oliver sat down on a door-step and began to think about what to do.
  - a) True;
  - b) False;
  - c) Not stated.
8. Oliver noticed a boy about his own age.
  - a) True;
  - b) False;
  - c) Not stated.
9. The boy took Oliver to his parents.
  - a) True;
  - b) False;
  - c) Not stated.

## **Task 2**

*According to the text choose the right continuation of the sentences:*

1. The life of the children in the workhouse was very hard because
  - a) Oliver didn't want to work;

- b) nobody loved the children;
- c) Oliver and his friends were always punished.

2. Oliver decided to run away because
  - a) his master didn't care of the boy and was cruel to him;
  - b) his friends were always teasing him;
  - c) he wanted to find his parents.
3. When Oliver was tired of walking, he
  - a) took a cart;
  - b) slept in the inn;
  - c) hid behind the bushes.
4. The boy went to London because
  - a) it was a large city;
  - b) their parents lived there;
  - c) it was the very place for a homeless boy.
5. Oliver sat down on a door-step because
  - a) his feet were sore and his legs were so weak;
  - b) he didn't go further;
  - c) he was waiting for a man here.
6. Oliver decided to go with the boy because
  - a) the boy was an interesting person;
  - b) Oliver wanted some place to sleep in;
  - c) Oliver wanted to see the city with the boy.

### **Task 3**

*You will listen to the second part of the story, look through the commentary and fill in the missing words choosing the answer from some options below.*

### **Commentary**

**Jack Dawkins** ['dʒæk 'dɔ:kinz] — Джек Докинз

**Dodger** ['dədʒə] — Хитрец, Плут

**Pushed the door of a house open** — толчком открыл дверь одного дома

**Fagin** ['feɪgɪn] — Фейгин

**gin** — джин (напиток)

**Charley Bates** ['tʃa:li 'beits] — Чарли Бейтс

**handkerchief** — носовой платок

**tobacco-box** — табакерка

**stick** — трость

**up and down the room** — взад и вперед по комнате

## II

The boy 1\_\_\_\_\_ Oliver that his name was Jack Dawkins, but 2\_\_\_\_\_ called him the Dodger. He did not want to enter London before 3\_\_\_\_\_, so it was almost eleven o'clock when they 4\_\_\_\_\_ the town. They quickly passed street after street and at last came to a very 5\_\_\_\_\_ place.

The Dodger pushed the door of a house open and the boys went in. The Dodger 6\_\_\_\_\_ "Who's there?" cried a voice. A man with a candle appeared at the end of the corridor.

"Is Fagin upstairs?" asked the Dodger.

"Yes, go up."

Oliver and the Dodger went up the dark and broken steps and 7\_\_\_\_\_ a room.

The walls and 8\_\_\_\_\_ of the room were black with age and dust. There was a table before the 9\_\_\_\_\_. A very ugly old man was frying some 10\_\_\_\_\_ over the fire. Near him very many handkerchiefs were hanging on a line. Four or five boys not older than the Dodger were sitting round the table. They were smoking and drinking gin. The Dodger went up to Fagin and whispered something to him.

"We are very glad to see you, Oliver, very," said the old man.  
"Dodger, put a chair near the fire for Oliver."

After supper the old man gave Oliver a 11\_\_\_\_\_ and water. Oliver drank it and immediately fell 12\_\_\_\_\_.

It was late next morning when Oliver woke up. There was nobody in the room 13\_\_\_\_\_ Fagin who was making some coffee for breakfast. Soon the Dodger and another boy, whose name was Charley Bates, came home.

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