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**ДОМАШНЕЕ ЧТЕНИЕ**  
**АНГЛИЙСКИЙ ЯЗЫК**

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Цель пособия — развитие иноязычной коммуникативной компетенции, необходимой для международного взаимодействия и сотрудничества, освоение базовых принципов функционирования английского языка, ознакомление с новыми именами, обычаями, географическими реалиями, языковыми особенностями художественных произведений. В материал пособия входят сведения об английских и американских авторах, отрывки из произведений, а также правила организации письменного текста. Тексты, представленные в пособии, отражают основные принципы методической системы обучения иностранному языку — систему метода активации личности и коллектива.

Для студентов младших курсов, учащихся школ, лицеев, колледжей, поступающих в вузы, сдающих ЕГЭ и всех желающих изучать английский язык.

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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 помощь 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-blackening.

**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** [pɔ: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-blackening** — 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** — рабочий 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** — больная  
**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:kɪnz] — Джек Докинз

**Dodger** ['dɒdʒə] — Хитрец, Плут

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

**Fagin** ['feɪɡɪn] — Фейгин



**gin** — джин (напиток)

**Charley Bates** [ˈtʃɑ:lɪ ˈbeɪts] — 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.

After breakfast the old man and the two boys played a very strange game. The old man put a tobacco-box in one pocket of his trousers, his **14** \_\_\_\_\_ and handkerchief in another pocket and a watch in his waistcoat pocket. Then he took his stick and began to walk up and down the room. He imitated the manner in which old gentlemen walk about the streets. The two **15** \_\_\_\_\_ followed him and tried to take the things which were in his pockets. If Fagin felt a hand in one of his pockets, he cried out where it was, and the game started again.

1. A) told B) called C) said;
2. A) his relatives B) his friends C) his Mum;
3. A) evening B) morning; C) noon;
4. A) went B) reach C) reached;
5. A) unpleasant and dirty B) pleasant and dirty C) unpleasant and clean;
6. A) picked B) whistled C) cried;
7. A) came into B) entered C) went into;
8. A) floor B) door C) ceiling;
9. A) wire B) fire C) window;
10. A) sausages B) fish C) eggs;
11. A) glass of gin B) glass of wine C) glass of juice;
12. A) in love B) asleep C) down;
13. A) with B) without C) except;
14. A) spectacles B) glasses C) pencil;
15. A) policemen B) guys C) boys.

## GRAMMAR AND VOCABULARY

### Task 1

*Fill the gaps with the words from the list below.*

attention; whistled; handkerchief; stick; bushes; cruel; workhouse; tobacco-box; inscription; sore.

1. There was an \_\_\_\_\_ carved over the doorway.
2. His feet were \_\_\_\_\_ after the walk.
3. The crowd cried and \_\_\_\_\_ the player came out of the field.
4. A young woman planted two rose \_\_\_\_\_ in her lovely garden.
5. A \_\_\_\_\_ is a small piece of material or paper that you use for blowing your nose.
6. The Old lady leant on her \_\_\_\_\_ as she talked.
7. I can't stand people who are \_\_\_\_\_ and ruthless to animals.
8. A \_\_\_\_\_ is a building where very poor people were sent to live and given work to do.
9. Films with big stars always attract great \_\_\_\_\_.
10. He took a \_\_\_\_\_ out of his pocket and began to smoke.

See Appendix 1.

### **Task 2**

*Can you use the correct form of the verbs in brackets in these sentences? You should use either the infinitive (to do) or the gerund (doing).*

1. I'd prefer (go) \_\_\_\_\_ to the theatre tonight, rather than the cinema.
2. Jane hasn't gone on holiday yet. I remember (see) \_\_\_\_\_ her yesterday evening.
3. We all helped (do) \_\_\_\_\_ the shopping.
4. I'd advice you (get) \_\_\_\_\_ your hair cut before (go) \_\_\_\_\_ for such a very important interview.
5. I'm tired of (sit) \_\_\_\_\_ here (do) \_\_\_\_\_ nothing.
6. I had no money, so I had no choice but (sell) \_\_\_\_\_ my car.
7. I won't allow you (talk) \_\_\_\_\_ to me like that!
8. I heard her (speak) \_\_\_\_\_ to someone on the phone.

### **Task 3**

*The following sentences can be completed by adding the names of animals, in the correct grammatical form.*

1. I can't understand her behavior, she's got me \_\_\_\_\_
  - a) dogged;
  - b) foxed;
  - c) catted.
2. That woman sees everything! Nothing escapes her \_\_\_\_\_ eye.
  - a) animal;
  - b) beast;
  - c) eagle.
3. The detective knew who was responsible for the crime but, instead of making an arrest, played \_\_\_\_\_ and \_\_\_\_\_ game with the guilty man.
  - a) cat and mouse;
  - b) dog and cat;
  - c) bear and bees.
4. Born poor, deprived of the benefits of an education, \_\_\_\_\_ by ill-health, the man, nevertheless, succeeded in life.
  - a) foxed;
  - b) dogged;
  - c) catted.
5. And now, as the rather dated term has it, I'll \_\_\_\_\_ off home.
  - a) beetle;
  - b) rabbit;
  - c) mouse.

### **Task 4**

*Form adjectives of the un + participle II type from the suggested verbs. Translate them into Russian.*

**Model:** voice — voiced — unvoiced

1. vanish; 2. tutor; 3. earth; 4. reason; 5. spot; 6. doubt; 7. house;  
8. letter; 9. mark; 10. measure; 11. name; 12. page; 13. point.

## WRITING

### **Task 1**

*Imagine you are Oliver who writes a letter to one of his friends in the workhouse.*

In your letter:

- share your ideas about travelling to London;
- ask 3 questions about his old friends who stayed in the workhouse.

Write 100—140 words.

See Appendix 2.

### **Task 2**

*Comment on the following statement:*

It isn't easy to be an orphan, to live without a family. Everybody understands this but still the number of children without parents is increasing.

What is your opinion? What problems should humanity solve first of all?

Use the following plan:

- make an introduction (state the problem);
- express your personal opinion and give reasons for it;
- give arguments for the other point of view;
- draw a conclusion.

Write 200 words.

See Appendix 3.

## SPEAKING

### **Task 1 (3—3.5 minutes)**

Give a 2—2.5 minutes talk on your childhood.

Remember to discuss:

- a few memorable events from your childhood;
- the funniest or frightening, interesting, or awkward things that happened to you.

You have to discuss all the points. The examiner will listen until you have finished. Get ready to answer some questions.

### **Task 2 (3—4 minutes)**

You want to move out of your parents' home, although you go to a nearby college. You ask your friend to give you some pieces of advice. Discuss with your friend this situation:

- job (money);
- freedom;
- independence.

Discuss with your friend the above mentioned points. You begin the conversation. The examiner will play the part of your friend.

Remember to:

- discuss the points;
- be polite when agreeing / disagreeing with your friend;
- take an active part in the conversation:
  - explain the situation;
  - give good reasons;
  - talk about pros and cons;
  - find out your friend's attitudes pros and cons and take them into account;
  - come to an agreement.

Use statements given below:

**Asking someone's opinion**

What do you feel about?

What do you think about / of?

What's your opinion about?

**General ways of expressing opinion**

I think / believe / feel

In my opinion / view

**Agreement**

I think so too.

What you say is perfectly true.

It goes without saying.

That may be true, but (on the other hand) ...

**Disagreement**

I'm afraid, I can't agree with you.

I've got some reasons to disagree.

**Expressing approval**

That's an excellent idea!

What a good idea!

Good for you!

Very clever / wise of you!

**Expressing disapproval**

That's not a very good idea / a very nice thing to say.

You shouldn't do that.

What for?

2. Mary led Sam ..... She kept promising to marry him, but in the end she left him for John.
  3. Susan's ready to ..... She's travelled all over the world, but now she wants to settle in one place.
  4. The police were determined to ..... It took them several weeks but they finally discovered the cause of the fire.
  5. Don't ..... Tell me exactly what it is you want to say.
  6. John's ..... He's much nicer than any of his brothers.
  7. Sally's done very well in her job. She's at ..... in her profession.
  8. You should act quickly. Don't let .....
  9. I feel as if all our hard work is beginning to ..... The results are really worth the effort we put in!
  10. The teacher realized that the class might cause trouble, but managed to .....
- A. the grass grow under your feet
  - B. nip it in the bud
  - C. the top of the tree
  - D. the pick of the bunch
  - E. a bed of roses
  - F. beat about the bush
  - G. put down roots
  - H. bear fruit
  - I. get the root of the matter
  - J. up the garden path

**EXPAND YOUR HORIZON**

**Task 1. IDIOMS**

*Let's get to the root of the matter!*

*Finally, can you match up the following sentences with the colloquial expressions below? All the expressions have something to do with plants, flowers or trees.*

1. Sometimes things are very difficult. Life is not all .....

**Task 2. CULTURAL QUIZ**

*Choose the correct answer for each question:*

1. The first woman Prime Minister of Britain. Her name is:
  - a) Agatha Christie;
  - b) Margaret Thatcher;
  - c) Jane Austen.
2. The national currency of the UK is:
  - a) The euro;
  - b) The dollar;
  - c) The pound.

3. Haggis is:
  - a) a traditional Scottish musical instrument;
  - b) a traditional Scottish food made from sheep's heart, lungs and liver;
  - c) a Scottish women wearing traditional clothing.
4. The BBC stands for:
  - a) Best British Culture;
  - b) Best Broadcasting Corporation;
  - c) British Broadcasting Corporation.
5. The United Kingdom of Great Britain and Northern Ireland is:
  - a) a constitutional monarchy;
  - b) a presidential republic;
  - c) an absolute monarchy.
6. The British flag is often called:
  - a) The Union Jack;
  - b) The Stars and Stripes;
  - c) The Maple Leaf.
7. The author of Oliver Twist. He is:
  - a) Oscar Wild;
  - b) Lord Byron;
  - c) Charles Dickens.
8. At what age British pupils begin to go to primary schools?
  - a) At the age of 5 and 7;
  - b) At the age of 7 and 11;
  - c) At the age of 11 and 12.
9. British national drink is:
  - a) Coffee;
  - b) Tea;
  - c) Whiskey.
10. The capital of Wales is:
  - a) Cardiff;
  - b) Belfast;
  - c) Edinburgh.

## **MODULE 2. CHARLOTTE BRONTË**

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### **READING**

#### **Task 1**

*You are going to read Charlotte Brontë's biography. Choose the most suitable headings from the list (A—I) for the part (1—8) of the text. There is one extra heading which you don't need to use. Fill in the table below.*

- A. Charlotte's private life.
- B. Tragic events.
- C. The dream world.
- D. Writing experiences.
- E. A failed attempt.
- F. Charlotte's private life.
- G. The origin.
- H. Education.
- I. The most lovely character.

1. The lives of the Brontë sisters have become almost as romanticized as the stormy, Gothic novels they wrote — Charlotte, her sisters Emily and Anne, and their brother Branwell living in near isolation with a sternly religious father on a lonely, windswept moor, inhabiting a world peopled by their vivid imaginations and fueled by their literary genius. This Myth of the Lonely Geniuses began soon after Charlotte Brontë's death, and it has helped to popularize the sisters' writings to generations of readers. Even so, this myth does not accurately reflect many aspects of the Brontës' lives.

2. The Brontës' home was Haworth Parsonage near Keighley in Yorkshire. Charlotte Brontë, perhaps the most famous of the sisters, was born in 1816. She was the third daughter of the Rev. Patrick

Brontë and his wife Maria, who died in 1821. Her two older sisters, Maria and Elizabeth, acted as mother figures for the rest of the children even after their aunt, Elizabeth Branwell, moved into the **parsonage** to help with their care.

3. When Charlotte was eight years old she and her two older sisters were enrolled in a girls' school, but Charlotte was brought home about a year later, after both Maria and Elizabeth became ill and died. Although she spent some time as a pupil at two other schools, her education was conducted for the most part at home. As a young woman she served as a teacher at a girls' school and as a governess for a local family for brief periods, but each time she suffered from acute homesickness. Charlotte and her younger sisters Emily and Anne also made a failed attempt at opening their own school for girls at Haworth.

4. As young adults, the sisters dedicated themselves to their writing and published a volume of poetry under the pseudonyms Currer, Ellis and Acton Bell in 1846. The first novels of Emily and Anne, *Wuthering Heights* and *Agnes Grey*, were accepted by publishers the following year. Charlotte's first attempt at publication, *The Professor*, was rejected. Her second novel, *Jane Eyre*, was published in late 1847. Although controversial, the novel met with **commercial** success.

5. Despite the three authors' accomplishments, the following years were difficult ones for the family. All of its members suffered from intermittent illnesses, some severe. Branwell died in September 1848 from complications related to his persistent alcoholism and drug abuse. Emily and Anne both became seriously ill soon after. Emily died just two months after Branwell, and Anne followed in May 1849. Left to care for her aging father alone, Charlotte battled depression and continued her creative activities. *Shirley* was published in 1849.

6. Charlotte's first two novels had been published under her original pseudonym, Currer Bell. After her second publication, Charlotte no longer relied on her pseudonym to shield her from publicity. She traveled to London and was introduced into the literary

circle of William Thackeray. She also visited the Great Exhibition in London in 1851, in addition to making several trips to the homes of friends and acquaintances, and she continued writing. Her third novel, *Villette*, was published in 1852.

7. In 1854, after lengthy opposition from her father, she married the curate of Haworth, the Rev. Arthur Nicholls, and traveled through Ireland with him shortly after their marriage. Later scholars and biographers have debated whether the couple was happy together, but their marriage lasted for less than a year. Only a few weeks after learning she was pregnant, Charlotte was diagnosed with **pneumonia**. She refused all food and water, complaining that they made her **nauseous**, and she died about six weeks later, on March 31, 1855.

### Commentary

**windswept** — незащищенный от ветра, открытый ветрам

**moor** — вересковая пустошь, верещатник

**parsonage** — дом священника (обычно предоставляемый ему общиной)

**controversial** — спорный, сомнительный; дискуссионный

**intermittent** — скачкообразный, прерывистый; перемежающийся

**pneumonia** — воспаление легких, пневмония

**nauseous** — вызывающий тошноту

1	2	3	4	5	6	7	8

### Task 2

Answer the questions:

1. Who was the most popular amongst the Brontë's sisters?
2. When was Charlotte enrolled in a girls' school?

3. Emily and Anne made a failed attempt at opening their own school for girls, didn't they?
4. Did the sisters dedicate themselves to writing or teaching?
5. Was *Jane Eyre* Charlotte's second novel?
6. Under what pseudonym had Charlotte's first two novels been published?

## LISTENING

*You are going to listen to the extract from Charlotte Brontë's book Jane Eyre. Read the commentary, then listen to it and do the tasks below.*

### Commentary

**Mrs. Reed** [ri:d] — миссис Рид

**widow** — вдова

**treated her** — обращались с ней

**Eliza** [i'laizə] — Элиза

**John** [dʒɒn] — Джон

**Georgiana** ['dʒɔ:dʒi'a:nə] — Джорджиана

**window-seat** — сиденье в оконной нише

**knee** — колено

**punish** — грубо обращаться

**beg** — просить подаяния

**like us** — как мы

**cruel** — жестокий

**for the time** — на время

**Bessie** ['besi] — Бесси

**Abbot** ['æbɒt] — Аббот

**We were parted.** — Нас разняли.

**housemaid** — домработница, горничная

**master** — господин, мастер (обращение к сыну хозяина или хозяйки)

### 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. Jane Eyre lived in a poor house of Mrs. Reed, the wife of her uncle.
  - a) True;
  - b) False;
  - c) Not stated.
2. Mrs. Reed was a cruel woman; she made Jane work hard and look after her baby.
  - a) True;
  - b) False;
  - c) Not stated.
3. After dinner the cold winter wind brought clouds and rain.
  - a) True;
  - b) False;
  - c) Not stated.
4. Jane went to the small breakfast-room to find a book with pictures in it.
  - a) True;
  - b) False;
  - c) Not stated.
5. With this book Jane sat down in the armchair.
  - a) True;
  - b) False;
  - c) Not stated.
6. John Reed was a schoolboy of fifteen years old.
  - a) True;
  - b) False;
  - c) Not stated.
7. John punished Jane all the time.
  - a) True;
  - b) False;
  - c) Not stated.

8. John Reed threw the book “Alice in Wonderland” at her.  
 a) True;  
 b) False;  
 c) Not stated.
9. Jane really saw in him a brother.  
 a) True;  
 b) False;  
 c) Not stated.
10. The nurse and the housemaid took Jane and locked her.  
 a) True;  
 b) False;  
 c) Not stated.

### **Task 2**

*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**

**take care of somebody** — заботиться о ком-то

**ghost** — привидение

**exclaim** — восклицать

**What’s he matter?** — В чем дело? Что случилось?

**must be left** — должна оставаться

## **II**

The red room was 1\_\_\_\_\_ and 2\_\_\_\_\_. People seldom came here. Sometimes Mrs. Reed came to this room to look at the portrait of her 3\_\_\_\_\_ husband.

Mr. Reed had died in this room nine years ago. I could not remember him; but I knew that he was my uncle — my mother’s 4\_\_\_\_\_ — that he had taken me to his house after my parents’ death.

I also knew that when Mr. Reed was dying, he had asked his wife to take care of me.

It was getting dark. Suddenly I thought that Mr. Reed’s 5\_\_\_\_\_ might appear in the room. I was in horror. I ran to the door and shook it. I heard steps in the corridor, the door opened and Bessie and Abbot 6\_\_\_\_\_.

“Miss Eyre, are you ill?” said Bessie.

“What a 7\_\_\_\_\_!” exclaimed Abbot.

“Take me out!” I cried.

“What’s 8\_\_\_\_\_?” asked Bessie.

“Oh! I thought a ghost would come.”

“What is all this?” asked Mrs. Reed who came up to the door at that moment. “Abbot and Bessie, I think I told you that Jane Eyre must be left in the 9\_\_\_\_\_ room till I came to her myself.”

“Oh, aunt, have pity! Forgive me!” I cried.

Mrs. Reed pushed 10\_\_\_\_\_ in and locked the door. After that I think that I had a fit, because I don’t remember anything else.

1. A) cold B) cool C) chilly;
2. A) gloomy B) dark C) doom;
3. A) dreadful B) dear C) dead;
4. A) brother B) cousin C) bride;
5. A) post B) ghost C) toast;
6. A) entered B) came into C) rushed into;
7. A) nonsense B) non-fiction C) noise;
8. A) happened B) the matter C) up;
9. A) red B) white C) scarlet;
10. A) me B) my C) mine.

### **Task 3**

*You will listen to the third part of the story, look through the commentary. According to the text choose the right continuation of the sentences:*

#### **Commentary**

**Mr. Lloyd** [lɔɪd] — мистер Ллойд

**could not stop crying** — не могла перестать плакать



**already up** — уже встала

**She had a fall.** — Она упала.

**I was knocked down.** — Меня сбили с ног.

**mistress** — хозяйка

**to get rid of somebody or something** — избавиться от кого-нибудь или чего-нибудь

- Jane was in her bed because
  - she was ill;
  - she wanted to sleep;
  - she was a naughty child and didn't want to get out of bed.
- Mr. Lloyd came to Jane because
  - he was her best friend;
  - he was a doctor;
  - he was Mrs. Reed's cousin.
- Beesie decided to go because
  - it was past twelve o'clock;
  - it was time for dinner;
  - she was tired.
- Jane cried because
  - she wanted to get the book which she had read;
  - she was tired;
  - she was unhappy.
- The doctor was surprised because
  - Jane had a fall;
  - Jane was locked in the red room;
  - her cousin threw a book at her.
- Jane was afraid of Mr. Reed's ghost because
  - he was cruel to her;
  - he died in the red room;
  - he didn't want to adopt her.
- Mr. Lloyd promised to speak to Mrs. Reed about
  - how cruel she and her children were to Jane;
  - sending Jane to school;
  - how to cope with Jane's fears.

## GRAMMAR AND VOCABULARY

### Task 1

*Fill the gaps with the words from the list below:*

hush; bookstall; pull out; frightened; pale; punish; scoundrel; take care of; natural; cheerful; suit.

- He was seriously ill. And all members of his large family \_\_\_\_\_ of him.
- My hair soon grew back to its \_\_\_\_\_ color.
- They are \_\_\_\_\_ their children \_\_\_\_\_ the war zone.
- A \_\_\_\_\_ is a small shop where you can buy books, newspapers or magazines, for example at a station or an airport.
- Dad came into the kids' room and said " \_\_\_\_\_ now and try to sleep."
- I'm \_\_\_\_\_ of walking home alone in the dark.
- My parents used to \_\_\_\_\_ me by not letting me watch TV.
- You look \_\_\_\_\_. Are you OK?
- A \_\_\_\_\_ is a man who is dishonest and immoral.
- To his surprise, his mom bought him not only a pair of new shoes, but also a new \_\_\_\_\_. Now he looks great!
- He felt bright and \_\_\_\_\_ and full of energy.

### Task 2. CONFUSING WORDS

*Here are some words which learners of English often confuse. In each case put the correct word into the gap in each sentence.*

- Borrow / lend
  - Can you \_\_\_\_\_ me \$5 until tomorrow?
  - I didn't bring an umbrella, so I've had \_\_\_\_\_ John's.

2. Discover / invented
  - a) Primitive men \_\_\_\_\_ fire thousands of years ago.
  - b) Alexander Graham Bell \_\_\_\_\_ the telephone.
3. Worthless / priceless
  - a) She thought that the painting was valuable, but experts told her that it was a \_\_\_\_\_ forgery.
  - b) It is generally agreed that the Mona Lisa by Leonardo da Vinci is \_\_\_\_\_.
4. Raise / rise
  - a) The sun will \_\_\_\_\_ at 6am tomorrow morning.
  - b) He will \_\_\_\_\_ his hand when he needs attention.
5. Infamous / unknown
  - a) Although William Barnes wrote many poems, he's almost \_\_\_\_\_ to the present generation.
  - b) All British children have heard of Dick Turpin. He was an \_\_\_\_\_ robber, who stole from travelers and was executed for his crimes.

- As clean as \_\_\_\_\_
- As straight as \_\_\_\_\_
- As old as \_\_\_\_\_
- As pleased as \_\_\_\_\_
- As happy as \_\_\_\_\_
- As drunk as \_\_\_\_\_
- As easy as \_\_\_\_\_
- As dull as \_\_\_\_\_
- As thick as \_\_\_\_\_
- As high as \_\_\_\_\_
- As flat as \_\_\_\_\_
- As black as \_\_\_\_\_

- |            |                   |
|------------|-------------------|
| a sand boy | a kite            |
| a whistle  | an arrow          |
| a pancake  | the ace of spades |
| a hatter   | two short planks  |
| a bat      | houses            |
| a mule     | sin               |
| a mouse    | gold              |
| a judge    | Punch             |
| a dodo     | pie               |
| a picture  | the hills         |
| a lord     | ditchwater        |

### **Task 3. SCRAMBLED SIMILES**

*A simile is the reference to a thing or a person with a specific comparison to something else. For example, their house is as big as a castle, or, his hair is as white as snow. There are no limitations to what can be compared to what, but there are a lot of similes which have clichés through overuse.*

*Can you match the pairs from the following scrambled list?*

- As dead as \_\_\_\_\_
- As blind as \_\_\_\_\_
- As sober as \_\_\_\_\_
- As ugly as \_\_\_\_\_
- As pretty as \_\_\_\_\_
- As safe as \_\_\_\_\_
- As good as \_\_\_\_\_
- As stubborn as \_\_\_\_\_
- As mad as \_\_\_\_\_
- As quiet as \_\_\_\_\_

### **Task 4. WORD-FORMATION**

*Form adjectives of the un + participle I type from the suggested verbs. Translate them in Russian.*

**Model:** *to fail — failing — unfailing (неизменный, неисчерпаемый)*

1. to bend; 2. to die; 3. to err; 4. to fade; 5. to invite; 6. to mean;
7. to murmur; 8. to offend; 9. to promise; 10. to reflect; 11. to satisfy;
12. to see; 13. to shrink.

### **Task 5**

*In the passage below, verbs are mainly given in the infinitive form; your task is to put them into the correct tense or form.*

The moment she <sup>1</sup>(to turn) the corner, Jill <sup>2</sup>(to notice) that her front door <sup>3</sup>(to stand) open. She definitely <sup>4</sup>(to shut) it when she <sup>5</sup>(to go) out, and her flat-mate, Louise, not <sup>6</sup>(to say) that she <sup>7</sup>(to come) this evening. Jill <sup>8</sup>(to slacken) her pace, <sup>9</sup>(to think) what she <sup>10</sup>(can) do. If she <sup>11</sup>(ask) her neighbors <sup>12</sup>(to accompany) her and it <sup>13</sup>(turn out) that there <sup>14</sup>(to be) no one there, then she <sup>15</sup>(to look) a fool. On the other hand, if she <sup>16</sup>(to enter) the flat alone, and <sup>17</sup>(to find) an intruder there, it <sup>18</sup>(can) end very badly.

“This never <sup>19</sup>(to happen) to me before,” Jill <sup>20</sup>(to think), “and I <sup>21</sup>(hope) it never <sup>22</sup>(to happen) again.”

## **WRITING**

### **Task 1**

*Imagine you are Mrs. Reed who writes a letter to the master of the school where you want to send Jane.*

In your letter:

- tell her / him about the situation with Jane;
- ask her / him about the rules and conditions in this school;
- ask the advice if it is a good idea to send Jane to such a school.

Write 100—140 words.

**See Appendix 4. Remember: Formal letters.**

### **Task 2**

*Comment on the following statement.*

Some parents think that getting education for their children better in a boarding school far away from home.

What is your opinion? Which way of learning will be more satisfying for you?

Use the following plan:

- make an introduction (state the problem);
- express your personal opinion and give reasons for it;
- give arguments for the other point of view and explain why you don't agree with it;
- draw a conclusion.

Write 200—250 words.

## **SPEAKING**

### **Task 1 (3—3.5 minutes)**

*Give a 2—2.5 minutes talk on children fears.*

Remember to discuss:

- what children are afraid of (darkness, ghosts),
- when you were a child what you were afraid of;
- how to cope with the fears.

You have to discuss all the points. The examiner will listen until you have finished. The she / he will ask you some questions.

### **Task 2 (3—4 minutes)**

*You want to give a good lesson to your child because he / she does something which is very bad. You ask your friend to give you advice.*

*Discuss with your friend this situation:*

- punishment;
- different approaches how to discipline your child;
- what is your attitude to corporal punishment, reasoning, shouting, depriving the child of something he / she likes, sending child to his / her room, sending the child outside.

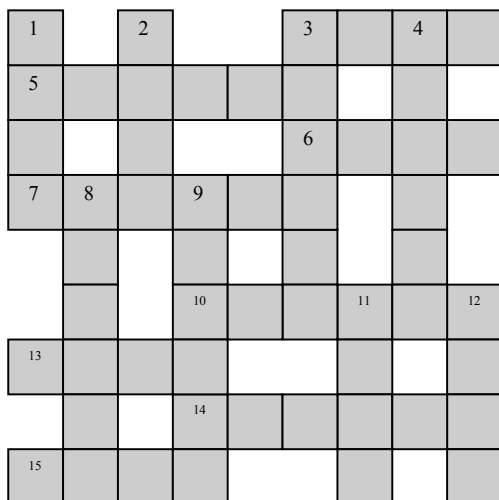
Discuss with your friend the above mentioned points. You begin the conversation. The examiner will play the part of your friend.

Remember to:

- discuss all the points;
- be polite when agreeing / disagreeing with your friend;
- take an active part in the conversation:
  - explain the situation;
  - give good reasons;
  - talk about pros and cons;
  - find out your friend’s attitudes and take them into account;
  - come to an agreement.

### EXPAND YOUR HORIZON

#### Task 1. CROSSWORD



**Across clues:**

- 3 You buy things here
- 5 A colour, and type of flower
- 6 “Go \_\_\_\_\_ from here!”

- 7 An animal with long ears
- 10 “This meal \_\_\_\_\_ awful!”
- 13 If you hit someone, you will \_\_\_\_\_ them
- 14 A place where you will find typewriters and desks
- 15 Thin

**Down clues:**

- 1 The bird flew \_\_\_\_\_ the houses
- 2 You do this to tidy your hair
- 3 The United \_\_\_\_\_ of America
- 4 A colour, and a type of fruit
- 8 Every year
- 9 The lowest point
- 11 A journey
- 12 If you plant one of these, something will grow

#### Task 2. BRITISH GEOGRAPHY QUIZ

Look at this list of seventeen words. Each word is a town, river, or country in Britain. Can you put each word in the correct group? There are four words in each group. The remaining five words are capital cities of the four countries which comprise Britain (England, Scotland, Wales and Northern Ireland) plus an odd one out.

Which is the odd one out and why?

- |                |                   |                    |
|----------------|-------------------|--------------------|
| <b>London</b>  | <b>Dublin</b>     | <b>Yorkshire</b>   |
| <b>Powys</b>   | <b>Clyde</b>      | <b>Ballymena</b>   |
| <b>Belfast</b> | <b>Edinburgh</b>  | <b>Co. Down</b>    |
| <br>           |                   |                    |
| <b>Cardiff</b> | <b>Thames</b>     | <b>Lagan</b>       |
| <b>Swansea</b> | <b>Glasgow</b>    | <b>Strathclyde</b> |
| <b>Severn</b>  | <b>Birmingham</b> |                    |

## MODULE 3. ROBERT L. STEVENSON

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	TOWNS	RIVERS	COUNTRIES	CAPITALS
ENGLAND				
SCOTLAND				
WALES				
N. IRELAND				

Odd city out \_\_\_\_\_.

### READING

#### **Task 1**

*You are going to read Robert L. Stevenson's biography. Six paragraphs have been removed from the text. Choose from the paragraphs A—F the one which fits each gap (1—5) and complete the table below.*

It's a long way from Edinburgh to Samoa. Robert Louis Stevenson made his life's journey in 44 short years, and as is true for everyone, some choices were based on necessity and some on conviction.

Growing up an only child, Stevenson's early choices were dictated by his father's wishes and by his own poor health (he was a life-long “**consumptive**” as they said in those days). The family business was designing and building **lighthouses**, but young Stevenson couldn't bear the thought and **initially** compromised with his father by studying law instead.

While in school, he spent his summers in France (for his health and pleasure). Having realized that he was meant to be a writer, he began with travel essays and books.

1

At the age of 30, Stevenson married Fanny Osbourne — American, divorced, mother of two, and eleven years his senior.

2

There they lived in literary **splendor** on very limited material means. He continued writing travel books, including one on his journey to California and one entitled *The Silverado Squatters* about their honeymoon at an abandoned silver **mine**.

The idea for *Treasure Island* came on a visit to Scotland, while drawing a treasure map with his 12-year-old stepson. Published in 1883, this was Stevenson's first novel, written for young people but popular with adults as well. *Dr. Jekyll and Mr. Hyde*, published three years later, became a best seller. *Kidnapped* came out the same year and his career was established.

He and Fanny had returned to Europe, living there for several years, but returned to California in 1887 after his father's death. In 1888, he and his family decided to sail around the Pacific islands, which marked a new epoch in his writing career and in his health.

3

Having fought for good health all his life, he died of a sudden stroke in December 1894.

4

At the same time, he never broke the bonds of family (his mother lived with him after his father's death), loved children, and **held a deep regard for** Scotland's traditions and history.

This **duality** is the **hallmark** of Stevenson's body of work — most **blatantly** expressed in *Jekyll and Hyde*, but present also in *Kidnapped* and *The Master of Ballantrae* (along with other works). Stevenson understood that both people and cultures have a dual nature, battling between good and evil, the pull of the past and the push to the future, a complexity that plays out in our lives on many levels. In *Kidnapped*, the two **protagonists** are a lowland Scot and a **swashbuckling** Highlander and the **interplay** of their characters is the focal point of the story — a **clash** between the “two Scotlands”.

5

Today, we tend to avoid the harshness of dualism — finding the good in “the dark side of the force,” transforming evil from a reality to a **perception** — we call this “integration”. To this extent, we recognize the duality of our inner natures, but we're left with a blandness, a lack of joy and **verve**. We accept ourselves, but in so doing cease to overcome. For Stevenson, life was a struggle — for health, for accomplishment, for appreciating good and for overcoming evil — a struggle he felt **worthwhile**.

6

**A** The climate was so good that they decided to stay, making their home on the island of Upolu in Samoa. RLS wrote many fascinating stories about the South Seas, as well as nonfictional travel stories.

**B** After finishing school, he moved to the continent, **abandoning** any thought of practicing law. Due to his health and other **overriding** interests, he never lived in Scotland again. But his **abiding** love for his country, for Scottish history and culture, never died and his fictional works **pay tribute** to the land of his birth.

**C** They had met in France, lived in sin, and later he followed her to California.

**D** If any man ever lived his life to the full, it was Robert Louis Stevenson.

**E** In *The Master of Ballantrae*, the two brothers, good and evil, are yet but two sides of the same coin struggling for supremacy. Set during the Jacobite risings, this story also contrasts the dual nature of Scotland's **heritage**.

F Robert Louis Stevenson was the kind of person who would change his name (from Lewis to Louis), **buck** against his father's ambitions, marry an older woman (divorced!), travel around the world, and never, never let his health dictate his enjoyment of life or keep him from his work.

### Commentary

**consumptive** — истощенный болезнью; болезненный; исхудавший

**lighthouse** — маяк

**initially** — в начале

**abandon** — отказываться (от чего-л.), прекращать (что-л., делать что-л.)

**overriding** — важнейший; доминирующий

**abiding** — постоянный; неизменный; прочный

**pay tribute to** — воздавать должное, отдавать дань (восхищения, уважения)

**splendor** — величие, слава; благородство

**mine** — шахта

**stepson** — пасынок

**buck** — противодействовать

**hold smb. in high regard** — быть высокого мнения о ком-л.

**duality** — двойственность; дуализм

**hallmark** — критерий, признак

**blatantly** — очевидно, явно

**protagonist** — главный герой; главное действующее лицо (в пьесе, литературном произведении)

**swashbuckling** — хулиганский

**interplay** — взаимодействие

**clash** — конфликт

**supremacy** — верховенство

**heritage** — наследие

**perception** — восприятие, ощущение

**verve** — живость и яркость (идей, выражения); сила (изображения)

**worthwhile** — стоящий, дающий результат

1	2	3	4	5	6

### Task 2

Answer the questions:

1. When did Robert Louis Stevenson make his life's journey?
2. Was the family business designing and building shops?
3. While in school, did he spend his summers in France or in Finland?
4. Who was his wife?
5. His life was a struggle, wasn't it?

### LISTENING

You are going to listen to the extract from Robert Louis Stevenson's book **Treasure Island**. Read the commentary, then listen to it and do the tasks below.

### Commentary

**Squire Trelawney** ['skwaɪə trɪ'lɔ:ni] — сквайр Трелони (сквайр — английский дворянский титул)

**Livesey** ['lɪvsi] — Ливси

**“Admiral Benbow”** ['ædmɪrəl 'benbɔʊl] — «Адмирал Бенбоу»

**drink and the devil had done for the rest** — вино и дьявол позаботились об остальных

**would not live to see the spring** — не доживет до весны

**My mother and I had all the inn upon our hands.** — Весь дом был на наших с матерью руках.

**rum** — ром

**plain** — простой

**fiercely** — свирепо, люто, жестоко  
**turned pale** — побледнел  
**Come, Bill.** — Ну, Билл.  
**shipmate** — товарищ по плаванию  
**overturned** — опрокинутый; запрокинутый  
**came running** — вбежала  
**bled him** — пустил ему кровь  
**crew** — судовая команда; экипаж (судна)

### **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. One day a young sailor came to the inn-door.
  - a) True;
  - b) False;
  - c) Not stated.
2. He asked for a glass of wine.
  - a) True;
  - b) False;
  - c) Not stated.
3. Sometimes he told stories in which people were hanged, terrible stories about wicked men and storms at the sea.
  - a) True;
  - b) False;
  - c) Not stated.
4. One February evening the door of the inn opened and a man came in.
  - a) True;
  - b) False;
  - c) Not stated.
5. The captain looked at this man and turned pale.
  - a) True;
  - b) False;
  - c) Not stated.

6. While they were speaking, the master of the inn cooked something for the guest.
  - a) True;
  - b) False;
  - c) Not stated.
7. The captain asked the doctor to come.
  - a) True;
  - b) False;
  - c) Not stated.
8. Doctor Livesey examined the captain and said that he had had a stroke.
  - a) True;
  - b) False;
  - c) Not stated.

### **Task 2**

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

1. Squire Trelawney, Doctor Livesey and the other gentlemen have asked him to write down everything about
  - a) his childhood;
  - b) Treasure Island;
  - c) pirates.
2. So he takes his pen and goes back to the time when
  - a) his uncle kept an inn which was called the "Admiral Benbow";
  - b) his father kept an inn which was called the "Pirates";
  - c) his father kept an inn which was called the "Admiral Benbow".
3. An old sailor asked for a glass of rum and told the father that
  - a) he would stay at the inn;
  - b) he would drink a glass of rum;
  - c) he would eat beckon and eggs.



4. Some people were afraid of this old sailor because
  - a) if somebody didn't listen, he jumped up, shouted and took out his knife;
  - b) he drank too much;
  - c) he told terrible stories.
5. The author and his mother had all the inn upon their hands because
  - a) they were afraid of the sailor;
  - b) his father fell seriously ill;
  - c) they didn't want the sailor stay there.
6. Doctor Livesey examined the captain and said that
  - a) he had had hiccup;
  - b) he had had a cold;
  - c) he had had a stroke.

### **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**

**throat** — горло

**was due to us** — причитались нам

**black spot** — черная метка

**parcel** — сверток

**owe** — быть должным (кому-л.); быть в долгу (перед кем-л.)

**be frightened to death** — испугаться до полусмерти

**Pew** [pjʊ:] — Пью

## **II**

My father died soon after that. The captain stayed in his bed a few days; then he began to **1** \_\_\_\_\_ and come down, but he was still very weak.

One day I was standing at the door, when I saw a blind man with a stick. He was coming up to the inn. He stopped and said:

“Will any kind person **2** \_\_\_\_\_ a poor blind man where he is?”  
 “You are at the ‘Admiral Benbow’ inn, my **3** \_\_\_\_\_,” said I.

«Will you give me your hand,» he said, “and lead me **4** \_\_\_\_\_?»

I gave him my hand. He seized it and said to me:

“Now, boy, take me in to the captain.”

When the captain saw the blind man, there was terror on his face. He **5** \_\_\_\_\_ to stand up, but could not.

“Now, Bill, sit where you are,” said the blind man. “Boy, give me his right hand.”

He put something into the captain's hand and **6** \_\_\_\_\_. The captain stood up, put his hand to his throat, stood a moment and then fell down **7** \_\_\_\_\_.

I told my mother all that I knew. We were in a very dangerous position. Some of the captain's money was certainly due to us, and my mother wanted to **8** \_\_\_\_\_ it, but we were afraid of the captain's shipmates. We went to the village not far away to ask somebody to come with us, but everybody was afraid.

Mother and I returned to the inn. We went in, closed and locked the door. The body of the captain lay on the floor. Near his hand I saw the black spot, a piece of paper, black on one side. I took it and saw some words on the other side. I read: “You have till ten tonight.”

“He had till ten, Mother,” said I; and just as I said it, our old clock began to strike. It was six o'clock.

“Now, Jim,” said Mother, “that key.”

The key was hanging on a string round the captain's **9** \_\_\_\_\_. I took it and we went **10** \_\_\_\_\_ to his room. My mother took the key and opened the chest.

In the chest we found some of the captain's clothes, a paper parcel and a bag of money.

“I am an honest woman,” said my mother. “I shall take only the money which he owes me.”

We began to **11** \_\_\_\_\_ the coins. It was a very long business because the coins were all of different countries, and my mother wanted to take only English money.

Suddenly we heard the sound of the blind man's **12** \_\_\_\_\_ on the road near the inn. He stopped at the door and tried to open it. Then he went away.

We were frightened to death. "Another," said I, "take all the money and let's go."

At that time we heard a whistle. That was enough for us.

"I'll take what I have," said my mother.

"And I'll take this," said I and took the paper parcel.

We left the inn and hurried to the village.

We were still quite near the inn when we heard **13** \_\_\_\_\_. Some people were running towards the inn. The **14** \_\_\_\_\_ was shining brightly and we were afraid that they would see us. There was a little bridge near us, and we hid under it. We were so near the inn, that we could hear every sound that came from it.

"Break the door!" cried the blind man.

"The door is open!" cried one of them.

It was clear that they were surprised.

"Go in!" cried the blind man.

There was a pause, then we heard a voice: "Bill is dead!"

"Get the chest!" cried the blind man again.

There was another pause and then a voice came from the window of the captain's room:

"Pew, they have been here before us. They have taken Flint's papers."

"It's that boy!" cried Pew. "He was here a few minutes ago. Find him!"

That was the end for us. But then we heard another whistle. I understood that that whistle was a danger **15** \_\_\_\_\_. The pirates all ran away when they heard it. At last we could go to the village safely.

1. A) stand up B) get up C) come up;
2. A) tell B) say C) speak;
3. A) buddy B) good man C) friend;
4. A) into B) up C) in;
5. A) tried B) made an effort C) endeavored;
6. A) went away B) went out C) went back;
7. A) asleep B) ill C) dead;
8. A) give B) change C) take;
9. A) neck B) leg C) body;
10. A) downstairs B) upstairs C) straightforward;
11. A) look for B) look at C) count;
12. A) steps B) pace C) stick;
13. A) footsteps B) whistle C) strange sounds;
14. A) sun B) moon C) light;
15. A) signal B) sound C) sign.

## GRAMMAR AND VOCABULARY

### Task 1

*Fill the gaps with the words from the list below.*

Heritage, spots, worthwhile, throat, perception, interplay, plain, overturning, clashes, owes.

1. \_\_\_\_\_ broke out between police and demonstrations.
2. The building is part of our national \_\_\_\_\_.
3. He was in danger, the killer held the knife to his \_\_\_\_\_.
4. His jacket was covered with \_\_\_\_\_ of mud.
5. She showed great \_\_\_\_\_ in her assessment of the family situation.
6. \_\_\_\_\_ is the way in which two or more things or people affect each other.

7. The country \_\_\_\_\_ billions of dollars to foreign creditors.
8. The facts were \_\_\_\_\_ to see.
9. He stood up quickly, \_\_\_\_\_ his chair.
10. High prices in the UK make it \_\_\_\_\_ for buyers to look abroad.

### **Task 2. TENSE TEST**

*In the passage below, verbs are mainly given in the infinitive form; your task is to put them into the correct tense or form.*

The moment she (<sup>1</sup>to turn) the corner, Jill (<sup>2</sup>to notice) that her front door (<sup>3</sup>to stand) open. She definitely (<sup>4</sup>to shut) it when she (<sup>5</sup>to go) out, and her flat-mate, Louisa, not (<sup>6</sup>to say) that she (<sup>7</sup>to come) this evening. Jill (<sup>8</sup>to slacken) her pace, (<sup>9</sup>to think) what she (<sup>10</sup>can) do. If she (<sup>11</sup>ask) her neighbors (<sup>12</sup>to accompany) her and it (<sup>13</sup>to turn out) that there (<sup>14</sup>to be) no one there, then she (<sup>15</sup>to look) a fool. On the other hand, if she (<sup>16</sup>to enter) the flat alone, and (<sup>17</sup>to find) an intruder there, it (<sup>18</sup>can) end very badly.  
 “This never (<sup>19</sup>happen) to me before”, Jill (<sup>20</sup>to think), “and I (<sup>21</sup>to hope) it never (<sup>22</sup>to happen) again.”

### **Task 3. WORD SEARCH**

*The object of this exercise is to fill each of the gaps in the text below with a suitable word from the list in the margin. The passage is about the exhibition of holography currently on display at the Science Museum.*

Tooth, name, become, section, shopping, two, with, that, which, to, since, practical, back, also, ceased, up, the, patients, from, can, into, first.

The inventor of holography, Denis Gabor, coined the **1** \_\_\_\_\_ of his invention **2** \_\_\_\_\_ the Greek ‘holos’, **3** \_\_\_\_\_ means ‘whole’,

and from ‘graphis’, which means ‘image’. **4** \_\_\_\_\_ the day when he invented it, **5** \_\_\_\_\_ in 147, many different professions have taken it **6** \_\_\_\_\_ the exhibition aims **7** \_\_\_\_\_ entertain and educate and **8** \_\_\_\_\_ to explain this medium.

The exhibition is divided **9** \_\_\_\_\_ five sections. The **10** \_\_\_\_\_ deals with techniques, the second **11** \_\_\_\_\_ the history of the medium, the third **12** \_\_\_\_\_ displays the artistic exploration of holography. The final **13** \_\_\_\_\_ sections touch on the daily uses of holography and on the ‘fun’ aspect in a small children’s section.

Perhaps **14** \_\_\_\_\_ most interesting part in the exhibition was **15** \_\_\_\_\_ which deals with the **16** \_\_\_\_\_ application of holography. It seems that soon dentists will use holograms to show their **17** \_\_\_\_\_ exactly which **18** \_\_\_\_\_ they have treated. A holographic disc **19** \_\_\_\_\_ be used at the checkout counter of the supermarket to calculate the cost of the weekly **20** \_\_\_\_\_ basket. Before long the holograph will have **21** \_\_\_\_\_ to be a wonder and will have **22** \_\_\_\_\_ a commonplace.

### **Task 4**

*Translate the suggested words:*

1. illegal; 2. illegality; 3. illegible; 4. illegibly; 5. illegibility;
6. illegitimate; 7. illegitimacy; 8. illiberal; 9. illimitable; 10. illiterate;
11. illogical

## **WRITING**

### **Task 1**

*Imagine you are the captain who writes a letter to his friend Bill.*

In your letter:

- tell him about your travelling around the world and your adventures;

- ask 3 questions about your old friends with whom you made the trip to South Africa.

Write 100—140 words.

Remember the rules of letter writing.

### **Task 2**

*Comment on the following statement:*

The best way to make children good is to make them happy. (O. Wilde)

What is your opinion? What is happiness?

Use the following plan:

- make an introduction (state the problem);
- express your personal opinion and give reasons for it;
- give arguments for the other point of view;
- draw a conclusion.

Write 200 words.

## **SPEAKING**

### **Task 1 (3—3.5 minutes)**

Give a 2—2.5 minutes talk on travelling.

Remember to say:

- what makes people go travelling;
- what are the most popular places people go to.

What good and bad experiences of travelling you have had.

You have to discuss all the points. The examiner will listen until you have finished. Get ready to answer some questions.

### **Task 2 (3—4 minutes)**

Your classmate is going to make a trip. You are discussing what kind of trip to choose. You are considering:

- pros and cons of travelling by plane;
- pros and cons of travelling by car;
- pros and cons of travelling by ship.

Discuss with your friend the above mentioned points. You begin the conversation. The examiner will play the part of your friend.

Remember to:

- discuss the points;
- be polite when agreeing / disagreeing with your friend;
- take an active part in the conversation:
  - explain the situation;
  - give good reasons;
  - talk about pros and cons;
  - find out your friend's attitudes pros and cons and take them into account;
  - come to an agreement.

## **EXPAND YOUR HORIZON**

### **Task 1. IDIOMS**

**It never rains but it pours...**

As you might expect, English has a lot of colloquial expressions to do with the weather. Here are some of the most popular ones. Read them.

If you feel under the **weather**, you don't feel very well, and if you make heavy **weather** of something, you make it more difficult than it needs to be. Someone with a **sunny** disposition is always cheerful and happy, but a person with the head in the clouds does not pay much attention to what is going on around him. To have a place in the **sun** is to enjoy a favourable position, and to go everywhere under the sun is to travel all over the world. Someone who is under a **cloud** is in disgrace or under suspicion, and a person who is **snowed** under work is overwhelmed with it. When you break the **ice**, you get to know someone better, but if you cut no **ice** with someone, you

have no effect on them. To keep something on **ice** or **in cold storage** is to reserve it for the future, and to skate on thin ice is to be in a dangerous or risky situation. If something is in the **wind**, it is being secretly planned, and if you have the **wind up** you become frightened. To throw caution to the **winds** is to abandon it and act recklessly, but to see how the **wind** blows is to find out how people are thinking before you act. If you take the **wind** out of someone's sails, you gain the advantage over him or her by saying or doing something first. To save something for a **rainy** day is to put some money aside for when it is needed. To do something come **rain** or **shine** is to do it whatever the circumstances. Finally, everyone knows that it never **rains** but it **pours**, that problems and difficulties always come together. But every **cloud** has a silver lining — every misfortune has a good side.

Now see whether you can complete these sentences with one of the expressions about weather.

1. Nobody knew anyone else at the party, and it took a long time to \_\_\_\_\_.
2. Susan's a happy child — she's got a very \_\_\_\_\_.
3. You don't look very well. Are you \_\_\_\_\_?
4. I'm too busy to come out tonight — I'm \_\_\_\_\_.
5. Don't talk to Tom about religion or you'll be \_\_\_\_\_.
6. John's been \_\_\_\_\_ at work, ever since the money was stolen.
7. Let's see \_\_\_\_\_ before we decide what to do.
8. Sam's idea is a good one, but I think we ought to \_\_\_\_\_ until we've got more money.

### **Task 2. LAYING THE TABLE**

How many names of things that you would find on a table at mealtimes can you find in these letters? The words may appear in any direction in the grid. One of them is done for you: SPOON. Can you find 10 others?

D	P	B	D	R	E	C	U	A	S
A	T	S	C	K	C	N	A	L	E
V	L	C	N	L	N	O	E	S	S
G	A	I	O	I	A	O	L	S	A
E	S	T	K	C	U	P	E	S	I
E	H	P	E	A	N	S	R	A	B
F	A	P	L	A	T	E	G	L	E
N	O	O	V	O	G	R	A	G	L
F	U	R	E	P	P	E	P	A	T
P	A	T	K	N	I	F	E	R	G

## MODULE 4. ARTHUR CONAN DOYLE

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### READING

#### **Task 1**

You are going to read Arthur Conan Doyle's biography. Choose the most suitable headings from the list (A—I) for the part (1—8) of the text. There is one extra heading which you don't need to use. Fill in the table below.

- A. Memorable years
- B. Later life and spiritualism
- C. Arthur's family
- D. Education
- E. Other early works
- F. Sherlock Holmes is introduced
- G. Career
- H. Nonfiction and later career
- I. War years

1. Arthur Conan Doyle was born in Edinburgh, Scotland, on May 22, 1859, into an Irish Roman Catholic family of noted artistic **achievement**. His mother, Mary Doyle, was a **major** influence in his life. She taught him to be a gentleman in his youth and as his writing career progressed she would give him ideas for his stories. His father, Charles, was an architect in Edinburgh, as well as an **amateur** artist. Together they had eight children.

2. As a boy, Arthur was educated at a Catholic **preparatory school**. After attending Stonyhurst College, he entered Edinburgh University as a medical student in 1876 and received a doctor of medicine degree in 1885. In his **spare** time, however, he began to

write stories, which were published anonymously (without a name) in various magazines from 1878 to 1880.

3. After two long sea voyages as a ship's doctor, Doyle practiced medicine at Southsea, England, from 1882 to 1890. In 1885 he married Louise Hawkins and in March 1891 moved his young family to London, where he began to specialize in ophthalmology (the area of medicine involving the eye). His practice remained small, however, and since one of his anonymous stories, *Habakuk Jephson's Statement*, had enjoyed considerable success when it appeared in the *Cornhill Magazine* in 1884, he began to dedicate himself seriously to writing.

4. Doyle's first novel, *A Study in Scarlet*, introduced Sherlock Holmes to the reading public. This was followed by two historical novels, *Micah Clarke* in 1889 and *The White Company* in 1891. The success of these works led Doyle to **abandon** medicine and **launch** his career as a writer.

The second Sherlock Holmes novel, *The Sign of the Four* (1890), was followed by the Holmes short story, *A Scandal in Bohemia* (1891). The popularity of these tales made others like them a regular monthly feature of the *Strand Magazine*, and the *Adventures of Sherlock Holmes* series was begun. Doyle eventually tired of these stories, and in *The Final Problem*, published in December 1893, **plunged** Holmes and his enemy, Moriarty, to their apparent deaths in the falls of Reichenbach. Nine years later, however, he published a third Sherlock Holmes novel, *The Hound of the Baskervilles*, but dated the adventure before Holmes's "death." Then, in October 1903, Holmes achieved his mysterious comeback from death in *The Empty House* and thereafter appeared occasionally until 1927. All told, Doyle wrote fifty-six Sherlock Holmes stories and four novels. *The Valley of Fear* (1914) was the last.

5. Among other works published early in Doyle's career were *Beyond the City* (1892), a short novel of modern city life; *The Great Shadow* (1892), a historical novel of the Napoleonic period;

*The Refugees* (1893), a historical novel about French Huguenots; and *The Stark Munro Letters* (1894), an autobiographical (having to do with one's life) novel. In 1896 he issued one of his best-known historical novels, *Rodney Stone*, which was followed by another historical novel, *Uncle Bernac* (1897); a collection of poems, *Songs of Action* (1898); and two less popular novels, *The Tragedy of Korosko* (1898) and *A Duet* (1899).

6. After the **outbreak** of the Boer War (1899—1902; a war between the British and the northern natives or Boers of South Africa for control of the area, which the British won), Doyle served as chief, or head, **surgeon** of a field hospital at Bloemfontein, South Africa, in 1900. His *The Great Boer War* (1900) was widely read and praised for its fairness to both sides. In 1902 he wrote a long booklet, *The War in South Africa: Its Cause and Conduct*, to defend the British action in South Africa against widespread criticism by peace-minded groups. In August 1902 Doyle was knighted for his service to England.

Doyle published *Sir Nigel* (1906), a popular historical novel of the Middle Ages. His wife died this same year of tuberculosis (an infectious disease that affects the lungs); and in 1907 Doyle married Jean Leckie. Doyle now took up a number of political and charitable causes. In 1909 he wrote *Divorce Law Reform*, supporting equal rights for women in British law, and *The Crime of the Congo*, attacking the **mistreatment** of that colony by Belgium. In 1911 he published a second collection of poems, *Songs of the Road*, and in 1912 began a series of science fiction stories with the novel *The Lost World*, featuring another of his famous characters, Professor Challenger.

7. After the outbreak of World War I (1914—1918); a war between the German-led Central Powers and the Allies: France, England, Italy, the United States, and other nations), Doyle organized the Civilian National Reserve against the threat of German invasion. In 1916 he published *A Visit to Three Fronts* and in 1918 again toured the front lines. These tours, plus extensive communication

with a number of officers, enabled him to write his famous account *The British Campaigns in France and Flanders*, published in six volumes (1916—1919).

8. Doyle had been interested in spiritualism (the belief in the ability for the living to communicate with the dead) since he rejected his Roman Catholic faith in 1880. In 1915 he experienced a new belief in “psychic religion,” or spiritualism, so that after the war he devoted the rest of his life and career to spreading his new faith in a series of works: *The New Revelation* (1918), *The Vital Message* (1919), *The Wanderings of a Spiritualist* (1921), and *History of Spiritualism* (1926). After travelling for years to promote this cause, Sir Arthur Conan Doyle died on July 6, 1930, of a **heart attack**, at his home in Crowborough, Sussex.

### Commentary

**achievement** — достижение

**major** — главный, важный

**amateur** — любитель

**preparatory school** — подготовительная школа (амер. частная средняя школа (*готовит к поступлению в престижный колледж*), брит. частная начальная школа (*для детей 6—13 лет, готовит к поступлению в престижную среднюю школу*))

**spare** — свободный

**abandon** — отказываться, покидать

**launch** — начинать

**plunge** — бросаться, погружаться

**outbreak** — начало, внезапное появление

**surgeon** — хирург

**mistreatment** — дурное обращение, ненадежное врачевание

**heart attack** — сердечный приступ

1	2	3	4	5	6	7	8

## **Task 2**

*Answer the questions:*

1. Who was the major influence in Arthur's life?
2. Was Arthur educated at a Catholic preparatory school?
3. When did he receive a doctor of medicine degree?
4. He specialized in ophthalmology, didn't he?
5. What did he do during the Boer War?
6. Did his wife die of pneumonia or tuberculosis?
7. What did he organize after the outbreak of World War I?
8. Was Doyle interested in Catholic faith or spiritualism?

## **LISTENING**

*You are going to listen to the extract from Arthur Conan Doyle's story **The Problem of Thor Bridge**. Read the commentary, then listen to it and do the tasks below.*

### **Commentary**

**Watson** ['wɒtsn] — Варсон

**Neil Gibson** ['ni:l 'gibsn] — Нил Гибсон

**Western State** — Западный штат

**Hampshire** ['hæmpʃiə] — Хэмпшир (графство в Англии)

**Winchester** ['wɪntʃɪstə] — г. Винчестер

**I can't see the best woman in the world go to her death.** — Я не могу допустить, чтобы лучшая женщина в мире шла на смерть.

**without doing** — не сделав

**Dunbar** ['dʌnbə] — Данбар

**as to** — что касается

**she would be at that very place** — она будет на этом самом месте

**on the contrary** — наоборот

**Thor Bridge** ['θɔ: brɪdʒ] — Торский мост

**there was nothing in common between us** — между нами нет ничего общего

**if I could marry her, I would** — если бы я мог, я бы женился на ней

**the gun went off** — пистолет выстрелил

## **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. It was a cold morning in November.
  - a) True;
  - b) False;
  - c) Not stated.
2. It was raining and the wind was blowing.
  - a) True;
  - b) False;
  - c) Not stated.
3. Watson found Sherlock Holmes very cheerful.
  - a) True;
  - b) False;
  - c) Not stated.
4. A half past an hour later the breakfast was over.
  - a) True;
  - b) False;
  - c) Not stated.
5. Neil Gibson is one of the richest in the world and he is a man of violent character.
  - a) True;
  - b) False;
  - c) Not stated.
6. There is a servant in the house, Miss Dunbar, a very attractive woman.
  - a) True;
  - b) False;
  - c) Not stated.



7. Neil Gibson was in love with Miss Dunbar and wanted to divorce his wife.
  - a) True;
  - b) False;
  - c) Not stated.
8. The wife was found near the park half a mile from the house.
  - a) True;
  - b) False;
  - c) Not stated.
9. The Gold King met his wife in Brazil.
  - a) True;
  - b) False;
  - c) Not stated.
10. His wife hated Miss Dunbar and maybe she planned to murder her.
  - a) True;
  - b) False;
  - c) Not stated.

### **Task 2**

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

1. As Watson was dressing, he watched
  - a) how Holmes was eating his breakfast;
  - b) how the last remaining leaves fell from the tree;
  - c) how the birds were singing in the tree.
2. The breakfast was over and Holmes
  - a) took a letter from his pocket;
  - b) made a fire;
  - c) started to tell the story.
3. Then as to the tragedy
  - a) Neil Gibson lost his children;
  - b) Neil Gibson was blackmailed;
  - c) his dead wife was found in the park.

4. The wife was found
  - a) with a knife in her back;
  - b) with a revolver bullet through her head;
  - c) with a gun bullet in her head.
5. Gibson loved his wife and married her. But some years later he understood that
  - a) she was his only friend in this world;
  - b) she wasn't honest to him;
  - c) there was nothing in common between them.
6. One explanation came into Gibson's head.
  - a) there was a struggle between them and the gun went off;
  - b) there was a cool murder, Miss Dunbar shot;
  - c) his wife planned to murder Miss Dunbar and shot to herself by chance.

### **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**

**Sergeant Coventry** ['sa:ʤənt 'kɒvəntri] — сержант Ковентри

**I should like** — я бы хотел

**he wished his wife out of the way** — он хотел убрать свою жену со своего пути

**Bates** [beits] — Бейтс

## **II**

First we went to Thor Place, the estate of Mr. Neil Gibson. He did not go with us, but we had the address of Sergeant Coventry, of the local police, who had first **1** \_\_\_\_\_ the case.

"I am glad you are here, Mr. 2 \_\_\_\_\_," said he. "I should like to 3 \_\_\_\_\_ you one question. Don't you think that, maybe, Mr. Neil Gibson himself has 4 \_\_\_\_\_ his wife?"

"I thought of that."

"You have not seen Miss Dunbar. She is a wonderful woman. Maybe, he wished his wife out of the way. And these Americans are readier with their 5 \_\_\_\_\_ than our people. It was his revolver, you know. It "was one of a pair that he had."

"One of a pair? Where is the other?"

"We didn't find it, but the box was made for two. Now, I think we shall 6 \_\_\_\_\_ to Thor Bridge and look at the place of the tragedy."

We walked through the park and soon came to the bridge. The 7 \_\_\_\_\_ pointed 8 \_\_\_\_\_ the ground.

"That was where Mrs. Gibson's body lay. I marked it by that stone."

"How did the body lie?"

"On the back, sir. The short note from Miss Dunbar was in her left hand."

"The note, as I remember, was quite short. 'I 9 \_\_\_\_\_ be at Thor Bridge at nine o'clock. — G. Dunbar.' Was that so?"

"Yes, sir."

"Did Miss Dunbar admit that she 10 \_\_\_\_\_ written it?" "Yes, sir."

"What was her explanation?"

"She did not explain it. She did not want to say 11 \_\_\_\_\_ before the trial."

"The problem is certainly very interesting," said Holmes.

"If it was really written by Miss Dunbar, then, certainly, Mrs. Gibson had received it some time before — say one hour or two before the tragedy. Why, then, was this lady still holding it in her left hand? Does it not seem strange?"

"Well, sir, perhaps it does"

"I should like to sit quietly for a few minutes and think about it," said Holmes. He sat down on the 12 \_\_\_\_\_ parapet of the bridge.

Suddenly he sprang up again, ran to the opposite parapet and began to 13 \_\_\_\_\_ it.

"This is curious," said he.

"Yes, sir, we saw the chip on the parapet. I suppose it was done by somebody who passed 14 \_\_\_\_\_."

The parapet was 15 \_\_\_\_\_, but at this one point there was a white spot. A sharp blow had chipped the stone.

"It was not easy to do that," said Holmes. He struck the parapet several times with his stick. The stick 16 \_\_\_\_\_ no mark. "Yes, it was a very hard blow. Were there any footsteps?"

"The ground was very hard, sir. There were no footsteps at all."

"Then we can go. We shall go to the house first and look at the revolver of which you speak. Then we shall go to Winchester, because I want to see Miss Dunbar."

Mr. Neil Gibson was 17 \_\_\_\_\_ at home, but we saw in the house Mr. Bates, the manager of the estate.

"Mr. Gibson has his enemies," said he. "He sleeps with a revolver near his bed. He is a hard man, Mr. Holmes, and there are times when all of us are afraid of him. I am sure that the poor lady who is dead now, often suffered from him."

1. A) observed; B) examined; C) watched.
2. A) Holmes; B) Gibson; C) Watson.
3. A) tell; B) ask; C) give.
4. A) murdered; B) killed; C) loved.
5. A) guns; B) knives; C) revolves.
6. A) walk; B) go; C) ride.
7. A) soldier; B) sergeant; C) captain.
8. A) at; B) to; C) towards.
9. A) will; B) must; C) shall.
10. A) had; B) has; C) have.
11. A) nothing; B) something; C) anything.
12. A) wooden; B) stone; C) marble.
13. A) examine; B) observe; C) look.
14. A) through; B) away; C) by.

15. A) grey; B) white; C) brown.
16. A) leave; B) leaves; C) left.
17. A) no; B) not; C) none.

## GRAMMAR AND VOCABULARY

### **Task 1**

*Fill the gaps with the words from the list below:*

Mistreated, achievement, surgery, major, heart attack, amateur, outbreaks, spare, launch, abandon.

1. They were very proud of their children's \_\_\_\_\_ because they won the price.
2. Never mind — it's not \_\_\_\_\_.
3. An \_\_\_\_\_ is a person who takes part in a sport or other activity for enjoyment or interest, not as a job.
4. I haven't had a \_\_\_\_\_ moment this morning.
5. People simply \_\_\_\_\_ their pets when they go abroad.
6. To \_\_\_\_\_ means to start an activity, especially an organized one.
7. \_\_\_\_\_ of rain are expected in the afternoon.
8. \_\_\_\_\_ is a sudden serious medical condition in which the heart stops working normally, sometimes causing death.
9. Yesterday he fell off his bike and now he will require \_\_\_\_\_ on his left knee.
10. There are a lot of animals that have been \_\_\_\_\_ by their owners.

### **Task 2. SOME, ANY OR A?**

**See Appendix 5.**

*Put the correct word into the gaps in these sentences.*

1. I've got \_\_\_\_\_ new shirt.
2. The shop didn't have \_\_\_\_\_ coffee, so I bought \_\_\_\_\_ tea instead.
3. I'm busy now, but I might have \_\_\_\_\_ time tomorrow morning.
4. I \_\_\_\_\_ books on the table.
5. Excuse me. I'd like \_\_\_\_\_ of those apples, please.
6. I'm sorry, but I haven't got \_\_\_\_\_ information about your brother.

### **Task 3. WORD ORDER**

In English word order is relatively strict: the subject usually precedes the verb. However, there are examples when this order becomes impossible. Certain adverbs, most of them with a negative meaning, can be placed at the beginning of the sentence, thus gaining in emphasis. After such adverbs, the subject and the verb are inverted.

I had never seen such a large octopus.  
Never had I seen such a large octopus.

*Rewrite the sentences given here, placing the adverb at the beginning and making any other changes that may be necessary.*

1. He had hardly arrived before he started quarrelling with us all.
2. I will come out at night only in the case of an emergency.
3. You must not answer his letters on any account.
4. Her father didn't know about her marriage until he read the report in the newspaper.
5. It would be impossible to find such a bargain anywhere else.

#### **Task 4. REPORTED SPEECH**

The following sentences are examples of direct speech — can you change them into indirect or reported speech and choose a more precise substitute for “said”.

**Model:** “I must have it,” he said.  
He insisted on having it.

1. “Give me that book,” he said.
2. “I’ve said I’ll do it and I’ll keep my word,” he said.
3. “I’m terribly sorry I’m late,” the man said.
4. “I’m most sincerely grateful to you all,” said the singer.
5. “The 5.36 express train from Leeds will be 20 minutes late,” said a voice on the public address system.
6. “Yes, I am the doctor,” the young man said.
7. “I’ve never seen the box!” said the boy.
8. “I think you should forget the whole affair,” Millie said.

#### **Task 5. WORD-BUILDING**

Form nouns of the *dis + ment* type from the suggested words.  
Translate them into Russian.

**Model:** *to arm — to disarm — disarmament (разоружение)*

1. to arrange;
2. to agree;
3. to enchant;
4. to engage;
5. to establish;
6. to illusion;
7. to place.

### **WRITING**

#### **Task 1**

Imagine you are Sherlock Holmes. You received a letter from Mr. Neil Gibson who writes:

Dear Mr. Sherlock Holmes, —  
I can't see the best woman in the world go to her death without doing all I can to save her. I can't explain things, but I know that Miss Dunbar is innocent. You know the facts — who doesn't? But, I tell you, this woman won't kill a fly! I'll come to talk to you at eleven tomorrow. Save her if only you can.

Yours,  
Neil Gibson.

Write back to Mr. Neil Gibson.

Write 100—140 words

#### **Task 2**

Comment on the following statement:

Money is the root of all evil, and yet it is such a useful root that we cannot get on without it any more than we can without potatoes.

What is your opinion? Is it possible to refuse money at all and live without it in the society?

Use the following plan:

- make an introduction (state the problem);
- express your personal opinion and give reasons for it;
- give arguments for the other point of view;
- draw a conclusion.

Write 200 words.

### **SPEAKING**

#### **Task 1 (3—3.5 minutes)**

Give a 2—2.5 minutes talk on reading.

Remember to discuss:

- your favorite books and preferences;

- the importance of reading;
  - that the habit of reading is dying because of the cinema and TV.
- You have to discuss all the points. The examiner will listen until you have finished. Get ready to answer some questions.

**Task 2 (3—4 minutes)**

You have read a very interesting book. Discuss with your friend this book:

- what is this book about;
- why do you like it;
- recommend your friend to read it.

Discuss with your friend the above mentioned points. You begin the conversation. The examiner will play the part of your friend.

Remember to:

- discuss the points;
- be polite when agreeing / disagreeing with your friend;
- take an active part in the conversation:
  - explain the situation;
  - give good reasons;
  - find out your friend's attitudes pros and cons and take them into account;
  - come to an agreement.

**EXPAND YOUR HORIZON**

**Task 1. COMMON RESPONSES**

On the following page are some expressions commonly used in English. They are often used in answer to the sentences on the left. Match the correct expression to each sentence. The first is done.

1. How are you?
2. Thanks very much!
3. I'm so sorry!

4. Would you like a drink?
5. Have you got the right time?
6. Could I have one of your cigarettes?

- A. I'd love one
- B. Help yourself
- C. Fine, thanks
- D. I'm afraid not
- E. It doesn't matter
- F. Not at all, you're welcome

**Answers:** 4 \_\_\_ 4 \_\_\_ 4 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_

**Task 2. COLLOQUIAL EXPRESSIONS**

Below is a list of everyday colloquial expressions that you might hear in Britain. Then in the wrong order are their meanings. Can you fit each expression to its correct meaning?

- a) Hang on!
- b) Well, I never!
- c) Get on with it!
- d) It can't be helped!
- e) Mind out!
- f) Stop messing about!
- g) Calm down!
- h) Get away with you!

1. Be sensible.
2. I think you're joking.
3. That's very surprising.
4. Wait a minute.
5. Relax.
6. Hurry up.
7. There's nothing we can do about it.
8. Be careful.

## MODULE 5. THOMAS MAYNE REID

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### READING

#### Task 1

You are going to read Thomas Mayne Reid's biography. Six paragraphs have been removed from the text. Choose from the paragraphs A—F the one which fits each gap (1—5) and complete the table below.

1

Besides boys' adventure tales and **dime novels**, Reid wrote poetry, plays. But he is best known for romantic adventure novels such as *The Rifle Rangers* (1850), *The Scalp Hunters* (1851), and *The Headless Horseman* (1866). Although later appropriated by the juvenile reading public, these and over two dozen other novels were aimed at an adult audience — an audience that delighted in the fast-paced narrative, the exotic settings, and the mixture of sentimentality and sensationalism which characterized Reid's best work.

2

But Reid — a high-spirited youth — had no inclination toward the church, and in 1839 he abandoned his studies at the Royal Academical Institute, Belfast, and sailed for New Orleans. For the next nine years he led a **roving** life: He worked as a **warehouseman** in New Orleans and as a private tutor in Nashville, where he founded a short-lived classical academy; he was a **storekeeper** in Mississippi and a trader in Santa Fe. From St. Louis he organized hunting trips; the naturalist John James Audubon is said to have

accompanied him on one of these. Following stints as an actor in Cincinnati and a playwright in Philadelphia (where he met Edgar Allan Poe), he made his way to New York, where he **enlisted** in the first New York **Volunteer Regiment**. He fought with distinction in the Mexican-American War, was severely wounded at the storming of Chapultepec, and in 1847 was **invalided** out of the army with the rank of captain.

Flushed by his adventures in Mexico and the American West, Captain Reid sailed for Europe in 1849. Arriving too late to take part in the liberal revolutions which had swept the Continent, he changed course for England. There he began **courting** Elizabeth Hyde, thirteen-year-old daughter of an aristocratic family; he married her in 1853. By that time he had published several novels and for the rest of his life lived entirely by his pen. It was a **precarious** existence, however, for Reid was notoriously extravagant. He **squandered** a small fortune building a Mexican **hacienda** in Buckinghamshire and lost heavily on an evening newspaper he launched in London. He also lost money on a number of **ventures** during his second **sojourn** in America from 1867 to 1870.

3

Although he was a gifted and deservedly popular writer, Reid's creative powers were limited. His work, consequently, falls into two categories: the stories he wrote prior to about 1870 are fresh and **vigorous**; his later work — composed largely of dime novels, penny dreadfuls, and other **ephemera** — is poor. During his later years he simply repeated old plots, recirculated old characters, and reused old illustrations. In order to maintain a steady literary output and pay off his creditors, he even resorted to plagiarism. But Captain Reid is not remembered for such practices. Rather, his reputation rests on his early frontier tales, such as *The Rifle Rangers*, *The Scalp Hunters*, *The Quadroon* (1856), and *The Headless Horseman*. Inspired by the author's adventures in

America and Mexico, these works are characterized by verve, imagination, and energy.

4

In most of Reid's best romantic tales the hero is autobiographical. Like the young captain, he is an **impetuous** man of the world. Like Reid, he is interested in geography and natural history. Like Reid (who is said to have taken out American citizenship), the hero is committed to the ideals of liberty and democracy. Villains are usually Spanish colonial officials and Roman Catholic **prelates** who in some way oppress a pro-American aristocrat and his passionate daughters. Occasionally, the author's discourses on botany and geology, and his **diatribes** on the evils of slavery, interrupt the narrative. *The Headless Horseman* dramatically illustrates these features. The plot involves the journey of the Poindexter family from Louisiana to southwestern Texas. The villainous Cassius Calhoun pursues their daughter Louise, while the hero, Maurice Gerald (actually Sir Maurice Gerald, a dispossessed Irish lord), is a "mustanger," a cowboy who rounds up wild horses and sells them to settlers. Maurice's fortuitous inheritance prevents Calhoun from foreclosing on the mortgage he holds on the Poindexters' land, but Calhoun seeks to murder Maurice to prevent his intervention. Calhoun kills Louise's brother by mistake, beheading him and propping the body upright on his horse, which wanders the countryside. Maurice is wrongly accused of the crime, but in the end justice triumphs.

5

Despite the uneven quality of his work, Captain Mayne Reid is an important figure in several respects. He is a pivotal figure in the development of adventure fiction; his tales, reminiscent of James

Fenimore Cooper and Frederick Marryat, had a direct influence on Robert Louis Stevenson and H. Rider Haggard. In addition, Reid's early works were important for promoting an alluring image of frontier America; they excited countless mid-Victorian Britons and encouraged immigration and settlement in the West. Finally, Reid, who was a great admirer of Byron, is important for promoting liberal, humanitarian ideals at a time when popular literature — on both sides of the Atlantic — was decidedly conservative in tone. Modern critics have emphasized Reid's attention to detail, accurate representation of the American landscape, and importance as a popular writer.

6

- A. Reid was born in Ballyroney, County Down, Northern Ireland. His father was a Presbyterian clergyman, and it was assumed that young Reid would follow suit.
- B. They reflect Reid's abolitionist conscience, his republican fervor, and his dislike of authority — especially authority which derived from monarchies and the Roman Catholic church.
- C. Set in a carefully rendered western landscape, *The Headless Horseman*, with its attack on slavery, its violent action, and its battle between good and evil, is vintage Reid. It is not surprising, therefore, that his lively and entertaining novels were best-sellers.
- D. In America as well as in England, his dime novels and adventure tales were immense successes.
- E. His debts, plus the pain he suffered from his war wound, account for the recurring bouts of melancholia which plagued him during the last years of his life.
- F. Regarded today principally as an author of juvenile fiction, Thomas Mayne Reid was in fact one of the most versatile writers of the mid-Victorian period.

## Commentary

**principally** — главным образом  
**juvenile fiction** — литературы для детей  
**versatile** — разносторонний  
**dime novel** — дешевый приключенческий роман  
**setting** — место действия (пьесы, романа)  
**roving** — бродячий, кочевой  
**warehouseman** — работник склада  
**storekeeper** — лавочник  
**trader** — торговец  
**enlist** — добровольно поступать на военную службу  
**Volunteer Regiment** — полк, состоящий из волонтеров  
**invalid** — освобождаться от военной службы по состоянию здоровья  
**court** — ухаживать, искать расположения  
**precarious** — ненадежный, шаткий  
**squander** — расточать, проматывать  
**hacienda** — гасиенда (имение, плантация в Испании и Латинской Америке)  
**venture** — рискованное предприятие  
**sojourn** — временное пребывание  
**recurring bout** — повторяющийся приступ  
**vigorous** — решительный, сильный  
**ephemera** — что-то мимолетное  
**abolitionist** — сторонник отмены (закона)  
**fervor** — рвение  
**impetuous** — стремительный, пылкий  
**prelate** — прелат (титул, дарованный высокопоставленным духовным лицам в католических и англиканских церквях)  
**diatribe** — диатриба (резкая обличительная речь)  
**immense** — огромный

## Task 2

Answer the questions:

1. What did Mayne Reid write?
2. Was an audience delight in the fast-paced narrative, the exotic setting?
3. Where did he work?
4. He enlisted in the first New York Volunteer Regiment, didn't he?
5. Did he begin courting Elizabeth Hyde or Elizabeth I?
6. Who was notoriously extravagant?
7. Why is the hero autobiographical in most of Mayne Reid's best romantic tales?

## LISTENING

You are going to listen to the extract from Thomas Mayne Reid's book *The Headless Horseman*. Read the commentary, then listen to it and do the tasks below.

## Commentary

**Mexico** ['meksikou] — Мексика  
**The Headless Horseman** ['hedlis 'hɔ:smən] — «Всадник без головы»  
**Texas** ['teksəs] — Техас  
**Casa del Corvo** ['ka:sə del 'kɔ:vou] — Каса дель Корво  
**curve** [ka:v] — излучина (реки)  
**Woodley Poindexter** ['wudli 'pin'dekstə] — Вудли Пойндекстер  
**Henry** ['henri] — Генри  
**Cassius Calhoun** ['kæsiəs kæl'hoʊn] — Кассий Кальхоун  
**Louise** [lʊ'i:z] — Луиза  
**Leona** [li'oʊnə] — р. Леона  
**Fort Inge** ['fɔ:t 'indʒ] — Форт Индж

1	2	3	4	5	6



**Mexican** — мексиканский  
**serape** [sə'ra:pi] — серапе (широкий мексиканский плащ)  
**the norther** — «северянин» (сильный северный ветер, дующий на юге США зимой и осенью)  
**go mad** — сойдут с ума  
**Maurice Gerald** ['mɔ:ris 'dʒerəld] — Морис Джералд  
**mustanger** ['möstæŋgə] — мустангер (укротитель диких лошадей)

### **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. On the great prairie of Texas it is raining.
  - a) True;
  - b) False;
  - c) Not stated.
2. The birds are singing and there are a lot of flowers around.
  - a) True;
  - b) False;
  - c) Not stated.
3. The caravan belongs to a rich planter.
  - a) True;
  - b) False;
  - c) Not stated.
4. Woodley Poindexter is a short fat man of forty.
  - a) True;
  - b) False;
  - c) Not stated.
5. The planter's son is Cassius Calhoun and his nephew is Henry.
  - a) True;
  - b) False;
  - c) Not stated.

6. The youth is dressed in a blue shirt and blue trousers.
  - a) True;
  - b) False;
  - c) Not stated.
7. His cousin wears black trousers and brown sombrero.
  - a) True;
  - b) False;
  - c) Not stated.
8. He is very kind and helpful.
  - a) True;
  - b) False;
  - c) Not stated.
9. There has been a fire in the prairie and all the grass is burnt.
  - a) True;
  - b) False;
  - c) Not stated.
10. The stranger was sitting on a mustang.
  - a) True;
  - b) False;
  - c) Not stated.
11. They looked back and saw great columns behind them.
  - a) True;
  - b) False;
  - c) Not stated.
12. The young man took off his scarf and tied his hat to his head.
  - a) True;
  - b) False;
  - c) Not stated.
13. The sand was everywhere.
  - a) True;
  - b) False;
  - c) Not stated.
14. The travelers remained in the wagon more than an hour.
  - a) True;
  - b) False;
  - c) Not stated.

## **Task 2**

*You will listen to the story again. According to the text choose the right continuation of the sentences:*

1. The caravan belongs to a rich planter who
  - a) bought some land in the west;
  - b) sold some land in the west;
  - c) wanted to buy some land in the east.
2. He is travelling to his new estate which
  - a) is called Texas;
  - b) is called the Poindexter's estate;
  - c) is called Casa del Corvo.
3. The caravan moves on slowly because
  - a) it is raining;
  - b) there is no road;
  - c) the caravan is too heavy.
4. Suddenly the caravan stops because
  - a) one of the horses has broken the leg;
  - b) there has been a fire in the prairie and all the grass is burnt;
  - c) they have seen a strange person.
5. The travelers stopped because
  - a) they didn't know in what direction to move;
  - b) they wanted to have a rest;
  - c) they watered their horses.
6. Men should muffle the horses' heads because
  - a) they were very tired;
  - b) the dust could get in their eyes;
  - c) they didn't know where to go.
7. Nothing more was seen, nothing more was heard, except
  - a) the noise of the wind;
  - b) the sound of the lasso;
  - c) the shots of the guns.

## **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**

**Tara** ['tɑ:rə] — Тара

**Phelim** ['felim] — Фелим

**Zeb Stump** ['zeb 'stɒmp] — Зеб Стамп

**take a seat** — садитесь

**Mississippi** ['misi'sipi] — р. Миссиссипи

### **II**

On the bank of a little **1** \_\_\_\_\_, in a picturesque place some distance from Fort Inge there was a little hut with a roof **2** \_\_\_\_\_ grass and a door of horse-skin. Near the hut was a "corral" for wild horses — mustangs.

The furniture of the hut consisted of a bed, two **3** \_\_\_\_\_ and a table. Such was the home of the mustanger.

A man, not the mustanger himself, was sitting on one of the stools. He was talking to a big dog which was lying on a piece of horse-skin.

"Oh, Tara, wouldn't you like to be back in Ireland, in the old castle? I **4** \_\_\_\_\_ would like to be there. But who knows when the young master will go back and take us with him! Never **5** \_\_\_\_\_, Tara! He is going to the Fort again soon, and he has promised to take us with him. He says he will go there as **6** \_\_\_\_\_ as he catches that spotted mustang. Hush! What's that?"

"Phelim!" came a voice from the outside. "Phelim!" The dog ran to the door.

"It's the master," said Phelim and followed the dog.

Phelim was right. It was the voice of his master, Maurice Gerald.

When the servant went out, he saw Maurice on horseback. His master was not alone. At the end of the lasso was a captive. It was a mustang of 7 \_\_\_\_\_ chocolate colour with white spots.

“Hooray!” cried Phelim. “You have caught the spotted mustang at last.”

The mustang was put into the 8 \_\_\_\_\_. Maurice went into the hut and threw himself on the bed. He was 9 \_\_\_\_\_.

Suddenly Tara began to bark. Phelim looked 10 \_\_\_\_\_ and said, “It’s old Zeb Stump.”

Zeb Stump was a tall man of about fifty, big and strong. He was a hunter and a great friend of the mustanger.

“Good evening, Mr. Stump,” said Maurice. “Come in and take a seat. Will you have something to eat? Phelim will make supper. I’m sorry I can’t offer you anything very good — I haven’t hunted a long time. I was very busy: I was trying to catch a very curious mustang.”

“What kind of mustang?” asked the hunter with interest.

“A mustang of dark chocolate colour with white spots.”

“Why, young 11 \_\_\_\_\_! That’s the very business about which I have come to you.”

“Indeed!”

“I have seen that mustang, and I wanted to tell you to try to catch it. I’ll tell you why. I’ve been to the Fort. Well, there is a man there. I knew him before. His name is Poindexter.”

“Poindexter?”

“Yes. He is a rich planter. He has come from the Mississippi with his nephew, Calhoun by name, who is also rich and he gives money to his uncle, and he has his reasons for it. They have a big estate neat the Leona river. It is called Casa del Corvo. Now, young man, I’ll tell you why I wanted to see you. That planter has a daughter who 12 \_\_\_\_\_ fond of horses. She heard how I told the old man about the spotted mustang. She wanted to have it, and her father promised to give two hundred dollars for the animal.” So I went to you. Catch that mustang and you will get the money.”

The young man have caught it already! Miss Poindexter will be pleased! And you will have your two 13 \_\_\_\_\_ dollars.”

1. A) river B) lake C) sea;
2. A) from B) off C) of;
3. A) stools B) chairs C) sofas;
4. A) yourself B) myself C) himself;
5. A) mind B) think C) realize;
6. A) quick B) soon C) clever;
7. A) brown B) light C) dark;
8. A) shed B) house C) hut;
9. A) pleased B) tired C) happy;
10. A) at B) for C) out;
11. A) spot B) buddy C) man;
12. A) is B) are C) isn’t;
13. A) thousand B) hundred C) million.

## GRAMMAR AND VOCABULARY

### Task 1

*Fill the gaps with the words from the list below:*

Principally, roving, enlisted, ventured, vigorous, immense, precarious, storekeeper, setting, curve.

1. It was a \_\_\_\_\_ campaign against rising taxes.
2. The driver lost control on a \_\_\_\_\_ and the car hit a tree.
3. No new power stations have been built, \_\_\_\_\_ because of the cost.
4. It was the perfect \_\_\_\_\_ for a wonderful Christmas.
5. Patrick’s \_\_\_\_\_ lifestyle takes him between London and Los Angeles.
6. \_\_\_\_\_ is a person who owns or manages a shop / store, usually a small one.
7. He was \_\_\_\_\_ into the US Navy.

8. A friend of mine earned a \_\_\_\_\_ living as an artist.
9. They \_\_\_\_\_ nervously into the water.
10. There is still an \_\_\_\_\_ amount of work to be done.

### **Task 2**

Fill in the correct prepositions in this passage. The first one is done for you.

Every weekday morning in Dick's life is the same. He wakes up **a** at seven o'clock, gets **b** \_\_\_\_\_ bed, gets dressed and goes downstairs. He sits down at the table **c** \_\_\_\_\_ his breakfast and reads his newspaper. Then he leaves the house, walks down the road to the bus stop, and goes **d** \_\_\_\_\_ work **e** \_\_\_\_\_ bus. **f** \_\_\_\_\_ the bus, he always sits in the same seat, **g** \_\_\_\_\_ the back. He gets off the bus outside his office and arrives **h** \_\_\_\_\_ work just as the clock strikes 9 o'clock. He never changes — he's been doing this **i** \_\_\_\_\_ years.

### **Task 3. HOMOPHONES**

Often in English two words have exactly the same sound, but they are spelled differently and have different meanings.

For example, the past tense of the verb blow, blew, is pronounced the same as the colour blue. These words are called homophones.

Can you find homophones which have the following meanings:

- a) the past tense of hear / a group of cows;
- b) the past tense of read / a colour;
- c) the past tense of see / painful;
- d) the opposite of war / a bit, part, or section;
- e) what the postman brings / the opposite of female;
- f) a sort of fruit / two of something;
- g) you use it to make bread and cakes / it grows in the garden;
- h) the rule of a monarch / water from the sky;
- i) trees are made of it / the conditional of will.

### **Task 4. ABBREVIATIONS**

Where would you see these abbreviations? Match each abbreviation to its correct place:

- |             |   |
|-------------|---|
| 1. P.T.O.   | A. Outside a car park                   |
| 2. R.S.V.P. | B. on an invitation                     |
| 3. c/o      | C. on an envelope                       |
| 4. P        | D. at the bottom of a written page      |
| 5. M.D.     | E. outside a cheap hotel or guest house |
| 6. B&B      | F. outside a doctor's surgery           |

Answers: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

### **Task 5. PHRASAL VERBS**

Phrasal verbs are a problem that many students of English have to face. Here is an example of a simple phrasal verb, which you will probably know:

I gave up smoking last year.

Notice how the addition of the little word up to the verb give completely changes the meaning of the verb. It now means to stop doing something. Here are some more examples of verbs which can change their meaning by the addition of a preposition or adverb. At the end of each sentence in brackets, is the new meaning of the phrasal verb.

Put the right verb from the list, in the correct tense, into each of these sentences:

- |       |      |
|-------|------|
| put   | come |
| take  | set  |
| carry | make |
| run   | give |

1. I was feeling very un healthy, so I \_\_\_\_\_ up playing tennis last year, and now I'm felling much better. (start)

2. They play music all night. I can't \_\_\_\_\_ up with it any more. (tolerate)
3. He speaks very quickly. Often, I can't \_\_\_\_\_ out what he's saying. (understand)
4. I was looking through my desk, and I \_\_\_\_\_ across this photo. I hadn't seen it for years. (discover)
5. I'm sorry — I can only give you a cup of coffee. I've \_\_\_\_\_ out of tea. (exhaust supply)
6. It was a long drive, so we \_\_\_\_\_ out very early in the morning. (start a journey)
7. She spoilt the film for me because she \_\_\_\_\_ away the end. (revealed)
8. You go to bed. I'll \_\_\_\_\_ on reading my book for another hour or so. (continue) .

### **Task 6. WORD-BUILDING**

Arrange the words with the suffix **-less** into four groups, denoting:  
 1) abstract notions, 2) clothes, 3) living beings, 4) parts of the body or notions connected with man:

beardless; boarderless; bootless; colourless; bodyless; childless; capless; deathless; bloodless; daughterless; breathless; colarless; depthless; eyeless; driverless; faceless; hatless; defenceless; handless; fatherless; heartless; shoeless; doubtless; legless; pulseless; friendless; sleeveless; dreamless; toothless; motherless; loveless; voiceless; scentless; armless; authorless; sockless.

## **WRITING**

### **Task 1**

Imagine you are Woodley Poindexter who writes a letter tone of his friends.

In your letter:

- tell him about the fact that you have bought some land in the west and share your opinion about this;
- tell him about the adventures we have faced during the journey.

Write 100—140 words.

Remember the rules of letter writing.

### **Task 2**

*Comment on the following statement:*

Home is where your heart is. (Pliny the Elder)

What is your opinion? Is it easy to move somewhere?

Use the following plan:

- make an introduction (state the problem);
- express your personal opinion and give reasons for it;
- give arguments for the other point of view;
- draw a conclusion.

Write 200 words.

## **SPEAKING**

### **Task 1 (3—3.5 minutes)**

*Give a 2—2.5 minutes talk on hobbies.*

Remember to say:

- what makes people do hobbies;
- what are the most popular hobbies people choose.

What do you think of people who are fond of horses?

You have to discuss all the points. The examiner will listen until you have finished. Get ready to answer some questions.

### **Task 2 (3—4 minutes)**

Your friend and you are planning to start a new hobby. You are discussing what hobby to choose. You are considering:

- sailing;
- horse riding;
- collecting coins;
- photography;
- foreign languages.

Discuss with your friend the above mentioned hobbies. Agree upon one of the options.

You begin the conversation. The examiner will play the part of your friend.

Remember to:

- discuss the points;
- be polite when agreeing / disagreeing with your friend;
- take an active part in the conversation:
  - explain the situation;
  - give good reasons;
  - talk about pros and cons;
  - find out your friend's attitudes pros and cons and take them into account;
  - come to an agreement;
  - invite your friend to come up with suggestions — come to an agreement.

### **EXPAND YOUR HORIZON**

#### **Task 1. SING-SONG**

*There are some pairs of words in English that are always used together, hyphenated, and are (usually) meaningless when apart. They are very expressive and are more common in spoken than in written English. Can you find appropriate expressions?*

- A. It was not a lecture, it was a m\_\_\_\_-m\_\_\_\_ (a mixture) of half-baked ideas.
- B. He is rather conceited and a bit of a snob; the type we called h\_\_\_\_-t\_\_\_\_ when we were children.
- C. The pub is out of bounds to the students because it is frequented by r\_\_\_\_-r\_\_\_\_ (people of bad reputation) .
- D. The drawers of this desk are a mess; there is no order at all, everything has been thrown in h\_\_\_\_-p\_\_\_\_.
- E. The car was second-hand but there's nothing wrong with it and the paint-work is in t\_\_\_\_-t\_\_\_\_ (excellent) condition.

### **Task 2. LITERARY QUIZ**

*Give your guesses:*

1. Which famous works begin with these words?
  - a) It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.
  - b) It was the best of times; it was the worst of times.
  - c) Mr. Salteena was an elderly man of 42 and was fond of asking people (sic) to stay with him.
2. Which characters lived in the following places?
  - a) 221b Baker Street;
  - b) Dingley Dell;
  - c) Thornfield Hall.
3. What kind of animal was each of the following?
  - a) Nana;
  - b) Shere Khan;
  - c) Macavity.
4. Whose "potted biographies" are these?
  - a) A brilliant stylist who created the most famous "gentleman's gentleman" in literature.
  - b) A film critic and travel writer whose "entertainments" and serious novels with a theological base have made him

- one of the most prolific and distinguished writers of the twentieth century.
- c) A contemporary of Shakespeare who was killed in a fight in a tavern when he was only 29.
5. Which of Dickens' novels do these characters appear in?
- a) The artful Dodge;
- b) Little Nell;
- c) Grip.

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## GERUND — INFINITIVE

### Remember: Gerund — Infinitive

The **to-infinitive** is used:

- to express purpose. e.g. *She called to invite them to her dinner party.*
- after certain verbs (**agree, appear, decide, expect, hope, plan, promise, refuse**, etc.). e.g. *She expected to see him there.*
- after certain adjectives (**difficult, glad**, etc). e.g. *It is difficult to read his handwriting.*
- after “**I would like / would love / would prefer**” to express specific preference. e.g. *I would love to go on a long holiday.*
- after “**too / enough**” constructions. e.g. *He was too tired to watch the film.*
- after **be + the first / second**, etc. **next / last / best**, etc. e.g. *He is the best actor to play that part.*
- with **it + be + adjective (+ of + noun / pronoun)**. e.g. *It was kind of him to give you a lift home.*
- with “**only**” expressing an unsatisfactory result e.g. *He went to buy the suit only to find that it had been already sold.*
- in the expressions **for + noun / pronoun + to-inf.** e.g. *For Sandra to spend so much money on clothes is unbelievable.*
- in the expressions: **to tell you the truth, to begin with, to be honest, to start with, to sum up**, etc. e.g. *To start with, we'll order shrimp cocktail.*

The **-ing form** is used:

- as a noun. e.g. *Skiing is fun and exciting.*
- after prepositions. e.g. *He makes a living by working as a car mechanic.*



## INFORMAL LETTERS

## Model:

The task is to write a letter to Bill, your English-speaking pen friend.

May, 16

Dear Bill,

Thank you for your letter.

I have already decided on my career. I want to be a translator of English. It was not a problem to choose this profession because I like English. Also I want to be a teacher of English. It's a good idea too.

But I want to have a break and enjoy myself before I go to a University. I want to travel alone or with my parents. What about you? What is your future planning of travelling? Would you like to visit my country? It will be nice if we meet soon.

Hope to hear from you soon.

Yours, Olga Ivanova

## Remember: Informal letters

- **Your address** (but not your name) usually goes in the top right hand corner, if it is included, but it is often left out altogether in informal letters.

*Full variant of the address:*

*flat number  
house street  
city (town, village)  
country  
index*

*Brief variant of the address:*

*city (town, village)  
country*

- after certain verbs (**anticipate, appreciate, avoid, consider, continue, delay, deny, discuss, detest, escape, excuse, explain, fancy, finish, forgive, go** (physical activities), **imagine, it involves, keep** (= continue), **it means, mention, mind** (= object to), **miss, pardon, postpone, practice, prevent, quit, recall, recollect, report, resent, resist, risk, save, stand, suggest, tolerate, understand**, etc). e.g. *She denied lying to him. The baby kept crying until he fell asleep. He misses living in the country.*
- after: **detest, dislike, enjoy, hate, like, love, prefer** to express general preference. e.g. *He loves reading books.*
- after: **I'm busy, it's no use, it's no good, it's (not) worth, what's the use of, can't help, can't stand, feel like, there's no point (in), have difficult (in), in addition to, as well as, have trouble, have a hard / difficult time**, e.g. *It's no use explaining this to her, she won't understand.*
- after: **look forward to, be / get used to, be / get accustomed to, admit (to), object to, what about...?, how about...?** e.g. *Her father objected to her staying out late.*
- after: **spend / waste** (money, time, etc.). e.g. *You'll waste your time trying to reason with him.*

- **The date:** date / month / year (BE)  
month / date / year (AE)
- To address someone you can write:  
Dear Liz,  
Dear Liz
- There are many different ways of ending a personal letter.  
There are some of the most common:  
To family members and close friends:  
Love, Love from, lots of love  
  
To friends and acquaintance:  
Best wishes, All the best, Take care

### COMMENT ON THE STATEMENT. MODEL

#### Model:

The task is to comment on the following statement.

It's reported that billions of dollars are spent on space exploration projects every year. Some people believe that this money should be used to solve problems on Earth.

Nowadays a lot of people spend their money on new projects or researches. For example billions of dollars are spent on space exploration projects every year. I think it is not right. Our Earth needs some help from governments from different countries. People have a lot of problems in medicine. We have illnesses like cancer with which people don't know how to fight. We will know everything about spaces, but nothing about our health, our life on Earth. Is that right? No, I think. We should take care about each other and our government should spend money on people, on life's troubles. Government should spend money on our grandmothers and grandfathers, take care about nature, because we have problems with atmosphere. We know about pollution but we don't want to find the solution about this problem. We should take care about our animals who are in danger. We should take care about poverty, we shall think about it. A lot of people need our help, our money, because they don't have something to eat. They are lonely and need our help. To sum up I think that we can spend our money on new projects but we should remember one rule "We are people and we need each other. We need help to each other".

## FORMAL LETTERS

## Remember: Formal letters

- **To address someone whose name you do not know you can write:**

*Dear Sir*

*Dear Madam*

*Dear Sirs*

*Dear Sir / Madam*

*Dear Sir or Madam* (BrE)

- **To address someone by name, use their title and surname:**

*Dear Dr Smith* (BrE) /

*Dear Dr. Smith* (AmE)

- **To end formal letters:**

In British English you should write:

*Yours sincerely* (if you have addressed the person by name)

*Yours faithfully* (if you have begun the letter Dear Sir / Madam)

In American English you use:

*Sincerely*

*Sincerely Yours*

*Yours Truly*

## SOME — ANY

## Remember: SOME, ANY

<b>Some</b> + countable or uncountable noun (in affirmative sentences)	<b>Any</b> + countable or uncountable noun (in questions and negative sentences)
<i>There are <b>some</b> tomatoes.</i> <i>There is <b>some</b> bread.</i>	<i>Are there <b>any</b> oranges?</i> <i>Is there <b>any</b> milk?</i> <i>No, there isn't <b>any</b> milk.</i>

## KEYS

### MODULE 1

#### READING

##### Task 1

1	2	3	4	5	6
B	D	F	E	C	A

#### LISTENING

##### Task 1

1) False (he was an orphan); 2) true; 3) false (he was a wicked man); 4) not stated; 5) false (70 miles); 6) true; 7) not stated; 8) true; 9) false (he took him to an old gentleman).

*transcript*

#### Oliver Twist

##### I

(Oliver Twist was an orphan. He was born and spent the first year of his life in a workhouse. The life of the children in the workhouse was very hard. Nobody loved them. They had bad clothes; they were always hungry and often cold. When Oliver was about nine years old, he was given to a man who wanted a boy to work for him. Oliver's master was a wicked man. He did not take care of the boy, made him work too much and was very cruel to him. Finally Oliver decided to run away.)

Very early in the morning Oliver got up and opened the door. He went out into the street and closed the door behind him. He did not know where to go. He looked to the right and to the left. Then he remembered that the carts which left the town climbed the hill. He did the same and soon was out of town. He was afraid to be followed and ran all the time. When he was tired, he hid behind the bushes, then he ran again. At about noon he sat down to rest by the side of a milestone and began

to think, for the first time, where to go. The inscription on the milestone said that it was just seventy miles to London.

London! That large place! Nobody could find him there! It was the very place for a homeless boy. He jumped to his feet and walked forward to London.

It took him six days to reach the city. Early on the seventh morning Oliver walked slowly into a little town near London. His feet were sore and his legs were so weak that they shook under him. He was covered with dust. He sat down on a door-step to rest.

Some time passed and Oliver noticed that a boy was watching him from the opposite side of the street. The boy was about his own age. He was very dirty, but he behaved like a grown-up man. He wore a man's coat, which reached almost to his feet. The boy crossed the street, walked close up to Oliver and said:

"Hello! What's the matter?"

"I am very hungry and tired," replied Oliver with tears in his eyes.

The boy helped Oliver to rise and took him to a shop where he bought some bread and ham. He took the bread and ham under his arm, turned into a small pub and ordered a glass of beer. While Oliver was eating, the boy looked at him with great attention.

"Going to London?" said the strange boy when Oliver finished eating.

"Yes."

"Got any place to live?"

"No."

"Money?"

"No."

The strange boy whistled and put his hands in his pockets.

"Do you live in London?" asked Oliver.

"Yes, I do, when I'm at home," replied the boy. "I suppose you want some place to sleep in tonight, don't you?"

"I do," answered Oliver. "I have not slept under a roof for a week."

"Don't worry," said the young gentleman. "I must be in London tonight. I know an old gentleman who lives there. He will give you a place to sleep."

### **Task 2**

1) b; 2) a; 3) c; 4) c; 5) a; 6) b.

### **Task 3**

1) a; 2) b; 3) a; 4) c; 5) a; 6) b; 7) b; 8) c; 9) b; 10) a; 11) a; 12) b; 13) c; 14) a; 15) c.

*transcript*

## **II**

The boy told Oliver that his name was Jack Dawkins, but his friends called him the Dodger. He did not want to enter London before evening, so it was almost eleven o'clock when they reached the town. They quickly passed street after street and at last came to a very unpleasant place.

The Dodger pushed the door of a house open and the boys went in. The Dodger whistled. "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 entered a room.

The walls and ceiling of the room were black with age and dust. There was a table before the fire. A very ugly old man was frying some sausages 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 glass of gin and water. Oliver drank it and immediately fell asleep.

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

After breakfast the old man and the two boys played a very strange game. The old man put a tobacco-box in one pocket of his trousers, his spectacles and handkerchief in another pocket and a watch in his waistcoat pocket. Then he took his stick and began to walk up and down the room. He imitated the manner in which old gentlemen walk about the streets. The two boys followed him and tried to take the things which were in his pockets. If Fagin felt a hand in one of his pockets, he cried out where it was, and the game started again.

## **GRAMMAR AND VOCABULARY**

### **Task 1**

1) inscription; 2) sore; 3) whistled; 4) bushes; 5) handkerchief; 6) stick; 7) cruel; 8) workhouse; 9) attention; 10) tobacco-box.

### **Task 2**

1) to go; 2) seeing; 3) to do; 4) to get, going; 5) sitting, doing; 6) to sell; 7) to talk; 8) speaking.

### **Task 3**

1) b; 2) c; 3) a; 4) b; 5) a.

### **Task 4**

1. 1) нелакированный; 2) неприкрашенный; 2. 1) необученный, грубый, невоспитанный; 2) наивный, простодушный, неискушенный; 3. вырытый из земли; 4. непродуманный; 5. незапятнанный, непачканный; 6. несомненный, бесспорный; 7. бездомный, лишенный крова, изгнанный из дома; 8. неграмотный, необразованный; 9. неотмеченный, незамеченный; 10. 1) неизмеренный; 2) неизмеримый, безмерный; 11. 1) безымянный; 2) неупомянутый; 12. с нумерованными страницами; 13. 1) без знаков препинания; 2) плоский, неостроумный, не относящийся к делу; 3) тупой.

## EXPAND YOUR HORIZON

### Task 1

1	2	3	4	5	6	7	8	9	10
E	J	G	I	F	D	C	A	H	B

### Task 2

1) b; 2) c; 3) b; 4) c; 5) a; 6) a; 7) c; 8) a; 9) b; 10) a.

## MODULE 2

### READING

#### Task 1

1	2	3	4	5	6	7	8
C	G	H	D	E	B	F	A

### LISTENING

#### Task 1

1) b (she lived in the rich house of Mrs. Reed, the widow of her dead uncle); 2) c; 3) a; 4) a; 5) b (she sat down in the armchair); 6) b (he was 14); 7) a; 8) c; 9) b (a murderer); 10) a.

*transcript*

#### Jane Eyre

##### I

(Jane Eyre was an orphan. She lived in the rich house of Mrs. Reed, the widow of her dead uncle. Mrs. Reed was a cruel woman; she did not like Jane Eyre and treated her very badly. The girl was very unhappy.)

It was impossible to go for a walk that day. After dinner the cold winter wind brought clouds and rain.

I was glad of it; I never liked long walks, especially on cold afternoons.

Eliza, John and Georgiana Reed had now gathered round their mama in the drawing-room; she lay on the sofa by the fireside and looked happy. She did not allow me to join the group.

“What have I done?” I asked.

“Jane, I don’t like children who ask questions. Sit down somewhere and be silent.”

I went to the small breakfast-room. There was a bookcase there. I found a book with pictures in it. With this book I went and sat down in the window-seat. Then I drew the curtain. Now the curtain separated me from the room on the right; on the left the window protected me from the cold November day.

With the book on my knee I was happy. But soon the breakfast-room door opened. I heard the voice of John Reed.

“Where is she?» he said. “Eliza! Georgiana! Jane is not here: tell mama she has run out into the rain — bad animal!”

Eliza looked into the room and said at once:

«She is in the window-seat.”

I came out. “What do you want?” I asked.

“Say, ‘what do you want, Master Reed’,” was the answer. “Come here!” and he sat down in an armchair.

John Reed was a schoolboy of fourteen years old; four years older than I. He disliked me. He punished me; not two or three times in the week, not once or twice in the day, but all the time. I was afraid of him.

I came up to his chair. He struck me so hard that I almost fell.

“What were you doing behind the curtain?” he asked.

“I was reading.” “Show the book”.

I went to the window and brought the book.

“You must not take our books. Mama says you have no money; your father left you none; you must beg and not live here with gentlemen’s children like us and eat our food and wear our clothes. Now I’ll teach you how to touch my books. Go and stand near the door.”

I went to the door. At first I did not understand what he wanted to do. When I understood it, it was too late. He threw the book at me. It hit me, I fell, struck my head against the door and cut it.

“Wicked and cruel boy!” I said. “You are like a murderer.”

“What! What!» he cried. “Did she say that to me? Did you hear her, Eliza and Georgiana? I shall tell mama, but first —”

He ran at me. He caught me by the hair and the shoulder. I really saw in him a murderer. For the time I forgot that I was afraid of him. I don’t very well know what I did with my hands, but he cried out. Eliza and Georgiana ran for Mrs. Reed. She came with Bessie, the nurse, and Abbot, the housemaid. We were parted. Then Mrs. Reed said:

“Take her away to the red room and lock her in there.”

The nurse and the housemaid took me and carried me upstairs. They brought me into the red room and put me on a sofa. Then they went out, shut the door and locked it.

### Task 2

1) a; 2) b; 3) c; 4) a; 5) b; 6) a; 7) c; 8) b; 9) a; 10) a.

*transcript*

## II

The red room was **cold** and **dark**. People seldom came here. Sometimes Mrs. Reed came to this room to look at the portrait of her **dead** husband.

Mr. Reed had died in this room nine years ago. I could not remember him; but I knew that he was my uncle — my mother’s **brother** — that he had taken me to his house after my parents’ death.

I also knew that when Mr. Reed was dying, he had asked his wife to take care of me.

It was getting dark. Suddenly I thought that Mr. Reed’s **ghost** might appear in the room. I was in horror. I ran to the door and shook it. I heard steps in the corridor, the door opened and Bessie and Abbot **entered**.

“Miss Eyre, are you ill?” said Bessie.

“What a **noise!**” exclaimed Abbot.

“Take me out!” I cried.

“What’s **the matter?**” asked Bessie.

“Oh! I thought a ghost would come.”

“What is all this?” asked Mrs. Reed who came up to the door at that moment. “Abbot and Bessie, I think I told you that Jane Eyre must be left in the red room till I came to her myself.”

“Oh, aunt, have pity! Forgive me!” I cried.

Mrs. Reed pushed **me** in and locked the door. After that I think that I had a fit, because I don’t remember anything else.

### Task 3

1) a; 2) b; 3) a; 4) c; 5) a; 6) b; 7) b.

*transcript*

## III

When I opened my eyes, I saw that I was in my own bed. It was night; a candle burnt on the table; Bessie stood at the bed and a gentleman sat in a chair near me. I knew him: it was Mr. Lloyd, a doctor. He took my hand, smiled and said, “You will be all right soon.” Then he told Bessie that he would come again the next day and went away.

“Maybe you will sleep, miss?» asked Bessie.

“I will try,” I answered.

“Would you like to drink, or could you eat anything?”

“No, thank you, Bessie.”

“Then I think I shall go to bed, because it is past twelve o’clock; but you may call me if you want anything in the night.”

I slept badly that night. In the morning, when I was dressed and was sitting by the fire, I felt weak and very unhappy. I could not stop crying.

“What, already up!” said Mr. Lloyd who came again. “Well, nurse, how is she?”

Bessie answered that I was very well.

“Come here. Miss Jane: your name is Jane, is it not?”

“Yes, sir, Jane Eyre.”

“Well, you have “been crying, Miss Jane Eyre, can you tell me why?”

“I cry because I am unhappy.”

The good doctor was surprised. He looked at me some time, then said:

“What made you ill yesterday?”

“She had a fall.” said Bessie.

“Fall! Is she a baby? Can’t she walk at her age? She must be eight or nine years old.”

“I was knocked down,” I explained: “but that did not make me ill.”

“The fall did not make you ill,” repeated Mr. Lloyd. “What made you ill, then?”

“I was shut up in a room where there is a ghost.”

Mr. Lloyd smiled and frowned at the same time: “Ghost! Well, you are a baby! You are afraid of ghosts?”

“I am afraid of Mr. Reed’s ghost: he died in that room. Bessie will not go into it at night, and nobody else will. It was cruel to shut me up alone without a candle, — so cruel that I think I shall never forget it.”

“Nonsense! And it makes you so unhappy?”

“Not only this. I have no Father or Mother, brothers or sisters.”

“You have a kind aunt and cousins.” “But John Reed knocked me down, and my aunt shut me up in the red room.”

“Don’t you think this house is very beautiful?” “It is not my house, sir.” “Would you like to go to school?” I thought.

“Yes, indeed, I should like to go to school,” I said at last.

“Well, well, who knows what may happen?” said Mr. Lloyd as he got up. “Nurse,” he said to Bessie, “I should like to speak to your mistress before I go.”

Bessie invited him to walk into the breakfast-room. I understood later, that Mr. Lloyd recommended Mrs. Reed to send me to school and Mrs. Reed agreed to do it because she was glad to get rid of me.

## GRAMMAR AND VOCABULARY

### Task 1

1. took care; 2. natural; 3. pulling out; 4. bookstall; 5. hush; 6. frightened; 7. punish; 8. pale; 9. scoundrel; 10. suit; 11. cheerful

### Task 2

1a lend 1b borrow; 2a discovered 2b invented (You discover something which is already there. You invent something completely new.); 3a worthless (= of no value) 3b priceless (= very, very valuable); 4a rise

4b raise; 5a unknown 5b infamous (= famous for bad or unpleasant things).

### Task 3

As dead as a dodo

As blind as a bat

As sober as a judge

As ugly as sin

As pretty as a picture

As safe as houses

As good as gold

As mad as a hatter

As quiet as a mouse

As clean as a whistle

As straight as an arrow

As old as the hills

As pleased as Punch

As happy as a sandboy

As drunk as a lord

As easy as pie

As dull as ditchwater

As thick as two short planks

As high as a kite

As flat as a pancake

As black as the ace of spades

### Task 4

1. 1) негнувшийся, непреклонный, 2) открытый, простой, отбросивший чопорность; 2. бессмертный, бесконечный; 3. верный, непогрешимый; 4. неувядающий, нелиняющий; 5. непривлекательный, неаппетитный; 6. бессмысленный; 7. безропотный; 8. безобидный, невинный; 9. не обещающий ничего хорошего; не подающий надежд; неутешительный; 10. 1) не отражающий (свет), 2) легкомысленный, неразмывляющий, бездумный; 11. неудовлетворяющий, ненасыщенный; 12. 1) невидящий, слепой, 2) ненаблюдательный, 3) доверчивый; 13. непоколебимый, неустрашимый, твердый.



### Task 5

1. turned; 2. noticed; 3. was standing; 4. had shut; 5. went; 6. had (not) said; 7. would come; 8. slackened; 9. thinking; 10. could; 11. asked; 12. to accompany; 13. turned out; 14. was; 15. would look; 16. entered; 17. found; 18. could; 19. has (never) happened; 20. thought; 21. hope; 22. will happen.

### EXPAND YOUR HORIZON

#### Task 1

*Across:* 3 shop; 5 violet; 6 away; 7 rabbit; 10 tastes; 13 hurt; 14 office; 15 slim.

*Down:* 1 over; 2 comb; 3 states; 4 orange; 8 annual; 9 bottom; 11 trip; 12 seed.

#### Task 2

	TOWNS	RIVERS	COUNTRIES	CAPITALS
ENGLAND	Birmingham	Thames	Yorkshire	London
SCOTLAND	Glasgow	Clyde	Strathclyde	Edinburgh
WALES	Swansea	Severn	Powys	Cardiff
N. IRELAND	Ballymena	Lagan	Co. Down	Belfast

Odd city out: Dublin (The capital of the Republic of Ireland, which is not part of Britain) .

## MODULE 3

### READING

#### Task 1

1	2	3	4	5	6
B	C	A	F	E	D

### LISTENING

#### Task 1

1) False (a old sailor); 2) false (a glass of rum); 3) true; 4) false (one January morning); 5) true; 6) not stated; 7) true; 8)

### Treasure Island

*tapescript*

#### I

Squire Trelawney, Doctor Livesey and the other gentlemen have asked me to write down everything about Treasure Island from the beginning to the end. So I take up my pen and go back to the time when my father kept an inn which was called the "Admiral Benbow".

One day an old sailor came to the inn-door. He was tall, strong and heavy and had a dirty blue coat on. He asked for a glass of rum and told my father that he would stay at the inn. "I'll stay here," he said. "I'm a plain man; rum and bacon and eggs is what I want. You may call me captain."

He brought in his chest and threw three or four gold coins on the floor.

Our guest stayed at the inn a few months. He was a silent man. We did not know anything about him. He did not write or receive any letters. We never saw his great sea-chest open. All day he walked about beside the sea near the inn. In the evening he sat near the fire and drank rum. If somebody spoke to him, he did not answer, but looked up suddenly and fiercely. There were nights when he drank too much rum; then he began to sing an old, wild sea song:

Fifteen men on the dead man's chest —

Yo-ho-ho, and a bottle of rum!

Drink and the devil had done for the rest —

Yo-ho-ho, and a bottle of rum!

Sometimes he told stories in which people were hanged, terrible stories about wicked men and storms at sea, and he made everybody listen to his stories. If somebody did not listen, he jumped up, shouted and took out his knife. We were afraid of him.

In winter my father fell seriously ill, and it was clear that he would not live to see the spring. My mother and I had all the inn upon our hands.

One January morning when Mother was upstairs with Father and I was laying the table for the captain's breakfast the door of the inn opened and a man came in. He asked me if I was laying the table for his friend Bill. I told him that I did not know his friend Bill, and the breakfast was for a guest who was staying at the inn and whom we called the captain.

"Well," said the man, "it must be my friend Bill. He will be glad to see me."

Soon the door opened and the captain came in. "Bill," said the stranger.

The captain looked at him and turned pale. I saw that he was very frightened.

"Come, Bill, you know me, you know an old shipmate, Bill," said the stranger.

"Black Dog," said the captain.

"Of course," said the other. "Black Dog, and I have come to see my old shipmate Bill, at the 'Admiral Benbow' inn."

"Well now," said the captain, "you have found me; here I am; speak up: what is it?"

They sat down at the table and told me to go out. I listened from the next room, but at first I could hear nothing. Then the voices became louder, and the captain cried:

"No, no, no; and an end of it!"

There was a great noise. The table and chairs were overturned. I ran into the room and saw that Black Dog was running away. There was blood on his shoulder. The captain was standing in the middle of the room, then he suddenly fell to the floor.

My mother came running into the room. The captain was breathing very loudly. His eyes were shut. We did not know how to help him, but at this moment the door opened and Doctor Livesey came in, on his visit to my father.

"Oh, doctor," we cried, "what shall we do?"

Doctor Livesey examined the captain and said that he had had a stroke. He bled him and soon the man opened his eyes. With much difficulty the doctor and I carried him upstairs to his room and put him on his bed.

When I came to him in the evening, he was very weak.

"Jim," he said, "they want to get my old sea-chest. If they bring me the black spot, you must get on a horse and go to — well, go to that doctor and tell him to bring men and seize them. They are pirates, all old Flint's crew. I was with them once. Flint was captain. I was first mate and I am the only one who knows the place. Flint gave me the map of the island when he was dying."

He said something else which I did not understand, then he fell asleep and I left him.

### Task 2

1) b; 2) c; 3) a; 4) a; 5) b; 6) c.

### Task 3

1) b; 2) a; 3) b; 4) c; 5) a; 6) b; 7) c; 8) c; 9) a; 10) b; 11) c; 12) c; 13) a; 14) b; 15) a.

### *transcript*

## II

My father died soon after that. The captain stayed in his bed a few days; then he began to **get up** and come down, but he was still very weak.

One day I was standing at the door, when I saw a blind man with a stick. He was coming up to the inn. He stopped and said:

"Will any kind person **tell** a poor blind man where he is?" "You are at the 'Admiral Benbow' inn, my **good man**," said I.

"Will you give me your hand," he said, "and lead me **in**?"

I gave him my hand. He seized it and said to me:

"Now, boy, take me in to the captain."

When the captain saw the blind man, there was terror on his face. He **tried** to stand up, but could not.

"Now, Bill, sit where you are," said the blind man. "Boy, give me his right hand."

He put something into the captain's hand and **went out**. The captain stood up, put his hand to his throat, stood a moment and then fell down **dead**.

I told my mother all that I knew. We were in a very dangerous position. Some of the captain's money was certainly due to us, and my mother wanted to **take** it, but we were afraid of the captain's shipmates. We went to the village not far away to ask somebody to come with us, but everybody was afraid.

Mother and I returned to the inn. We went in, closed and locked the door. The body of the captain lay on the floor. Near his hand I saw the black spot, a piece of paper, black on one side. I took it and saw some words on the other side. I read: "You have till ten tonight."

"He had till ten, Mother," said I; and just as I said it, our old clock began to strike. It was six o'clock.

"Now, Jim," said Mother, "that key."

The key was hanging on a string round the captain's **neck**. I took it and we went upstairs to his room. My mother took the key and opened the chest.

In the chest we found some of the captain's clothes, a paper parcel and a bag of money.

"I am an honest woman," said my mother. "I shall take only the money which he owes me."

We began to count the coins. It was a very long business because the coins were all of different countries, and my mother wanted to take only English money.

Suddenly we heard the sound of the blind man's **stick** on the road near the inn. He stopped at the door and tried to open it. Then he went away.

We were frightened to death. "Another," said I, "take all the money and let's go."

At that time we heard a whistle. That was enough for us.

"I'll take what I have," said my mother.

"And I'll take this," said I and took the paper parcel.

We left the inn and hurried to the village.

We were still quite near the inn when we heard **footsteps**. Some people were running towards the inn. The **moon** was shining brightly and we were afraid that they would see us. There was a little bridge near us, and we hid under it. We were so near the inn, that we could hear every sound that came from it.

"Break the door!" cried the blind man.

"The door is open!" cried one of them.

It was clear that they were surprised.

"Go in!" cried the blind man.

There was a pause, then we heard a voice: "Bill is dead!"

"Get the chest!" cried the blind man again.

There was another pause and then a voice came from the window of the captain's room:

"Pew, they have been here before us. They have taken Flint's papers."

"It's that boy!" cried Pew. "He was here a few minutes ago. Find him!"

That was the end for us. But then we heard another whistle. I understood that that whistle was a danger **signal**. The pirates all ran away when they heard it. At last we could go to the village safely.

## GRAMMAR AND VOCABULARY

### Task 1

1) clashes; 2) heritage; 3) throat; 4) spots; 5) perception; 6) interplay; 7) owes; 8) plain; 9) overturning; 10) worthwhile.

### Task 2

1) turned; 2) noticed; 3) was standing; 4) had shut; 5) went; 6) had (not) said; 7) would come; 8) slackened; 9) thinking; 10) could; 11) asked; 12) to accompany; 13) turned out; 14) was; 15) would look; 16) entered; 17) found; 18) could; 19) has (never) happened; 20) thought; 21) hope; 22) will happen.

### Task 3

1) name; 2) from; 3) which; 4) since; 5) back; 6) up; 7) to; 8) also; 9) into; 10) first; 11) with; 12) section; 13) two; 14) the; 15) that; 16) practical; 17) patients; 18) tooth; 19) can; 20) shopping; 21) ceased; 22) become.

### Task 4

1. незаконный, нелегальный; 2. незаконность, нелегальность; 3. нечеткий, неразборчивый, 4. нечетко, неразборчиво, 5. неразборчивость, неудобочитаемость; 6. 1) незаконный, 2) незаконнорожденный, 3) логически неправильный; 7. 1) незаконнорожденность, 2) незаконность; 8. 1) непросвещенный, ограниченный, 2) нетерпимый, 3) скупой; 9. неограниченный, беспредельный, 10. 1) неграмотный; 2) необразованный; 11. нелогичный.

### EXPAND YOUR HORIZON

#### Task 1

- 1) break the ice;
- 2) sunny disposition;
- 3) snowed under with work;
- 4) skating on thin ice;
- 5) under a cloud;
- 6) how the wind blows;
- 7) keep it on ice.

#### Task 2

Knife; cup; fork; saucer; plate; glass; cloth; salt; pepper; napkin.

## MODULE IV

### READING

#### Task 1

1	2	3	4	5	6	7	8
C	D	G	F	E	H	I	B

Extra — A

### LISTENING

#### Task 1

1) False (in October); 2) not stated; 3) true, 4) false (a quarter of an hour); 5) true; 6) false (governess); 7) not stated; 8) false (in the park); 9) true; 10) true.

tapescript

### The Problem of Thor Bridge

#### I

It was a cold morning in October. As I was dressing, I watched how the last remaining leaves fell from the tree which grew in the yard behind our house. I went down to breakfast and found Sherlock Holmes very cheerful.

“I have a case, Watson,” he said.

“May I take part in it?” I asked.

“There is little to take part in, but we can discuss it after breakfast.”

A quarter of an hour later the breakfast was over and we were face to face. He had taken a letter from his pocket.

“You have heard of Neil Gibson, the Gold King?” he said.

“You mean the American Senator?”

“Well, he was once Senator for some Western State, but he is better known as the Gold King.”

“Yes, I know of him. He has been living in England for some time, I think.”

“Yes; he bought a large estate in Hampshire some five years ago. Perhaps, you have already heard of the tragic end of his wife?”

“Of course. I remember it now. But I know nothing of the details.”

“I don’t think the problem is difficult,” said Sherlock Holmes. “The police at Winchester think that the evidence is clear. I do not see what my client can hope for.”

“Your client?”

“Ah, I forgot I had not told you. Read this.” He gave me a letter. It said:

*Dear Mr. Sherlock Holmes,—*

*I can’t see the best woman in the world*

*go to her death without doing all I can to*

*save her. I can't explain things, but I know that Miss Dunbar is innocent. You know the facts — who doesn't? But, I tell you, this woman won't kill a fly! I'll come to talk to you at eleven tomorrow. Save her if only you can.*

*Yours,  
J. Neil Gibson.*

“That is the gentleman I am waiting for,” said Sherlock Holmes. “As to the story, I shall tell it to you in short. This man is one of the richest in the world, and he is a man of violent character. He married a wife, the victim of this tragedy, of whom I know nothing. Besides, there is a governess in the house, Miss Dunbar, a very attractive young woman, who takes care of two children. Then as to the tragedy. The wife was found in the park half a mile from the house, late at night, with a revolver bullet through her head. No revolver was found near her. No revolver near her, Watson! It seems that the crime was committed late in the evening; the body was found about eleven o'clock. It was examined by the police and by a doctor before they carried it to the house. Do you understand, Watson?”

“It is all very clear. But why do they suspect the governess?”

“Well, in the first place, there is some very direct evidence. A revolver was found on the floor of her wardrobe.” He repeated slowly: “On — the — floor — of — her — wardrobe.” Then he was silent, and I saw that he was thinking. Then he said again, “Yes, Watson, it was found. Then, the dead woman had a note in her hand, written by the governess, in which she said she would be at that very place. Finally, there is the motive. Senator Gibson is an attractive man. If his wife dies, who will marry him?”

“Yes, indeed, Holmes.”

“And she has no alibi. On the contrary, she had to admit that she was near Thor Bridge — that was the place of the murder — about that hour. But here is our client.”

We heard steps, and a man came into the room. He was tall, with cold grey eyes. He took a chair and sat down near Sherlock Holmes.

“Let me say at once, Mr. Holmes,” he began, “that money is nothing to me in this case. This woman is innocent, and you must prove it.

If you prove that she is innocent, all the newspapers in England and America will speak about you.”

“Thank you, Mr. Gibson, I don't think that it interests me. But let's speak about the facts.”

“I think you will find all the facts in the newspapers. But if you want to ask me about anything, — well, I am here to answer.”

“Well, there is just one question.”

“What is it?”

What were the relations between you and Miss Dunbar? The Gold King was silent for a moment. At last he said: “I can tell you in a very few words, Mr. Holmes. I met my wife in Brazil. She was very beautiful, I was young. I loved her and we married. But after some years I understood that there was nothing in common between us.”

“Then came Miss Dunbar and became governess to our two children. Perhaps, you have seen her portrait in the newspapers. The whole world says that she is also a very beautiful woman. I once said to her that if I could marry her, I would, but that it was not in my power.”

“Can you throw any light upon the murder?”

The Gold King thought a little.

“It's very black against her. One explanation came into my head. My wife hated Miss Dunbar. Maybe, she planned to murder her. Maybe, there was a struggle between them and the gun went off and shot the woman who held it.”

“I thought of that,” said Holmes. He looked at his watch. “We must go to Winchester and see Miss Dunbar. When I have seen this young lady, it is possible that I shall understand the matter better.”

### **Task 2**

1) B; 2) A; 3) C; 4) B; 5) C; 6) A.

### **Task 3**

1) b; 2) a; 3) b; 4) a; 5) c; 6) a; 7) b; 8) b; 9) c; 10) a; 11) c; 12) b; 13) a; 14) c; 15) a; 16) c; 17) b.

First we went to Thor Place, the estate of Mr. Neil Gibson. He did not go with us, but we had the address of Sergeant Coventry, of the local police, who had first **examined** the case.

"I am glad you are here, Mr. **Holmes**," said he. "I should like to **ask** you one question. Don't you think that, maybe, Mr. Neil Gibson himself has **murdered** his wife?"

"I thought of that."

"You have not seen Miss Dunbar. She is a wonderful woman. Maybe, he wished his wife out of the way. And these Americans are readier with their **revolvers** than our people. It was his revolver, you know. It "was one of a pair that he had."

"One of a pair? Where is the other?"

"We didn't find it, but the box was made for two. Now, I think we shall **walk** to Thor Bridge and look at the place of the tragedy."

We walked through the park and soon came to the bridge. The **sergent** pointed to the ground.

"That was where Mrs. Gibson's body lay. I marked it by that stone."

"How did the body lie?"

"On the back, sir. The short note from Miss Dunbar was in her left hand."

"The note, as I remember, was quite short. 'I **shall** be at Thor Bridge at nine o'clock. — G. Dunbar.' Was that so?"

"Yes, sir."

"Did Miss Dunbar admit that she **had** written it?" "Yes, sir."

"What was her explanation?"

"She did not explain it. She did not want to say **anything** before the trial."

"The problem is certainly very interesting," said Holmes.

"If it was really written by Miss Dunbar, then, certainly, Mrs. Gibson had received it some time before — say one hour or two before the tragedy. Why, then, was this lady still holding it in her left hand? Does it not seem strange?"

"Well, sir, perhaps it does."

"I should like to sit quietly for a few minutes and think about it," said Holmes. He sat down on the **stone** parapet of the bridge.

Suddenly he sprang up again, ran to the opposite parapet and began to **examine** it.

"This is curious," said he.

"Yes, sir, we saw the chip on the parapet. I suppose it was done by somebody who passed **by**."

The parapet was **grey** but at this one point there was a white spot. A sharp blow had chipped the stone.

"It was not easy to do that," said Holmes. He struck the parapet several times with his stick. The stick **left** no mark. "Yes, it was a very hard blow. Were there any footsteps?"

"The ground was very hard, sir. There were no footsteps at all."

"Then we can go. We shall go to the house first and look at the revolver of which you speak. Then we shall go to Winchester, because I want to see Miss Dunbar."

Mr. Neil Gibson was **not** at home, but we saw in the house Mr. Bates, the manager of the estate.

"Mr. Gibson has his enemies," said he. "He sleeps with a revolver near his bed. He is a hard man, Mr. Holmes, and there are times when all of us are afraid of him. I am sure that the poor lady who is dead now, often suffered from him."

## GRAMMAR AND VOCABULARY

### Task 1

1) achievement; 2) major; 3) amateur; 4) spare; 5) abandoned;  
6) launch; 7) outbreaks; 8) heart attack; 9) surgery; 10) mistreated.

### Task 2

1) a; 2) any, some; 3) some; 4) some; 5) some; 6) any.

### Task 3

1) Hardly had he arrived before .....  
2) Only in the case of an emergency will I .....  
3) On no account must you answer .....  
4) Not until he read the report in the newspaper did her father .....  
5) Nowhere else would it be possible to find .....

### Task 4

- 1) He demanded his book.
- 2) She promised she would do it.
- 3) The man apologized for being late.
- 4) The singer thanked them all.
- 5) A voice on the public address system announced that the 5.36 express from Leeds would be 20 minutes late.
- 6) The young man confirmed that he was the doctor.
- 7) The boy denied that he had seen the box.
- 8) Millie advised me to forget the whole affair.

### Task 5

Disarrangement — расстройство, дезорганизация

Disagreement — расхождение во мнениях, разлад, ссора

Disenchantment — освобождение от иллюзий

Disengagement — 1) освобождение, свобода (от обязательств, от дел и т.п.)

2) несостоявшийся брак

Disestablishment — отделение церкви от государства

Disillusionment — утрата иллюзий, разочарование

Displacement — смещение, перемещение, перестановка

### EXPAND YOUR HORIZON

#### Task 1

1C; 2F; 3E; 4A; 5D; 6B.

#### Task 2

A4; b3; c6; d7; e8; f1; g5; h2.

## MODULE V

### READING

#### Task 1

1	2	3	4	5	6
F	A	E	B	C	D

### LISTENING

#### Task 1

- 1) False (the hot sun is shining in the blue sky); 2) not stated; 3) true;
- 4) false (he is a tall thin man of fifty); 5) false (the planter's son is Henry, his nephew is Cassius Calhoun); 6) true; 7) false (his cousin wears a military uniform); 8) not stated; 9) true; 10) false (on a good horse); 11) true; 12) false (tied his sombrero); 13) not stated; 14) false (in the carriage).

tapescript

### The Headless Horseman

#### I

On the great prairie of Texas the hot sun is shining in the blue sky. Under the golden light appears a group of waggons. There are ten of them. In the waggons there are provisions, clothes, furniture; coloured women and children are sitting in them; the men are walking by the waggons or behind them. In front there is a carriage. This caravan belongs to a rich planter who has bought some land in the west and is now travelling to his new estate which is called Casa del Corvo, or the House of the Curve. The planter himself — Woodley Poindexter — is riding at the head of the caravan. He is a tall thin man of fifty, with a proud face.

Two horsemen are riding together with him — one on the right, the other on the left — a youth of about twenty, the planter's son Henry, and a young man six or seven years older — his nephew Cassius Calhoun. The youth has an open cheerful face. He is dressed in a blue shirt and blue trousers. His cousin wears a military uniform. He is an officer in the army. His face is proud and sinister.

In the carriage there are two passengers: Louise, the daughter of Woodley Poindexter, and her maid.

The caravan moves on slowly. There is no road. There are only the tracks of some waggons that have passed before. The planter hopes to reach the end of his journey before night.

Suddenly the caravan stops. Far as the eye can reach — the country is of one colour — black. There has been a fire in the prairie and all the grass is burnt.

(The travellers began to cross the burnt place and lost their way. They stopped because they did not know in what direction to move. As they were standing there and thinking what to do, they saw a man on horseback who was riding towards them.)

The stranger soon came up to the planter. "I see you have lost your way," he said. "Yes, sir," answered the planter. "My name is Woodley Poindexter. I have bought some land on the Leona river, near Fort Inge. We hoped to reach the place before night. Can we do so?"

"Of course, if you do what I tell you."

The stranger was sitting on a good horse. He was a young man not more than twenty-five, with a pleasant face. He was dressed in Mexican style. He had a large sombrero on his head and a serape on his shoulders.

I am sorry, Mr. Poindexter, I cannot go with you because I am in a hurry. You follow the track of my lasso."

With these words the young man threw one end of his long lasso on the ground, said good-bye and rode forward. The track of his lasso was easily seen on the black ground, and the caravan moved slowly on.

"Look, Father, what is that?" said Henry suddenly.

They looked back and saw great black columns behind them. They were moving towards the waggons. The sky was now dark. Suddenly they saw the stranger in front of them. He had come back. "Drive faster, faster!" he cried as he rode up. But the horses were tired.

"What is it?" asked the planter. "Is there a danger?"

"Yes, there is," said the young man. "It is the norther, a great storm."

"I have never heard that the norther is dangerous," interrupted Calhoun, who did not like the young man.

"You will soon see that it is, sir. Mr. Poindexter, I tell you that you are in danger. Quick, sir: order your men to muffle the horses' heads—or the dust will get in their eyes, the animals will be blinded and go mad. All the men must get inside the waggons."

He rode up to the carriage. "Madam," he said to the planter's daughter, "you must close all the curtains. You, gentlemen," he said to Henry and Calhoun, "and you, sir," to Poindexter, "must get inside. Lose no time. In a few seconds the storm will be here."

The men got inside the carriage. The young man tied his horse's eyes. Then he took off his scarf and tied his sombrero to his head.

No pen can describe what followed. One of the black columns approached the caravan and broke. A shower of black dust came down. In another moment the norther was around them. Nothing more was seen, nothing more was heard, except the noise of the wind. The travellers remained in the carriage more than an hour.

At last they were allowed to come out.

"Sir," said the planter, "we must thank you for — for —"

"Our lives, Father!" cried Henry. "I hope, sir, you will tell us your name."

"Maurice Gerald," said the stranger, "but at the Fort they know me better as Maurice the mustanger. Now I must say good-bye, but you will find your way by the track of my lasso."

### Task 2

1) a; 2) c; 3) b; 4) b; 5) a; 6) b; 7) a.

### Task 3

1) A; 2) C; 3) A; 4) B; 5) A; 6) B; 7) C; 8) A; 9) B; 10) C; 11) C 12) A; 13) B.

### *transcript*

## II

On the bank of a little **river**, in a picturesque place some distance from Fort Inge there was a little hut with a roof **of** grass and a door of horse-skin. Near the hut was a "corral" for wild horses — mustangs.

The furniture of the hut consisted of a bed, two **stools** and a table. Such was the home of the mustanger.

A man, not the mustanger himself, was sitting on one of the stools. He was talking to a big dog which was lying on a piece of horse-skin.

"Oh, Tara, wouldn't you like to be back in Ireland, in the old castle? I **myself** would like to be there. But who knows when the young master will go back and take us with him! Never **mind**, Tara! He is going to the Fort again soon, and he has promised to take us with him. He says



he will go there as **soon** as he catches that spotted mustang. Hush! What's that?"

"Phelim!" came a voice from the outside. "Phelim!" The dog ran to the door.

"It's the master," said Phelim and followed the dog.

Phelim was right. It was the voice of his master, Maurice Gerald.

When the servant went out, he saw Maurice on horseback. His master was not alone. At the end of the lasso was a captive. It was a mustang of **dark** chocolate colour with white spots.

"Hooray!" cried Phelim. "You have caught the spotted mustang at last."

The mustang was put into the **shed**. Maurice went into the hut and threw himself on the bed. He was **tired**.

Suddenly Tara began to bark. Phelim looked **out** and said, "It's old Zeb Stump."

Zeb Stump was a tall man of about fifty, big and strong. He was a hunter and a great friend of the mustanger.

"Good evening, Mr. Stump," said Maurice. "Come in and take a seat. Will you have something to eat? Phelim will make supper. I'm sorry I can't offer you anything very good — I haven't hunted a long time. I was very busy: I was trying to catch a very curious mustang."

"What kind of mustang?" asked the hunter with interest.

"A mustang of dark chocolate colour with white spots."

"Why, young **man**! That's the very business about which I have come to you."

"Indeed!"

"I have seen that mustang, and I wanted to tell you to try to catch it. I'll tell you why. I've been to the Fort. Well, there is a man there. I knew him before. His name is Poindexter."

"Poindexter?"

"Yes. He is a rich planter. He has come from the Mississippi with his nephew, Calhoun by name, who is also rich and he gives money to his uncle, and he has his reasons for it. They have a big estate near the Leona river. It is called Casa del Corvo. Now, young man, I'll tell you why I wanted to see you. That planter has a daughter who is fond of horses. She heard how I told the old man about the spotted mustang.

She wanted to have it, and her father promised to give two hundred dollars for the animal." So I went to you. Catch that mustang and you will get the money."

The young man have caught it already! Miss Poindexter will be pleased! And you will have your two **hundred** dollars."

## GRAMMAR AND VOCABULARY

### Task 1

1) vigorous; 2) curve; 3) principally; 4) setting; 5) roving; 6) storekeeper; 7) enlisted; 8) precarious; 9) ventured; 10) immense.

### Task 2

a) at; b) out of; c) for; d) to; e) by; f) on; g) at / near; h) at; i) for.

### Task 3

a) heard / herd; b) read / red; c) saw / sore; d) peace / piece; e) mail / male; f) pear / pair; g) flour / flower; h) reign / rain i) wood / would.

### Task 4

1D (= please turn over); 2B (= please reply to say if you are coming or not — short for the French expression Repondez s'il vous plait); 3C (= care of — the person the letter is addressed to will collect it from the person into whose care it is delivered); 4A (= parking); 5F (= Doctor of Medicine); 6E (= Bed and Breakfast).

### Task 5

1) took; 2) put; 3) make; 4) came; 5) run; 6) set; 7) gave; 8) carry.

### Task 6

1) Colourless; deathless; depthless; defenceless; doubtless; dreamless; loveless; scentless.  
2) Sockless; bootless; capless; collarless; hatless; shoeless; sleeveless.

- 3) Authorless; boarderless; childless; daughterless; driverless; fatherless; motherless.  
4) Armless; beardless; bodyless; bloodless; breathless; eyeless; faceless; handless; heartless; legless; pulseless, toothless; voiceless.

## EXPAND YOUR HORIZON

### Task 1

- a) mish-mash; b) hoity-toity; c) riff-raff; d) higgledy-piggledy;  
e) tip-top.

### Task 2

- 1) a) *Pride and Prejudice* by Jane Austen  
b) *A Tale of Two Cities* by Charles Dickens  
c) *The Young Visitors* (sic) by Daisy Ashford  
2) a) *Sherlock Holmes*  
b) Mr Wardle and his family (in *The Pickwick Papers*)  
c) Mr. Rochester (in *Jane Eyre*)  
3) a) a dog (in *Peter Pan*)  
b) a tiger (in *The Jungle Book*)  
c) a cat (in *Old Possum's Book of Practical Cats*)  
4) a) P.G. Wodehouse  
b) Graham Greene  
c) Christopher Marlowe  
5) a) *Oliver Twist*  
b) *The Old Curiosity Shop*  
c) *Barnaby Rudge* (Grip was his raven)

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