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**ЛИНГВОКУЛЬТУРОВЕДЧЕСКОЕ ИЗУЧЕНИЕ ЕДИНИЦ МАЛОГО  
ПОЭТИЧЕСКОГО ЖАНРА**

**(на материале детских стишков, клерихью, лимериков)**

**Учебное пособие**

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## ВВЕДЕНИЕ

Технологические инновации XX- XXI столетия, «бум языковой индустрии», превращение нашего общества из закрытого в открытое – все это послужило стимулом для знакомства с культурной ойкуменой» (Лотман) страны не только в рамках одного континента, но и между континентами; для межкультурной коммуникации, т.е. адекватного взаимопонимания двух участников коммуникативного акта, принадлежащих к разным национальным культурам (Верещагин, Костомаров, 1980, с.26).

Обострение интереса к феномену культуры, взаимодействие и взаимосвязь проблемы «языка и культуры» нашли свое отражение в идеях лингвокультурологии, научной дисциплины синтезирующего типа, характеризующей целостным системным рассмотрением «культуры и языка» как совокупности единиц (лингвокультурем) (Воробьев, 2006).

В терминах семиотики лингвокультуремы можно определить как совокупность имен вещей, открывающую путь к познанию сущностей (Степанов, 2010).

К ним относятся названия предметов, понятий, концептов, не встречающиеся или встречающиеся в другом варианте у членов русской лингвокультурологической общности.

Современное развитие лингвокультурологии выдвинуло в число первостепенных задач изучение языковых и социокультурных процессов в ходе исторической эволюции этноса.

Лингвокультуроведческий контекст изучения иностранных языков начал существенно изменяться. Это нашло отражение в проектах по линии Совета Европы, в материалах, выпускаемых Советом Европы в рамках европроекта “Learning Languages for European Citizenship” и Юнеско, международными организациями специалистов в области обучения и изучения иностранных языков.

Идеи лингвокультуроведческого образования средствами иностранного языка начинают воплощаться в УМК для общеобразовательных школ, в практику создания учебных программ для начальной и средней школы.

Так, авторы Программы общеобразовательных учреждений для школ с углубленным изучением иностранных языков, указывают, что для современного поликультурного развития школьников средствами иностранных языков характерно: междисциплинарное ознакомление с социокультурным портретом Европы, общеевропейской культурой и европейским культурным многообразием; открытостью в отношении к другим культурам («культура без границ»), к изучению и уважению традиций и обычаев других народов, готовностью к достижению понимания, нахождению взаимных интересов, к уходу от культурных предрассудков.

В дидактическом плане эффективная работа по этой программе требует яркого, оригинального материала.

На наш взгляд, таким материалом могут служить детские стишки (nursery rhymes), лимерики (limericks), клерихью (clerihews) и т.д., которые являются лингвокультурами, воссоздающими историко-культурный контекст.

Несколько слов о клерихью, т.е. о юмористическом четверостишье. Это слово произошло от имени собственного, автора данного вида четверостишья:

*Edmund Clerihew Bentley* ['kleriɹhu 'bentli] (1875-1956) an English journalist who wrote detective stories and invented a form of comic verse with four lines, now called a clerihew after his middle name. Clerihews are usually about well-known people. (Oxford Guide, 2000).

В детских стихах, песнях заложено много юмора. Они легко рифмуются и запоминаются наизусть. Такие детские стишки, как, например, 'Hush-a-bye, Baby' являются популярными колыбельными (lullabies) для детей.

*Hush-a-bye, baby,*

*On the tree top,  
 When the wind blows,  
 The cradle will rock.  
 When the bough breaks,  
 The cradle will fall,  
 And down will come baby,  
 Cradle and all.*

Детские стишки часто ассоциируются с играми. Например, родители декламируют своим детям ‘This little pig went to market’ и тянут их за пальчики ног, пересчитывая их, чтобы позабавить. ‘Each pig is a toe’.

*This little pig went to market,  
 This little pig stayed at home,  
 This little pig had roast beef,  
 This little pig had none,  
 And this little pig cried, Wee-wee-wee-wee-wee,  
 I can't find my way home.*

‘Humpty-Dumpty’ – это стих-загадка (riddle). Humpty-Dumpty is an oval-shaped figure who breaks after falling off a wall and cannot be mended – the answer to the riddle is ‘egg’.

Многие детские стишки содержат в своей памяти (кумулятивная функция языка) обычаи, традиции, связанные с жизнью в деревне, с домашними животными. К ним относятся, например, ‘Sing a Song of Sixpence’, ‘Three Blind Mice’ etc.

Так, стишок ‘Baa, Baa Black Sheep’ датируется 1275 г., в нем описываются события в Англии, связанные с налогом на шерсть.

*Baa, baa, black sheep,  
 Have you any wool?  
 Yes sir, yes sir  
 Three bags full.  
 One for the master,*

*One for the dame*

*And one for the little boy*

*Who lives down the lane.*

Распространенным персонажем детских стишков является Матушка-Гусыня (Mother-Goose), она же и традиционная рассказчица этих стишков. Ранняя коллекция рифмовок была опубликована в Англии в 1780 г., а пятью годами позже – в Америке.

В ракурсе предлагаемого пособия – стишки и клерихью, лимерики, связанные с историческими событиями Англии, с рядом исторических и культурных ассоциаций, с выдающимися людьми разных эпох.

В отечественной лингвистике именам собственным отводилась только номинативная функция, им «долго не везло». Однако, как лексические единицы антропонимы, топонимы всегда близки к реалиям, а их изучение является неотъемлемой частью в подготовке специалиста, реализующего себя составной частью общемирового культурного процесса. Как лексическому слою языка, антропонимам, топонимам присуща ярко выраженная национально-культурная семантика. Групповое и индивидуальное значение имен собственных прямо производно от культуры народа – носителя языка (Верещагин, Костомаров).

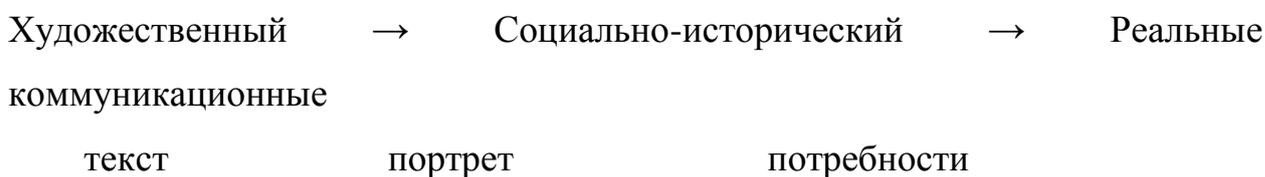
Подтверждением правильности выбора языкового материала в качестве лингвокультуроведческого свидетельствует наличие детских стишков, рифмовок в корпусе таких солидных лексикографических справочников, как книга Эрика Дональда Хёрша «Культурная грамотность. Что должен знать каждый американец»; Словарь языка и культуры, издательство Лонгмэн; Оксфордский путеводитель в американскую и британскую культуру, 2000 и т.д.

В данном пособии используется гипотеза М.В. Горбаневского, который понимает ономастическую единицу как некое свернутого текста, который по-разному и всякий раз в неравном объеме актуализируется в разных

речевых ситуациях и состоит из нескольких логико-информационных модулей (Горбаневский, 1994).

Природа и многоплановость компонентов ономастической единицы – текста – имеют отношение к когнитивной стороне английской и общей филологии, включая реализацию языковой картины мира. Идеальным является полное развертывание такого текста.

Итак, вниманию читателя предлагается 10 текстов (стишков и клерихьи), которые развертываются и снабжаются дотекстовыми и послетекстовыми заданиями. Схема работы с такими текстами следующая:



## РАЗДЕЛ I. ТЕКСТЫ ДЛЯ ЛИНГВОКУЛЬТУРОВЕДЧЕСКОГО ИЗУЧЕНИЯ (КЛЕРИХЬЮ И ДЕТСКИЕ СТИШКИ)

### Текст 1. 'John Stuart Mill'

Read the following clerihew:

a) before reading the text pronounce the following:

[dʒⓈⓉn'stju★t'mɪl]; ['bⓉn★mɪ]; [p★'lɪtɪkl]; ['klerɪhju].

b) say if the poem is written humorously. Try to read it with as much humour as possible.

John Stuart Mill

By a mighty effort of will

Overcame his natural bonhomie

And wrote "Principles of Political Economy".

### *Notes and Commentary*

*John Stuart Mill* (1806-1873) an English philosopher whose ideals had a great influence on modern thought. His best-known works include "On Liberty" (1859), in which he argued that people should be free to do what they want if this does not harm others, and "Utilitarianism" (1863), in which he explained and supported the theory that actions are morally right if they lead to happiness.

### *Glossary*

a mighty effort of will – большое усилие воли

bonhomie – дружелюбность

support theory – (v) поддерживать теорию

be morally right –(v) быть верным с точки зрения морали

lead to happiness – (v) вести к счастью

harm smb – (v) причинять вред кому-либо

### **Exercises**

1. Read and write down the following:

[ˌju:tɪlɪ'te★rɪnɪzəm]; ['lɪb★tɪ]

2. Match each word in column one, with a word or expression with the same or similar, meaning in column two

- |   |                |
|---|----------------|
| 1) good-natured friendliness  | a) effort      |
| 2) a serious attempt, a try   | b) bonhomie    |
| 3) a scholar, thinker   | c) philosopher |
| 4) the freedom to go where you want,<br>do what you want, etc.      | d) economy     |
| 5) the operation of a country's money<br>supply, trade and industry | e) liberty     |

Key: 1-b; 2-a; 3-c; 4-e; 5-d

3. Answer the following questions:

- a) What is the clerihew about?
- b) Where does each verse take place?
- c) Underline the words in the poem which you consider to be rhythmical
- d) Can you add anything else to what has been mentioned in the clerihew? (use the commentary)

4. Discuss in the pairs:

- a) name other British philosophers
- b) speak about any Russian philosophers

5. Learn the clerihew "John Stuart Mill" by heart.

### Текст 2. 'Sir Christopher Wren'

Read the clerihew:

- a) before reading say what kind of information you expect to find in the text below
- b) pronounce distinctly the following:

[s3:'krɪst★f★'ren]; [snt'p★:lz].

Sir Christopher Wren

Said, I am going to dine with some men.

If anybody calls

Say I am designing St. Paul's.

### *Notes and Commentary*

Christopher Wren (1632-1723) one of the most famous English architects, known especially for designing the present St Paul's Cathedral\* and other churches in London. Among other buildings he designed are Chelsea Hospital \*, the Royal Naval College\* and parts of Hampton Court \*. His buildings combined the baroque style with the classical style. He was also a scientist and astronomer and one of the group of people who established the Royal Society. He was made a knight in 1673. He lies under the roof of his own great work. These words are written on his grave: "Reader, if you want to see his monument, look around".

St. Paul's Cathedral was designed in the late XVII th century to replace a previous cathedral destroyed in the Fire of London \*, and was completed in 1710. It has a large dome, inside which is the famous Whispering Gallery. The Cathedral contains the graves of many famous people, including Lord Nelson \*, the Duke of Wellington.

Chelsea Hospital is a large building in Chelsea, London built in the 1680s by Charles II as a home for 440 old or injured soldiers, who became known as Chelsea Prisoners.

The Royal Naval College is a military college in south-west England, where people train to be officers in the Royal Navy.

Hampton Court is a grand palace beside the River Thames, 15 miles to the west of London. It was built by the Cardinal Wolsey in 1515 and given by him to King Henry VIII. Hampton Court is now open to public. As well as its fine buildings, it is famous for its gardens and maze.

The Fire of London (also the Great Fire) is a very large fire which lasted for two days in 1666 and destroyed many parts of London.

Lord Nelson (born Horatio Nelson 1758-1805) English admiral who became famous for winning a number of sea battles against the French in the 1790s. These victories strengthened British military power at sea, and prevented Napoleon's forces attacking Britain.

The Duke of Wellington (1769-1852) English soldier and politician, sometimes called the Iron Duke. He was made a duke in 1814 as a reward for his victories against the French general Napoleon in the Peninsular War. The next year Wellington's army completely defeated Napoleon at the Battle of Waterloo. The Duke then began an active political career and in 1828 became leader of the Tories and Prime Minister of Britain.

### *Glossary*

be made a knight – (v) быть произведенным в рыцари

design – (v) оформлять

injured – раненый

dome – купол

grand – грандиозный, величественный

maze – лабиринт

reward for smth – награда за что-либо

political career – политическая карьера

tory (pl tories) - тори, консерватор

duke – герцог

### *Exercises*

1. Read the following and write it down:

[ˈtʃelsɪ]; [ˈhæmpt★n]; [ˈnelzn]; [h★'reɪlɪ★u]; [n★'p★ulj★n]; [ˈwulzɪ]; [ˈka:dɪnl];  
[ˈwelɪŋt★n]; [ˌw★'t★'lu:]; [b★'r★k]; [ˈd★um]; [k★'rɪ★]; [ˈmeɪz]; [dju:k];  
[ˈwɪsp★rɪŋ'gæl★rɪ].

2. Match each word in column one with a word or expression, with the same, or similar meaning in column two.

- |   |              |
|---|--------------|
| 1) a man who has been given a rank of honour<br>and who can use Sir in front of him | a) architect |
| 2) to plan and make a drawing of how smth be made                                   | b) knight    |
| 3) a person whose job is to design buildings  |              |
| 4) a person who studies or is an expert in the sun,<br>moon, stars, etc.            | c) to design |

- |  |               |
|--|---------------|
| 5) a large church that is the most important one in a district                                     | d) astronomer |
| 6) an area of paths between hedges designed as a puzzle through which people try to find their way | e) cathedral  |
|  | f) maze       |

Key: 1-b, 2-c, 3-a, 4-e, 5-d, 6-f.

3. Supply answers to the following questions:

- 1) How would you describe the rhythm of the poem?
- 2) When was the architect of London born?
- 3) When was St. Paul's built?
- 4) How many years did it take Christopher Wren to build the Cathedral?
- 5) What other buildings did he design?
- 6) Who established the Royal Society?
- 7) When was Christopher Wren made a knight?
- 8) What famous people are buried in St. Paul's Cathedral?

4. Using the material of the text and some additional sources of information, tell your friend everything you know about the English architecture.

5. Act as a guide of a bus tour around London with a stop at St. Paul's Cathedral.

6. Speak about any masterpieces of architecture in Russia.

7. Discuss the following quotation: "Every man is the architect of his own fortune".

8. Learn the clerihew "Sir Christopher Wren" by heart.

### Текст 3. 'George the First'

### Текст 4. 'George the Third'

Look through the texts and:

a) pronounce the following:

[rek(★)n]; [m★:tl]; ['w①lt★'sævɪd★'lænd★:]; [★'kɔ:]; [gro(u)'tesk];  
 ['bl★nd★].

- b) name the British kings and queens you know;
- c) try to read it with as much feeling as possible;
- d) say what every George of the royal dynasty is famous for.

George the First was always reckoned  
 Vile but viler George the Second;  
 And what mortal ever heard  
 Any good for George the Third?

(Walter Landor)

George the Third  
 Ought never to have occurred  
 One can only wonder  
 At so grotesque a blunder

(Walter Landor)

### *Notes and Commentary*

George I (1660-1727) king of Great Britain and Ireland (1714-1727). He was the first of the Hanoverian\* kings and came to Britain from Germany on the death of Queen Ann. He was not popular in Britain, mainly because he did not learn to speak English. He did not try to follow English customs. He spoke to his ministers in French. But Parliament supported him because he was a Protestant.

George II (1660-1727) king of Great Britain and Ireland (1727-1760). He was the only son of George I and, like his father was not very interested in the government of Britain. He was, however, interested in the army and fought against the French. He was the last British king to lead his army into a battle.

George III (1738-1820) king of Great Britain and Ireland, was the grandson of George II and great-grandson of George I. His reign (the longest of any kind of Great Britain) lasted from 1760 until his death in 1820, when he was succeeded by his son, George IV.

George III was probably the least popular of all the Hanoverian Georges, though none of them was particularly likable George III certainly seems to have attracted his share of abuse, not least in respect of the American War of

Independence (“George III lost America and then lost his wits”, was a popular saying of the time). He suffered from mental illness for some periods of his life. In 1811 he became so ill that his son (George IV) was made Prince Regent.

George IV (1762-1830) acted as regent during his father’s madness in 1811-1820 and after his death succeeded to the throne as George IV. He fell in love with a Roman Catholic widow and secretly married her in 1785, but in 1795 he also married Princess Caroline of Brunswick in return for a settlement of his debts. He tried to dissolve this loveless marriage after his coronation. The problem required a parliamentary approval, but it was solved by Caroline’s death in 1821. George patronized the architect John Nash who developed Regent Street\* and Regent’s Park in London and designed the exotic Royal Pavilion at Brighton.

George V (1865-1936) king of Great Britain and Ireland, and the British Commonwealth from 1910 to 1936. In 1917 he stopped using German titles for his family, and the name of the royal house was changed to Windsor. He became popular with the British people for supporting the British armed forces in World War I.

George VI (1894-1952) king of Great Britain and Northern Ireland (1910-1936). He was greatly admired by the British people during World War II for staying in London when it was being bombed by German aircraft. He was the last British king to be called ‘emperor’ and the first head of the Commonwealth of Nations. He married Lady Elizabeth Bowes-Lyon (the Queen Mother). Elizabeth II is her daughter.

This period is known as Georgian, especially in regard to architecture and furniture etc, though the term of Georgian is also applied to the reigns of any of the other Georges.

Hanoverian – of or supporting the line of English kings and queens which originally come from Hanover and ruled from 1714 to 1901, German name Hannover.

Regent Street – named after the Prince Regent who in 1820 became George IV.

**Glossary**

- reckon – (v) считать, подсчитывать  
 abuse – брань, ругань  
 vile – подлый, низкий  
 mortal – смертельный, смертный (о человеке)  
 bomb – бомба  
 emperor – император  
 succeed (to) – (v) наследовать, быть приемником  
 occur – (v) появляться, встречаться, случаться, попадаться  
 great-grandson – правнук  
 grotesque – гротескный, неестественный  
 blunder – глупая ошибка  
 Protestant – протестант  
 parliament – парламент  
 regent – регент  
 settlement – выплата, погашение (денежного долга)

**Exercises**

1. Read the following transcribed words, word combinations and then write them down:

['hæn★v★]; [hæn★u'vɪ★rɪ★n]; ['prɒtɪst★nt]; ['pɑ:l★m★nt]; ['ri:dʒ★nt];  
 ['brʌnzwɪk]; ['kær★lɑɪn]

2. Match each word in column one with a word or expression, with the same, or similar, meaning in column two.

- |   |              |
|---|--------------|
| 1) strange or unnatural in a way<br>that is funny or frightening                  | a) blunder   |
| 2) a silly mistake  | b) grotesque |
| 3) a body of persons appointed or<br>elected as a law-makers of a country         | c) regent    |
| 4) a person who governs in place of a<br>king or ruling queen who is ill, absent, | d) vile      |

or still a child

5) a very bad or unpleasant

e) parliament

6) a member of any Christian church

which separated from the Roman

f) protestant

Catholic church in the XVIth century

**Key: 1-b, 2-a, 3-e, 4-c, 5-d, 6-f.**

3. Answer the following questions:

- a) What are these poems about?
- b) What is your reaction to the third poem?
- c) What is your attitude to the fourth clerihew?
- d) What is the noun from occur?
- e) What objectives go with (a) blunder?
- f) What is the infinitive of reckoned?

4. Arrange the questions according to the logical order of the texts. Answer these questions.

- 1) Whose reign was the longest of any king of Great Britain?
- 2) What period is known as Georgian?
- 3) Who was the last British king to lead his men personally into a battle?
- 4) What kind of king was George I? Why did Parliament support him?
- 5) What George became popular with the British people?
- 6) Who was the last British emperor?
- 7) What king is remembered for having been insane?
- 8) Who was the first head of the Commonwealth of Nations?

5. Learn the poems "George I", "George III" by heart.

6. Using your background information and different sources speak about any Russian popular (unpopular) tsar (tsarina).

### **Текст 5. 'Mary, Mary, Quite Contrary'**

Practise the poem in pairs:

- a) before reading pronounce the following words:

[mɛ★rɪ]; [k★n'trɛ★rɪ]; [k●kl]; [meɪd]; [r★u]; ['kæθ★lɪk];

b) look at the title and say in three sentences about any outstanding Mary in the history of Britain.

Mary, Mary, quite contrary,  
How does your garden grow?  
With silver-bells and cockle-shells,  
And pretty maids all in a row.

### *Notes and Commentary*

“Mary, Mary, Quite Contrary” is the title and first line of a traditional nursery rhyme, sometimes set to music. The poem may describe Mary, Queen of Scots.

Mary, Queen of Scots, also Mary Stuart (1542-1587) the daughter of James V of Scotland and cousin of Elizabeth I of England. She became queen of Scotland as a baby. In 1567 she had to abdicate and ran away to England, where she spent the rest of her life as a prisoner. Many Catholics thought she should have been queen of England instead of Elizabeth I. She was thought to have been involved in a plan to kill Elizabeth, and Elizabeth ordered her to be killed. She was killed by having her head cut off. When Elizabeth died Mary's son, James VI of Scotland, also became king (James) of England. In her life Mary had three husbands and many adventures. She is often thought of as a brave and beautiful woman and many stories and books have been written about her.

### *Glossary*

contrary – упрямый, капризный

cockle shell – раковина

maid – служанка, горничная, девушка

row – ряд

abdicate – (v) отречься, отказываться

Catholic – католик

### *Exercises*

1. Give the English equivalents for the following proper names: Мария, шотландская королева; Мария Стюарт; Яков (король)
2. Match each word in column one with a word or expression, with the same, or similar meaning in column two.

- |                 |   |
|-----------------|---|
| 1) prisoner     | a) to give up being Queen or King   |
| 2) abdicate (v) | b) (a member) of the Christian Church which has the Pope at his head                  |
| 3) maid         | c) the female ruler of a country  |
| 4) catholic     | d) a woman servant in a hotel or large house  |
| 5) queen        | e) a person who is being kept in a building where criminals are kept as a punishment. |

Key: 1-e, 2-a, 3-d, 4-b, 5-c.

3. Arrange the questions in the logical order of the text. Answer these questions.

- 1) When did Mary Stuart become Queen of Scotland?
- 2) What is the poem about?
- 3) Why did Mary come to England?
- 4) Why was Mary, Queen of Scots the heir to the English throne?
- 5) What facts didn't you know before reading the text?
- 6) Why did Elizabeth agree to Mary's execution?
- 7) Why did Elizabeth keep her a prisoner?

4. Make the following ideas complete.

- 1) ....., and after her (Mary Stuart's) return to Scotland became involved in religious disputes with Scottish Protestants.
- 2) .....she was held as a prisoner.
- 3) Elizabeth finally ordered .....

5. Now read the poem aloud as fast as you can, with expression to suit the mood of each verse.

6. Translate the nursery rhyme into Russian. Compare it with the translation below.

*Мэри, Мэри, озорница,  
Как живет твой чудный сад,  
Колокольчик, перловица  
И красавиц-кукол ряд?*

7. Learn the poem “Mary, Mary, Quite Contrary” by heart.

### **Текст 6. ‘The Grand Old Duke of York’**

Oh, the Grand Old Duke of York  
He had ten thousand men,  
He marched them up to the top of the hill  
And he marched them down again

Work in pairs:

1. take it in turns to practise reading the poem or parts of the poem to each other.
2. try to read it with as much feeling and humour as possible.

### ***Notes and Commentary***

The nursery rhyme often mentioned when someone seems to keep doing something and then doing the opposite. It is sometimes used to refer to smb who cannot decide what to do.

The Grand Old Duke of York is supposed to be about the Duke of Cumberland, a famous army commander.

*The Duke of Cumberland* (1721-1765) English general, the second son of King George II. He defeated the Scottish army at the battle of Culloden and then treated them so severely, that he was given the nickname “Butcher Cumberland”.

### ***Glossary***

march smb up – (v) двигаться походным порядком вверх

march smb down – (v) двигаться походным порядком вниз

commander – командующий

defeat – (v) наносить поражение

treat smb severely – (v) обращаться к кому-либо сурово

nickname – прозвище

### *Exercises*

1. Read and write the following:

[ˈkʌmb★l★nd]; [k★'l★dn]; [j★:k]; [k★'ma:nd★]; [ma:t].

2. Match each word in column one with a word or expression, with the same, or similar meaning in column two.

- |   |              |
|---|--------------|
| 1) nobleman of very high rank   | a) army      |
| 2) the military forces of a country<br>which are trained to fight on land | b) duke      |
| 3) an informal name that is used<br>instead of your own name              | c) to defeat |
| 4) a fight, especially between armies<br>in a war                         | d) battle    |
| 5) to win a game, a fight, a vote<br>against smb                          | e) nickname  |

Key: 1-b, 2-a, 3-e, 4-d, 5-c

3. Answer the following questions in logical order.

- 1) Why was he given the nickname “Butcher Cumberland”?
  - 2) At what battle did he defeat the Scottish army?
  - 3) Who was the Great Old Duke of York?
  - 4) What army did he defeat?
  - 5) Who was the Duke of Cumberland?
4. Learn the nursery rhyme “The Grand Old Duke of York” by heart.

### **Текст 7. ‘Little Jack Horner’**

Practise saying the poem. Remember to keep to the rhyme.

Little Jack Horner

Sat in a corner,

Eating a Christmas pie;  
 He put in his thumb  
 And put out a plum,  
 And said, what a good boy am I!

### *Notes and Commentary*

Little Jack Horner is a boy in a traditional nursery rhyme.

The poem may refer to a man called Jack Horner who was a servant of King Henry VIII\*.

Henry VIII (1491-1547) the most famous English king (1509-1547). He was cruel and wasteful with money. The most well-known fact about Henry VIII is that he had six wives. His first wife, Catherine of Aragon, failed to bear him a son, but the Pope would not allow him to divorce her. As a result, the Church of England broke away from the Roman Catholic church, and Henry married Anne Boleyn. She was later found guilty of adultery and Henry had her head cut off. His other wives were Jane Seymour, who died while giving birth to a child, Anne of Cleves, who Henry divorced, Catherine Howard, who was executed, and Catherine Parr, who lived on after Henry's death. Henry encouraged learning and allowed the Bible to be printed in English. Under Henry England became richer and more powerful.

### *Glossary*

thumb – большой палец руки

wasteful – расточительный

divorce smb – (v) разводиться с кем-либо

give birth to a child – (v) родить ребенка

be executed – (v) быть наказанным

adultery – нарушение супружеской верности

### *Exercises*

1. Read the following:

[★'dɔɪt★rɪ]; [θɔɪm]; ['eksɪkjʊ:t]; ['hɔ:n★]; [,henrɪ ðɪ eɪtθ]; ['kæθrɪn  
★v'ær★g★n]; [mɛ★rɪ]; [p★ʊp]; [æn'bulɪn]; [,dɔɪn'si:m★]; ['kæθrɪn'hau★d];  
[æn ★v kli:vz]; ['kæθrɪn pa:].

2. Write down the following proper names in English:

Екатерина Говард; Джек Хорнер; Анна Болейн; Джейн Сеймур; Екатерина Арагонская; Екатерина Парр.

3. Match each word in column one, with a word or expression, with the same, or similar, meaning in column two.

- |  |                  |
|--|------------------|
| 1) the head of the Roman Catholic church                           | a) divorce       |
| 2) a building where Christians go to pray                          | b) monastery     |
| 3) to legally end your marriage to smb                             | c) church        |
| 4) a place where men (monks) live in a religious community         | d) establishment |
| 5) the act of starting smth such as an organization or institution | e) pope          |

Key: 1-e, 2-c, 3-a, 4-b, 5-d.

4. Translate the following poem into Russian. Compare your translation with the text below.

*Джеки - дружок сел в уголок,  
Сунул в пирог свой пальчик.  
Изюминку съел и громко пропел:  
«Какой я хороший мальчик!»*

5. Answer the following questions in the logical order.

- 1) How many children did Henry VIII leave after his death? Who were they?
- 2) Whom did Henry VIII marry after the divorce with Catherine of Aragon?
- 3) Why was his fifth wife executed?
- 4) Why and how did one of his marriages lead to the change of the religious situation in England?

- 5) What century did Henry VIII live?
6. Learn the poem “Little Jack Horner” by heart.

### Текст 8. ‘Little Miss Muffet’

Read the nursery rhyme:

- a) before reading pronounce the following:

[ˈmʌfɪt]; [ˈtʌfɪt]; [kɪd]; [weɪ]

- b) write down these words.

Little Miss Muffet

Sat on the tuffet,

Eating her curds and whey.

Along came a great spider, and sat down beside her,

And frightened Miss Muffet away.

#### *Notes and Commentary*

Little Miss Muffet is a girl in a traditional nursery rhyme. Miss Muffet, it is said, was the daughter of Dr. Thomas Muffet, a famous 16<sup>th</sup> century scientist who studied insects.

#### *Glossary*

tuffet – низкое сиденье, маленький стульчик

curds and whey – вид сыра

frighten away – (v) спугнуть

insect – насекомое

#### *Exercises*

1. Match each word in column one, with a word or expression, with the same, or similar, meaning in column two.

- |   |              |
|---|--------------|
| 1) the thick casein-rich part of coagulated milk used as a food or made into cheese | a) spider    |
| 2) an expert in a science, especially natural science                               | b) tuffet    |
| 3) any of an order of arachnids having a body                                       | c) scientist |

with 2 main divisions, 4 pairs of walking legs.

d) curd

4) a low scat

Key: 1-d, 2-c, 3-a, 4-b

2. Supply answers to the following questions.

- 1) What is the nursery rhyme about?
- 2) Does the rhyme use old and unusual language? Give your reasons.
- 3) Do you know that ‘curds and whey’ is a kind of cheese?
- 4) Do many people know about it?
- 5) What other girls’ names are popular in British traditional nursery rhymes?
- 6) What Russian girls’ names are frequently used in folklore?

3. Ask 4-5 questions about the text and the comments.

4. Translate the following poem into Russian. Compare your translation with the text below.

*Мисс Маффет села с плошкой  
Сметану кушать ложкой,  
Однако, с краю стула  
Подсел к ней вдруг большой паук,  
И мисс как ветром сдуло.*

5. Learn the nursery rhyme “Little Miss Muffet” by heart.

### **Текст 9. ‘Please to remember’**

Before reading the following text, look at the title and say:

- a) what information you expect to find in it;
- b) then read it again and compare the given information with your prognosis.

Please to remember,  
The fifth of November,  
Gunpowder, treason and plot;  
I know no reason  
Why gunpowder treason

Should ever be forgot.

### *Notes and Commentary*

The nursery rhyme is associated with Guy Fawkes.

Guy Fawkes' Night also Bonfire Night, Fireworks Night. November 5<sup>th</sup>, when in Britain people light fireworks and burn a guy on a bonfire. This is the memory of the time when Guy Fawkes was caught in the cellars with gunpowder, and the plot was discovered. He and all the other conspirators were put to death.

Originally, Bonfire Night was celebrated as a victory for Protestants over Catholics, but the festival is now enjoyed by everyone.

### *Glossary*

light fireworks – (v) зажигать фейерверк

bonfire – костер

burn a guy – (v) сжигать пугало, чучело

gunpowder – порох

treason – измена, предательство

plot – заговор

cellar – подвал

conspirator – заговорщик

be put to death – (v) казнить

### *Exercises*

1. Transcribe the following words and word-combinations:

Fireworks, Guy Fawkes, treason, cellar, conspirator, bonfire, Catholic, Protestant.

Key: ['faɪ★wɜ:kz]; [gaɪf★ks]; ['tri:zn]; ['sel★]; [k★n'spɪr★t★]; [b★n'faɪ★]; ['kæθ★lɪk]; ['prɒtɪst★nt]

2. Match each word in column one, with a word or expression, with the same, or similar, meaning.

- |  |            |
|--|------------|
| 1) the act of causing harm to your country                   | a) plot    |
| 2) a large fire that you built outside to burn rubbish, etc. | b) treason |
| 3) a figure of a man, made of straw and dressed              |            |

- in old clothes, that is burned on 5 November  
in memory of Guy Fawkes
- 4) an explosive power that is used in guns and fireworks
- 5) a secret plan made by several people, to do smth that is wrong
- c) gunpowder
- d) bonfire
- e) guy

Key: 1-b, 2-d, 3-e, 4-c, 5-a

3. Put the following words, word-combinations into the sentences below:

James I	to blow up	hanged	Parliament
Protestant	Guy Fawkes	fireworks	gunpowder
Dummy	plotters	“Penny for the guy”	collect

In 1605 King \_\_\_\_\_ was on the throne. As a \_\_\_\_\_, he was very unpopular with Roman Catholics. Some of them planned \_\_\_\_\_ the Houses of Parliament on 5<sup>th</sup> November of that year, when the King was going to open \_\_\_\_\_. Under the House of Lords they stored thirty-six barrels of \_\_\_\_\_, which were to be exploded by a man called \_\_\_\_\_. However, one of the \_\_\_\_\_ spoke about these plans. Fawkes was discovered, arrested and later \_\_\_\_\_. Since that day the British traditionally celebrate 5<sup>th</sup> November by burning a \_\_\_\_\_, made of straw and old clothes, on a bonfire, at the same time letting off \_\_\_\_\_.

This dummy is called a “guy” and children can often be seen on the pavements before 5<sup>th</sup> November saying, “\_\_\_\_\_”. If they \_\_\_\_\_ enough money they can buy some fireworks.

4. Answer the following questions:

- 1) When is Guy Fawkes Night celebrated?
- 2) Who was Guy Fawkes?
- 3) What King was on the throne at that time?
- 4) How do the British traditionally celebrate 5<sup>th</sup> November?

- 5) With what words are the events of 5<sup>th</sup> November 1605 celebrated in the nursery rhyme?
- 6) How old is the nursery rhyme? How many lines are there in it?
- 7) What was happening at that time in Russia?
5. Learn the nursery rhyme “Please to remember” by heart.

### **Текст 10. ‘Ring a Ring o’Roses’**

Read the text and guess:

- a) what the roses symbolize;
- b) why all first sneeze and then fall down.

Ring a ring o'roses,  
A pocket full of posies,  
A – tishoo! A – tishoo!  
We all fall down.

#### *Notes and Commentary*

‘Ring a Ring o’Roses’ is a traditional children’s song and game in which the players joined hands and dance in a circle singing, then pretend to sneeze, and fall down on the last line.

The nursery rhyme may refer to the Great Plague\*: the roses are red spots on the skin and the last line, “We all fall down” refers to people dying. Americans say “Ring Around the Rosie”.

Great Plague is an epidemic of plague that ravaged London from late 1664 to early 1666 wiping out more than a tenth of a total population estimated at 460,000. It began in the late autumn of 1664 in a London suburb and the greatest devastation was in the quarters densely crowded by the poor. The king\* and the court fled from London in June and did not return until February, 1666. The total number of deaths from the Great Plague in 1665, according to the bills of mortality, was 68,596. From London the disease spread widely over the country wiping out whole villages. The disappearance of plague from London has been often attributed to the

Great Fire in September 1666, but is also subsided in other cities without such cause.

Charles II (1630-1685) king of England, Scotland and Ireland, who was the son of Charles I, and became king after the English Civil War.

## РАЗДЕЛ II. ТЕКСТЫ ДЛЯ ЛИНГВОКУЛЬТУРОВЕДЧЕСКОГО ИЗУЧЕНИЯ (ЛИМЕРИКИ)

### Текст 1. 'There was a Young Lady of Ryde'

*Exercise 1. Before reading the limerick pronounce the following:*

shoe [ʃu:], untie [ʌn'taɪ], purchase ['pɜ:ʃəs], frequently ['fri:kwəntli]

*Exercise 2. Read the poem,*

There was a Young Lady of Ryde,  
Whose shoe-strings were seldom untied.  
She purchased some clogs,  
And some small spotted dogs,  
And frequently walked about Ryde.

*Exercise 3. Learn notes and commentary, and then read the verse again.*

Ryde ['raid] is the city on the north-eastern coast of the Isle of Wight, in Hampshire, England. The city is located in the English Channel, between UK and France. In 1800 it was still a small fishing village, but thanks to a ferry connection to the mainland, it quickly grew to an attractive resort.

English Channel ['ɪŋ.gəlɪʃ 'tʃæŋ.(ə)l] is also called the Channel by British people and la Manche by French. It is the body of water that separates southern England from northern France.

Clogs ['kloʒz] are sabot shoes, which were popular in France from the 16th to the 18th century among fashionable women of the upper class of society during rainy and slushy weather. In the UK, clogs appeared only in the 19th century and were common among villagers.

*Exercise 4. Look through the glossary:*

shoe-strings - ботиночные шнурки;

to untie - развязывать; (to tie — завязывать);

to purchase - приобретать, покупать;

clogs - сабо /обувь на высокой деревянной подошве без задника/;

spotted dog - собака в мелких пятнах; /to spot — пятнать, покрывать пятнами/;

to be located – располагаться, находится;

a ferry – паром, переправа.

*Exercise 5. Full fill the following exercise. Match each word in column one, with a word or expression with the same or similar, meaning in column two*

- |   |                                       |
|---|---------------------------------------|
| 1) set free, loose;                                   | 5) a cord on opposite sides of a shoe |
| 2) buy, get something by paying for it;               | a) shoe-strings                       |
| 3) a boat or ship for conveying passengers and goods; | b) untie                              |
| 4) a small round of different color;                  | c) spot                               |
|   | d) ferry                              |
|   | e) purchase                           |

Key: 1-b; 2-e; 3-d; 4-c; 5-a

*Exercise 6. Supply answers to the following questions:*

1. What is the limerick about?
2. Where did it take place?
3. What kind of person was this Lady of Ryde? What did she buy clogs and dogs for?

*Exercise 7. Learn the limerick by heart.*

## **Текст 2. ‘There was an Old Person of Leeds’**

*Exercise 1. Before reading the limerick pronounce the following:*

head [hed], infest [ɪn'fest], bead [bi:d], gooseberry ['guzb(ə)rɪ], agree [ə'gri:]

*Exercise 2. Read the poem*

There was an Old Person of Leeds,  
 Whose head was infested with beads;  
 She sat on a stool,  
 And ate gooseberry fool,  
 Which agreed with that person of Leeds.

*Exercise 3. Learn notes and commentary, and then read the verse again.*

Leeds ['li:dz] is a city in Yorkshire, on the River Aire. The name Leeds comes from the old British word «Ladenses», meaning "the people on the fast

flowing river,". Already in the XIII century, this city was known as a trading port, and then became the center of transport communication in England, as well as one of the most developed area of industrial production.

*The River Aire* -is a major river in Yorkshire, England, 148 miles (238 km) in length. Due to the Aire flowing through the industrial landscape of West Yorkshire, it had a reputation as being heavily polluted.

*Exercise 4. Look through the glossary:*

to infest — кишеть; наводнять. Обычно речь идёт о насекомых или животных, чьё массовое присутствие приносит вред либо болезни;

a bead — бусина;

a gooseberry fool - крыжовенное пюре;

a fool - вид десерта типа киселя или компота со сливками,

to agree - соответствовать, гармонизировать;

trading port – торговый порт;

industrial – промышленный.

*Exercise 5. Full fill the following exercise. Match each word in column one with a word or expression, with the same, or similar meaning in column two.*

- |   |                   |
|---|-------------------|
| 1) relating to factory                            |                   |
| 2) place, where one sells goods,<br>other buys it | a) to infest      |
| 3) a small piece of glass or stone                | b) a bead         |
| 4) a dessert made from fruit juice<br>or puree    | c) a fool         |
| 5) to spread through, flood                       | d) to agree       |
| 6) to match, fit                                  | e) a trading port |
|   | f) industrial     |

*Key: 1-f, 2-e, 3-b, 4-c, 5-a, 6-d.*

*Exercise 6. Supply answers to the following questions:*

1. What have you learnt about the Leeds

2. Who was the main character?
3. Why the author used the verb “to infest” while speaking about beads?
4. How could gooseberry fool agree with that person of Leeds? What did the author mean?

*Exercise 7.* Try to write your own limerick, following these steps:

- 1) Think about some funny place names, names, or situations.
- 2) Make a note of several options for funny place names, people’s names or situations.
- 3) Chose the name then recollect and write down all rhymes to this word, which come to your mind.
- 4) Write your five-line Limerick according to (aabba) rhyme.

### **Текст 3. ‘There was an Old Person from Gretna’**

*Exercise 1.* Before reading the limerick pronounce the following

Rush ['rʌʃ], crater ['kreɪtə], mendacious [men'deɪʃəs]

*Exercise 2.* Read the poem

There was an Old Person from Gretna,  
 Who rushed down the crater of Etna;  
 When they said, 'Is it hot?'  
 He replied, 'No, it's not!'  
 That mendacious Old Person of Gretna.

*Exercise 3.* Learn notes and commentary, and then read the verse again.

Gretna Green is Scottish village, which is located between Scotland and England. It’s famous for "runaway marriages" or "Gretna Green marriages". Since in England and Wales the law on marriage was toughened, according to which it was possible to enter into marriage only at the age of 21. However, that law did not apply in Scotland, so all under-age young couples went to that village in order to legitimize their relationship without any permissions of parents and other legal formalities.

Mount Etna ['ɛtnə] – an active volcano is located on the coast of Sicily, in Italy.

*Exercise 4. Look through the glossary:*

a crater - кратер

to rush - устремиться

mendacious – лживый

to toughen – ужесточать

a couple – пара (влюблённых)

to legitimize – узаконить

*Exercise 5. Full fill the following exercise. Match each word in column one, with a word or expression, with the same, or similar, meaning in column two.*

- |                                 |               |
|---------------------------------|---------------|
| 1) not telling the truth; lying | a) legitimize |
| 2) to make legal                | b) crater     |
| 3) a hole on top of the volcano | c) rush       |
| 4) to move in a hurry           | d) mendacious |

Key: 1-d, 2-a, 3-b, 4-c

*Exercise 6. Supply answers to the following questions.*

1. What is the poem about?
2. Can you see a paradox in this limerick? Give the reason.
3. Why the Old Person of Gretna was lying?
4. What opinion do you have about people who live in Gretna Green?

*Exercise 7. Translate the following poem into Russian. Compare your translation with the text below.*

Некий старец из города Гретны

Обнаружился в кратере Этны.

“Там не жарко, скажи?”

Старец, живший по лжи,

“Да ничуть!” — отвечает из Этны.

*Exercise 8. Learn the limerick by heart.*

#### Текст 4. 'There was an Old Person of Anerley'

*Exercise 1. a) Look at the picture and, before reading, say what kind of information you expect to find in the text below.*



*b) Before reading the limerick pronounce the following:*

unmannerly [ʌn 'mænəli], conduct [kən 'dʌkt], rush [rʌʃ]

*Exercise 2. Read the poem, paying attention on the new vocabulary.*

There was an Old Person of Anerley,  
Whose conduct was strange and unmannerly;  
He rushed down the Strand  
With a pig in each hand,  
But returned in the evening to Anerley.

*Exercise 3. Learn notes and commentary, and then read the verse again.*

Anerley - is an area of south east London, within the London Borough of Bromley. It is located west of Bromley and is 7.0 miles (11 km) south south-east of Charing Cross.

The London Borough of Bromley / Bromley is a district of south east London, England, located 9.3 miles (15.0 km) south east of Charing Cross. It is the administrative headquarters of the London Borough of Bromley, and identified as a major metropolitan center in the London Plan. Bromley was historically a market town.

Strand (or the Strand) is a major thoroughfare in the City of Westminster, Central London. It runs just over 3/4 mile (1,200 m) from Trafalgar Square eastwards to Temple Bar, where the road becomes Fleet Street inside the City of London. The road's name comes from the Old English «strond», meaning the edge of a river. The street was popular with the British upper classes between the 12th and 17th centuries, with many historically important mansions being built between the Strand and the river. The street was a centre point for theatre and music hall during the 19th century, and several venues remain on the Strand.

Trafalgar Square is a public square in the City of Westminster, Central London. The site of Trafalgar Square had been a significant landmark since the 13th century. The square has been used for community gatherings and political demonstrations.

Temple Bar was the principal ceremonial entrance to the City of London on its western side from the City of Westminster. The road east of Temple Bar and within the City is Fleet Street, the road to the west, in Westminster, is The Strand.

Fleet Street is a major street in the City of London. It runs west to east from Temple Bar at the boundary with the City of Westminster. Having been an important through route since Roman times, businesses were established along the road during the Middle Ages. Fleet Street has a significant number of monuments and statues along its length, including the dragon at Temple Bar and memorials to a number of figures from the British press.

*Exercise 4. Look through the glossary:*

- ✓ rush down (v) – мчаться, устремиться;
- ✓ unmannerly conduct - грубое поведение;
- ✓ headquarter (n) - головной офис, штаб;
- ✓ metropolitan (adg) – столичный;
- ✓ thoroughfare (n) - оживлённая улица, транспортная магистраль;
- ✓ mansion (n) – особняк, резиденция;
- ✓ venue (n) - место встречи, место сбора;
- ✓ boundary (n) - граница, черта.

M H V R G U W D O O M T  
 E V E T F O B P V F L H  
 T T N A A M H L E I B O  
 R T U T D S J Y Y Z O R  
 O B E J I O B V G M X O  
 P F C O N D U C T J J U  
 O R D Y M T X A C M D G  
 L U N M A N N E R L Y H  
 I S J W D D H C X T D F  
 T H B O U N D A R Y E A  
 A J O S O P Y U T K O R  
 N R B M P P M O V B D E

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Word List

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METROPOLITAN HEADQUARTER CONDUCT VENUE RUSH  
 THOROUGHFARE UNMANNERLY BOUNDARY

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*Exercise 5. Full fill the following exercise. Find the word from the “Word List” in the box above.*

*Exercise 6. Supply answers to the following questions:*

1. What is the limerick about?
2. Where did it take place?
3. How could you explain the Old Person’s conduct? Why does it seem strange and unmannerly?
4. Look at the London map, and find the distance between the Strand and Alerley?
5. Why did that person take any other animal, but pigs?
6. Why did the main character choose the Strand to run with pigs in his hands?
7. Tell about surroundings near Central London. What have you learnt from notes and commentary?

*Exercise 7. Using the material of the text and some additional sources of information, discuss with your friend everything you know about the sight in London.*

*Exercise 8. Learn the limerick by heart.*

### **Текст 5. ‘There was an Old person of Newry’**

*Exercise 1. Before reading the limerick, tell in 4-5 sentences, what you know about Northern Ireland. What stereotypes about Irish people do you know?*

*Exercise 2. Look through the glossary:*

tincture (v) – окрашивать, придавать оттенок;

fury (n) – ярость, неистовство, бешенство;

tore (tear) (v) – рвать, раздирать;

rug (n) - ковер, плед;

jug (n) – кувшин.

*Exercise 3. Read the poem, paying attention on the new vocabulary.*

There was an old person of Newry,  
Whose manners were tinctured with fury;  
He tore all the rugs,  
And broke all the jugs  
Within twenty miles' distance of Newry.

*Exercise 4. Learn notes and commentary, and then read the verse again.*

Newry (/ˈnjʊəri/) is a city in Northern Ireland. It is one of Ireland's oldest towns. The city is an entry to the "Gap of the North", close to the border with the Republic of Ireland. It grew as a market town and a garrison and became a port in 1742 when it was linked to Lough Neagh by the first summit-level canal built in Ireland or Great Britain.

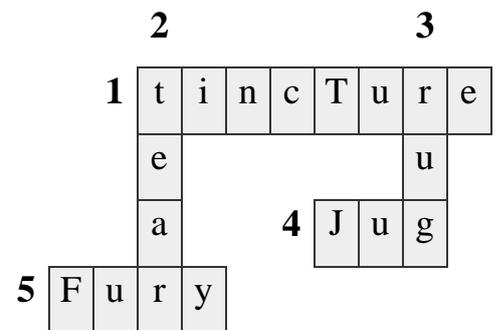
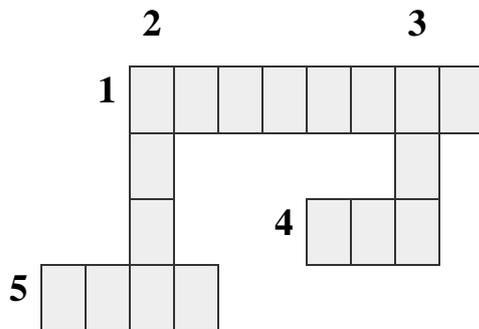
"Gap of the North" - is a geographical feature in Ireland. It is a mountain pass running through the Slieve Gullion between Newry and Dundalk. It is also known as The Moyry Pass.

Lough Neagh is a large freshwater lake in Northern Ireland. It is the largest lake by area in the British Isles, with a surface area of 151 square miles (392 square kilometres). It supplies 40% of Northern Ireland's water.

*Exercise 5. Find the answers to the crossword.*

1. Give a tone or color.
2. Break into pieces.
3. A soft piece of material used to cover the floor.
4. A container with a handle used for pouring out liquids.
5. An extreme anger.

Answers:



*Exercise 6. Supply answers to the following questions:*

1. Who is the main character of the poem? Describe him.
2. Why did the author give the city name “Newry”? How did it influence on Old Person’s manners?
3. Explain the English idiom “White Fury”.

*Exercise 7. Try to write your own limerick, following these steps:*

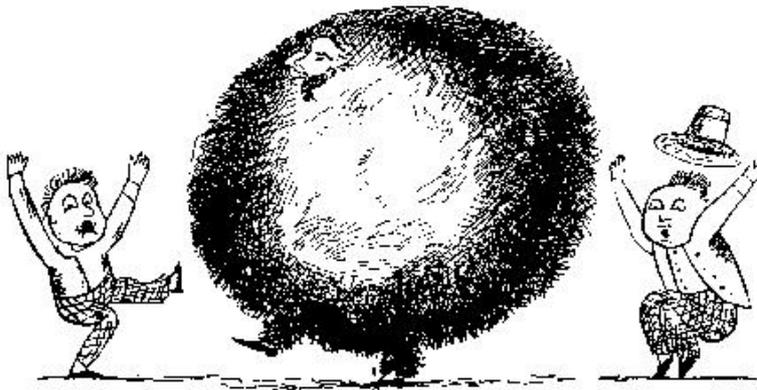
1. Think about some funny place names, names, or situations.
2. Make a note of several options for funny place names, people’s names or situations.
3. Chose the name then recollect and write down all rhymes to this word, which come to your mind.
4. Write your five-line Limerick according to (aabba) rhyme.

### Текст 6. 'There was an Old Person of Mold'

*Exercise 1. a) before reading the limerick pronounce the following:*

sensation /sen'seɪʃ(ə)n/, purchase /'pɜːtʃəs/, shrink /ʃrɪŋk/, fur /fɜː/, fluff /flʌf/, wrap /ræp/

b) look at the picture; say what you expect to find in the text below.



*Exercise 2. Look through the glossary:*

Shrink (shrank, shrunk) (v) - уменьшать(ся), садиться

Purchase (v) - покупать

Muff (n) - муфта

Fur (n) - шерсть, шкура

Fluff (n) - пух, ворс

Wrap (v) - обертывать, укутывать

*Exercise 3. Read the poem, paying attention on the new vocabulary.*

There was an Old Person of Mold,  
 Who shrank from sensations of cold,  
 So he purchased some muffs,  
 Some furs and some fluffs,  
 And wrapped himself from the cold.

*Exercise 4. Learn notes and commentary, and then read the verse again.*

Mold - is a town in Flintshire, Wales, on the River Alyn. It is the administrative seat of Flintshire County Council. The name "Mold" originates either from the Norman-French "mont-hault" (high hill).

Flintshire is a county in north-east Wales. It is named after the historic county of Flintshire which had notably different borders. Some parts of Flintshire have major manufacturing industries.

*Exercise 5. Match each word in column one, with a word or expression with the same or similar, meaning in column two.*

- |                            |  |
|----------------------------|--|
| 1. Shrink (shrank, shrunk) | a) small, loose bits of wool or other soft material  |
| 2. Purchase                |  |
| 3. Muff                    | b) to cover something or someone with paper, cloth, etc  |
| 4. Fur                     |  |
| 5. Fluff                   | c) the thick hair that covers the bodies of some animals like cats and rabbits                           |
| 6. Wrap                    | d) become smaller, or to make something smaller  |
|                            | e) buy something   |
|                            | f) a short tube of fur or warm cloth, used by women in the past to keep their hands warm in cold weather |

Key: 1-d; 2-e; 3-f; 4-c; 5-a; 6-b

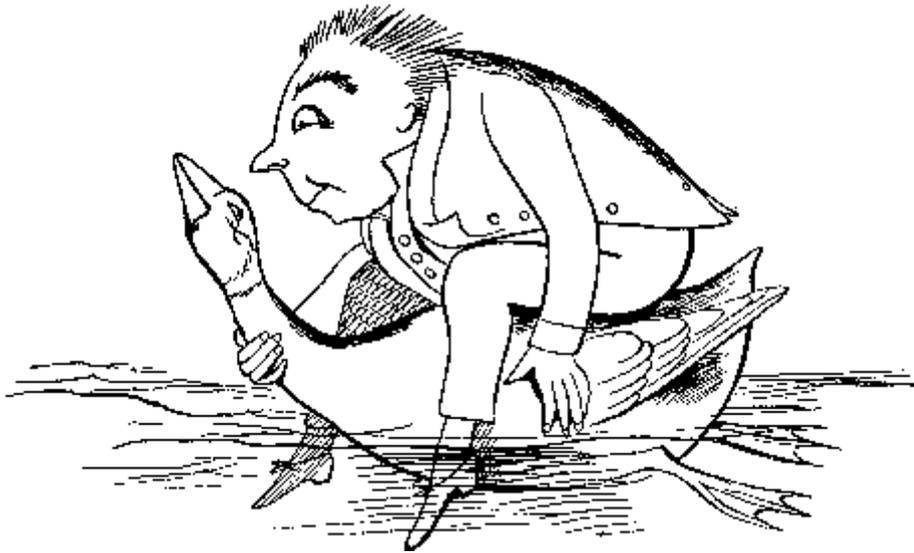
*Exercise 6. Make your own illustration to the poem.*

*Exercise 7. Ask your partner 4-5 questions about the text and the comments.*

*Exercise 8. Learn the limerick by heart.*

### **Текст 7. 'There was an old man of Dunluce'**

*Exercise 1.* Before reading the limerick describe the picture: make a guess what is the following verse about:



*Exercise 2. Read the poem, paying attention on correct pronunciation. .*

There was an old man of Dunluce,  
 Who went out to sea on a goose;  
 When he'd gone out a mile,  
 He observed with a smile,  
 'It is time to return to Dunluce.'

*Exercise 3. Learn notes and commentary, and then read the verse again.*

Dunluce Castle is a now-ruined medieval castle in Northern Ireland. It is located on the edge of a basalt in County Antrim and is accessible via a bridge connecting it to the mainland.

County Antrim (named after the town of Antrim, from Irish: *Aontroim*, meaning "lone ridge") is one of six counties that form Northern Ireland. Adjoined to the north-east shore of Lough Neagh. It is also one of the thirty-two traditional counties of Ireland.

Lough Neagh is a large freshwater lake in Northern Ireland. It is the largest lake by area in the British Isles, with a surface area of 151 square miles (392 square kilometres). It supplies 40% of Northern Ireland's water.

*Exercise 4. Look through the glossary:*

Observe – заметить;

Medieval – средневековый;

Mainland – материк;

Shore – побережье;

Freshwater – пресноводный.

*Exercise 5. Full fill the following exercise. Find the word from the “Word List” in the box below.*

F	R	E	S	H	W	A	T	E	R
M	E	D	I	E	V	A	L	D	V
O	A	S	V	K	R	W	D	B	G
W	B	I	B	M	N	Q	Y	G	X
Z	Y	S	N	N	Z	C	P	A	L
V	E	Z	E	L	L	C	F	O	B
N	M	X	Q	R	A	C	V	P	A
P	O	C	V	Y	V	N	P	C	G
N	D	X	L	A	B	E	D	U	H
T	Z	Q	S	H	O	R	E	S	D

Word List

FRESHWATER MEDIEVAL MAINLAND OBSERVE SHORE

*Exercise 6. Write down other phrasal verbs with go, and make examples with them.*

*Exercise 7. Supply answers to the following questions:*

- What is the limerick about?
- Where does the story take place?
- Underline the words in the poem which you consider to be rhythmical.
- Can you add anything else to what has been mentioned in the limerick? (Use the commentary)

*Exercise 8. Translate the following poem into Russian. Compare your translation with the text below.*

Старичок, обитавший в Данлюсе,  
 Вышел в море на лапчатом гусе,  
 Не проплыл и двух миль, но  
 Улыбнулся умильно  
 И сказал: «А вернусь-ка в Данлюс я».

*Exercise 9. Learn the limerick by heart.*

### **Текст 8. ‘There was an Old Person of Ems’**

*Exercise 1. Before reading the limerick pronounce the following:*

casually ['kæzjuəli], Thames [temz], found [faund], unlucky [ʌn'lʌki]

*Exercise 2. Read the poem, paying attention on correct pronunciation.*

There was an Old Person of Ems,  
Who casually fell in the Thames;  
And when he was found  
They said he was drowned,  
That unlucky Old Person of Ems.

*Exercise 3. Learn notes and commentary, and then read the verse again.*

Bad Ems is a town in Rheinland Pfalz, Germany. It is the county seat of the Rhein-Lahn rural district and is well known as a bathing resort on the river Lahn. Bad Ems is the seat of the Verbandsgemeinde ("collective municipality") Bad Ems.

The River Thames is a river that flows through southern England, most notably through London. It is the longest river entirely in England and the second longest in the United Kingdom, after the River Severn. It also flows through Oxford (where it is called Isis), Reading, Henley-on-Thames and Windsor. The Thames drains the whole of Greater London. The River Thames has played several roles in human history: as an economic resource, a maritime route, a boundary, a fresh water source, a source of food and more recently a leisure facility. The Thames, from Middle English Temese, is derived from the Brittonic Celtic name for the river, Tamesas (from \*tamēssa). The name may have meant "dark" and can be compared to other cognates such as Russian “темно”.

The River Severn is a river in the United Kingdom. At about 220 miles (354 km), it is usually considered to be the longest in the UK.

*Exercise 4. Look through the glossary:*

Casually (adv) – вскользь;

Drown (v) – тонуть;

Rural (adg)– сельский;

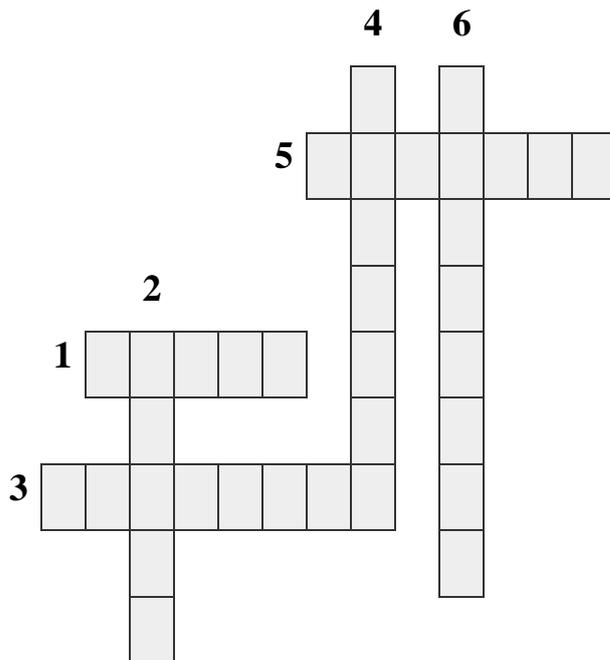
Notably (adv) – особенно, значительно;

Maritime (adg) – приморский, прибрежный;

Cognate (adg) - близкий, сходный.

*Exercise 5. Find the answers to the crossword.*

- 1) to die by being unable to breathe underwater;
- 2) in, of, or like the countryside;
- 3) near the sea or coast;
- 4) have the same origin, or are related and in some way similar;
- 5) important and deserving attention, because of being very good;
- 6) in an informal way.



Keys: 1) drown; 2) rural; 3) maritime; 4) cognate; 5) notably; 6) casually.

*Exercise 6. Supply answers to the following questions:*

1. Who is the main character of the poem? Describe him.
2. Why did the author speak about a person from German?
3. What do you think about an old person's bad luck?

*Exercise 7. Put the following words, word-combinations into the sentences below:*

bridges	Flows	offer	symbol	the River Thames
extremely	highway	rural	the Great London	water source

London would not be London without 1) \_\_\_\_\_. It 2) \_\_\_\_\_ 215 miles across the English 3) \_\_\_\_\_ district and then through the heart of 4) \_\_\_\_\_ before it reaches the sea. The Thames has played an 5) \_\_\_\_\_ important part in making England what it is today.

England had very few roads in the past, so the Thames provided a major 6) \_\_\_\_\_ between London and many parts of the country. The Thames was a great fresh 7) \_\_\_\_\_ for Londoners

Today the Thames has become a 8) \_\_\_\_\_ of London, just as much as Big Ben or Buckingham Palace. You can admire 9) \_\_\_\_\_ built in many different architectural styles. Whether you are a Londoner or a visitor, the Thames will always have something to 10) \_\_\_\_\_ you.

Keys: 1) *the River Thames*; 2) *flows*; 3) *rural*; 4) *the Great London*; 5) *extremely*; 6) *highway*; 7) *water source*; 8) *symbol*; 9) *bridges*; 10) *offer*.

*Exercise 8. Make a project in groups.* Choose an important river that runs through a city in your country. Collect information and then write an article for the school magazine. Say Where it begins / ends, which places it flows through and why it is important. Illustrate your article with pictures.

*Exercise 9. Learn the limerick by heart.*

### **Текст 9. 'There was an old man of Dundee'**

*Exercise 1. Before reading pronounce the following:*

Dundee [dʌn'di:], frequent [fri:'kwent], disturb [dɪ'stɜ:b], abruptly [ə'brʌptli],  
 arose [ə'rəʊz], exclaim [ɪks'kleɪm], return [rɪ'tɜ:n]

*Exercise 2.* Before reading the limerick describe the picture: make a guess what is the following verse about:



*Exercise 3.* Read the poem, paying attention on the correct pronunciation.

There was an Old Man of Dundee,  
 Who frequented the top of a tree;  
 When disturbed by the crows,  
 He abruptly arose,  
 And exclaimed, 'I'll return to Dundee.'

*Exercise 4.* Learn notes and commentary, and then read the verse again.

Dundee (officially the City of Dundee) is Scotland's fourth-largest city in the United Kingdom. Rapid expansion was brought on by the Industrial Revolution, particularly in the 19th century when Dundee was the centre of the global jute industry.[7] This, along with its other major industries gave Dundee its epithet as the city of "jute, jam and journalism".

*Exercise 5.* Look through the glossary:

Disturb (v) - беспокоить

Crow (n) - ворон

Abruptly (adv) - прерывисто

Exclaim (v) - воскликнуть

Expansion (n) - рост, расширение

Jute industry - джутовая промышленность

*Exercise 5. Now read the poem aloud as fast as you can, with expression to suit the mood of each verse.*

*Exercise 6. Supply answers to the following questions:*

1. What can you tell about the main character of the poem?
2. Why did that old man decide to return to Dundee?
3. Where is Dundee located? What is this city famous for?

*Exercise 7. Translate the following poem into Russian. Compare your translation with the text below.*

Одному старику на верхушке  
 Досаждали дрозды и кукушки.  
 «Хватит, – он прорыдал, —  
 Я довольно страдал,  
 Лучше слезу я с этой верхушки».

*Exercise 8. Learn the limerick by heart.*

### **Текст 10. ‘There was a Young Lady of Hull’**

*Exercise 1. Before reading the limerick pronounce the following:*

Hull [hʌl], virulent ['vɪr(ə)l(ə)nt], bull [bul], afraid [ə'freɪd], distract [dɪ'strækt]

*Exercise 2. Look through the glossary:*

virulent (adg) - злобный / разъяренный;

chase (v) — гнаться, преследовать;

seize on (v) – схватить;

spade (n) – лопата;

call out (v) – выкрикнуть / закричать;

distract (v) — отвлекать, уводить в сторону;

distract the attention — отвлекать внимание; приводить в смятение; смущать.

*Exercise 3. Read the poem, paying attention on the new vocabulary.*

There was a Young Lady of Hull,  
 Who was chased by a virulent bull;  
 But she seized on a spade,  
 And called out, 'Who's afraid?'  
 Which distracted that virulent bull.

*Exercise 4. Learn notes and commentary, and then read the verse again.*

Kingston upon Hull (usually abbreviated to Hull), is a city and unitary authority in the East Riding of Yorkshire, England. It lies upon the River Hull. In 1299, Hull has been a market town, military supply port, trading hub, fishing and whaling centre and industrial metropolis. The city is unique in the UK in having had a municipally owned telephone system from 1902, sporting cream, not red, telephone boxes.

*Exercise 5. Full fill the following exercise.*

- |                    |  |
|--------------------|--|
| 1) <i>call out</i> | a) full of hate and violent<br>opposition  |
| 2) <i>chase</i>    | b) hurry after someone or<br>something in order to catch                           |
| 3) <i>distract</i> | c) catch, accept, or take advantage<br>of something quickly or<br>enthusiastically |
| 4) <i>seize on</i> | d) say something in a loud voice   |
| 5) <i>virulent</i> | e) make someone stop giving their<br>attention to something                        |

*Key: 1-d, 2-b, 3-e, 4-c, 5-a*

*Exercise 6. Ask your partner 4-5 questions about the text and the comments.*

*Exercise 7. Write your five-line Limerick according to (aabba) rhyme, which start with: There was a Young Lady of Moscow.*

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