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**УЧЕБНО-МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ  
ДЛЯ ДОМАШНЕГО ЧТЕНИЯ  
ПО СБОРНИКУ “FAIRY TALES” ОСКАРА УАЙЛЬДА**

**Пособие для преподавателей и студентов**

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**Учебно-методические материалы для домашнего чтения по сборнику “Fairy Tales”  
Оскара Уайльда**

**Для студентов 1 курса факультета иностранных языков**

**Данное учебное-методическое пособие представляет собой сборник языковых заданий, основанных на тексте произведения. Каждая сказка сопровождается разнообразными упражнениями, направленными на отработку лексического материала и грамматических явлений (неличных форм глагола). Пособие нацелено на глубокое изучение и осмысление данного произведения и, несомненно, будет способствовать развитию навыков устной речи и навыков познавательной активности студентов.**

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**Contents:**

Biography.....	p.3
The Happy Prince.....	p.7
The Nightingale and the Rose.....	p.9
The Selfish Giant.....	p.12
The Devoted Friend.....	p.15
The Remarkable Rocket.....	p. 18
The Young King.....	p.21
The Birthday of the Infanta.....	p.24
The Fisherman and his Soul (Part I) .....	p.28
The Fisherman and his Soul (Part II).....	p.31
The Star-child.....	p.33
Comments.....	p.37
Bibliography.....	p.54

## **Fairy tales** **by Oscar Wilde**

Read the information about the author. Speak about some facts of his life and his most famous works.

### **BIOGRAPHY**

Oscar Wilde's rich and dramatic portrayals of the human condition came during the height of the prosperity that swept through London in the Victorian Era of the late 19th century. At a time when all citizens of Britain were finally able to embrace literature the wealthy and educated could only once afford, Wilde wrote many short stories, plays and poems that continue to inspire millions around the world.

Oscar Wilde was the second child in the marriage of William Wilde, a doctor, and Jane Francesca Elgee, who first gained attention in 1846 when she began writing revolutionary poems under the pseudonym "Speranza" for a weekly Irish newspaper, *The Nation*. She was also a gifted linguist with working knowledge of the major European languages. Oscar Fingal O'Flahertie was born on October 16, 1854. Oscar attended the Portora Royal School at Enniskillen, where Oscar excelled at studying the classics, taking top prize his last two years, and also earning a second prize in drawing. In 1871, Oscar was awarded the Royal School Scholarship to attend Trinity College in Dublin. Again, he did particularly well in his classics courses, placing first in his examinations in 1872 and earning the highest honor the college could bestow on an undergraduate, a Foundation Scholarship. In 1874, Oscar crowned his successes at Trinity with two final achievements. He won the college's Berkeley Gold Medal for Greek and was awarded a Demyship scholarship to Magdalen College in Oxford.

Oscar's father died on April 19, 1876, leaving the family financially strapped. Henry, William's eldest son, paid the mortgage on the family's house and supported them until his sudden death in 1877. Meanwhile, Oscar continued to do well at Oxford. He was awarded the Newdigate prize for his poem, "Ravenna," and a First Class in both his "Mods" and "Greats" by his examiners. After graduation, Oscar moved to London to live with his friend Frank Miles, a popular high society portrait painter. In 1881, he published his first collection of poetry.

In December 1881, Oscar sailed for New York to travel across the United States and deliver a series of lectures on aesthetics. The 50-lecture tour was originally scheduled to last four months, but stretched to nearly a year, with over 140 lectures given in 260 days. When he returned from America, Oscar spent three months in Paris writing a blank-verse tragedy that had been commissioned by the actress Mary Anderson. When he sent it to her, however, she turned it down. He then set off on a lecture tour of Britain and Ireland.

On May 29, 1884, Oscar married Constance Lloyd. Constance was four years younger than Oscar and the daughter of a prominent barrister who died when she was 16. She was well-read, spoke several European languages and had an outspoken, independent mind. Oscar and Constance had two sons in quick succession, Cyril in 1885 and Vyvyan in 1886. With a family to support, Oscar accepted a job revitalizing the *Woman's World* magazine, where he worked from 1887-1889. The next six years were to become the most creative period of his life. He published two collections of children's stories, "The Happy Prince and Other Tales" (1888), and "The House of Pomegranates" (1892). His first and only novel, "The Picture of Dorian Gray", was published in an American magazine in 1890 to a storm of critical protest. He expanded the story and had it published in book form the following year. Oscar's first play, "Lady Windermere's Fan," opened in February 1892. Its financial and critical success prompted him to continue to

write for the theater. His subsequent plays included “A Woman of No Importance” (1893), “An Ideal Husband” (1895), and “The Importance of Being Earnest” (1895). These plays were all highly acclaimed and firmly established Oscar as a playwright.

In the summer of 1891, Oscar met Lord Alfred 'Bosie' Douglas, the third son of the Marquis of Queensberry. They soon became inseparable until Wilde's arrest four years later. In April 1895, Oscar sued Bosie's father for libel as the Marquis had accused him of homosexuality. Oscar withdrew his case but was himself arrested and convicted of gross indecency and sentenced to two years hard labor. Constance took the children to Switzerland and reverted to an old family name, “Holland.” Upon his release, Oscar wrote “The Ballad of Reading Gaol,” a response to the agony he experienced in prison. Sadly, he was unable to rekindle his creative fires. When a recurrent ear infection became serious several years later, meningitis set in, and Oscar Wilde died on November 30, 1900.

### **Did you know?**

- Although a proficient and versatile writer, Wilde only wrote one novel during his lifetime: “The Picture of Dorian Gray,” published in 1891.
- Possessed three middle names at birth.
- Went on a lecture tour throughout the United States, London and Canada to teach aesthetic values in 1879.
- Regarded as one of the greatest playwrights of the Victorian Era, Wilde wrote and produced nine plays.
- Nine biographies have been written on Wilde since his death, one of them by his grandson, Merlin Holland, in 1997.
- Several biographical films, television series and stage plays have been produced on the life of Oscar Wilde since 1960.

## **THE HAPPY PRINCE**

### **Assignments**

I. Find in the text the following word-combinations. Translate them into Russian. Recall the situations they were used in.

- to cry for the moon (27)
- to approve of sb doing sth (28)
- to flirt with sb (28)
- attached to sb, sth (28)
- to keep the rain off (29)
- in high spirits (32)
- to bid sb good-bye (34)
- to keep oneself warm (36)

II. Answer the following questions:

- 1) How did the Statue of the Happy Prince look like?
- 2) What did the people say about it?
- 3) Why did a little Swallow fly to the town alone?
- 4) How did he court his lady-love? Why did the other Swallows disapprove of it?

- 5) What made the Swallow feel sad when autumn came?
- 6) Why did the Swallow put up on the Statue? What surprised him?
- 7) What did the Happy Prince tell about his life?
- 8) What made the Happy Prince cry? What did he ask the Swallow to do? Did the latter easily agree to do it? Why?
- 9) What did he see as he was passing by the houses? And in house of the Seamstress?
- 10) What surprised the Swallow as he returned? What did the Happy Prince say about that?
- 11) What did the Happy Prince ask the Swallow to do for the next time?
- 12) What did the Student think when he saw the sapphire?
- 13) What did the Happy Prince ask the Swallow to do the third time?
- 14) Why did the Swallow feel sad? Why did he decide not to fly away to Egypt?
- 15) Why did the Happy Prince ask his friend to take off the fine gold that he was covered with, leaf by leaf?
- 16) What happened to the Swallow when the frost came? To the Happy Prince?
- 17) What did the Mayor & the Councillors think of the Statue then? What did they decide to do to it? What did they decide to have instead? Did they come to a common opinion?
- 18) What was the end of the Statue & the Swallow like?
- 19) What did God ask his Angels for? Did he approve of their choice?

III. Write out five sentences with the Infinitive in different functions. Translate & comment upon them.

IV. Characterize the following heroes:

- The Happy Prince
- The Swallow
- The Mayor & his Councillors
- The Queen's maid-of-honour

V. Comment on the title. Was the Prince happy? What made him happy, if he was it?

VI. Retell the text using good vocabulary.

VII. Act out the first dialogue between the Happy Prince and the Swallow, when the former persuaded the bird to take his first precious stone.

VIII. Translate the sentences into English. Comment on the Verbals.

- 1) Как оказалось, она флиртвала с ним весь год!
- 2) Казалось, она одобряла, что её дочка одевалась так вызывающе.
- 3) Они соорудили навес, чтобы защитить дорожку от дождя.
- 4) Она имеет обыкновение требовать невозможное.
- 5) Ничего не оставалось делать, как попрощаться друг с другом.
- 6) Известно, что он очень привязан к своим родителям.
- 7) Вот чашка горячего чаю, чтобы согреться.
- 8) Я, пожалуй, не буду с тобой ругаться и портить тебе настроение. Ты в таком приподнятом настроении сегодня.

## THE NIGHTINGALE AND THE ROSE

## Assignments

- I. Prepare a passage for good reading & translation. p.45: "Then she gave...its messages to the sea."
- II. Answer the following questions:
  - 1) What was the young Student's problem?
  - 2) What did he think about happiness?
  - 3) What did the Nightingale think about the Student & love in general?
  - 4) Why did the Nightingale fly to the glass-plot? Was she successful?
  - 5) Where did she fly next?
  - 6) Could the Rose-tree, growing beneath the Student's window, help the Nightingale? Why?
  - 7) Under what condition could the Rose-tree help the Nightingale?
  - 8) Why did the Nightingale decide to pay such a high price for a red rose?
  - 9) Of what did she beg the Student?
  - 10) What did the Student think about the Nightingale's song & artists in general?
  - 11) What kind of song did she sing in the beginning? What was she doing at that time?
  - 12) Why did the Rose-tree ask the Nightingale to press closer against the thorn?
  - 13) Of what did she sing further?
  - 14) Why did she have to press closer against the thorn next time? Of what did she sing then?
  - 15) What happened next?
  - 16) What did the girl say & do when the Student presented her with a rose?
  - 17) To what conclusion did the Student come at the end of the story?
- III. Describe the last songs of the Nightingale.
- IV. What do you think of the following characters, their words & actions: the Nightingale, the Student & the Girl?
- V. Write out five sentences with the Gerund in different functions & comment on them.
- VI. Do you agree with the Student, who believed "on what little things does happiness depend!"
- VII. Retell the text using good vocabulary.
- VIII. Prepare the Nightingale's inner monologue, when she felt pity for the Student and made up her mind to help him.
- IX. Translate into English. Comment on the Verbals.
  - 1) Желанием девушки было иметь красную розу.
  - 2) «Нет возможности, что она будет танцевать со мной, если я не принесу ей красную розу», - горевал Студент.
  - 3) Соловей не мог не пожалеть студента.
  - 4) Соловей решил принести себя в жертву ради любви.
  - 5) Всю ночь Соловей пел, прижавшись грудью к шипу, и холодная луна, склонив свой лик, продолжала слушать его.
  - 6) Оказалось, что роза стала алой, подобно утренней заре на востоке.
  - 7) Девушка рассмеялась, даже не посмотрев на красную розу.

- 8) «Нет смысла любить кого-нибудь», - размышлял Студент после разговора с девушкой.
- 9) Если бы не глупое желание иметь непременно алую розу, Соловей бы не умер.

## **THE SELFISH GIANT**

### **Assignments**

I. Find in the text the following word-combinations. Translate them into Russian. Recall the situations they were used in.

- here and there (47)
- to ask sb on a visit (49)
- there will be change in the weather (49)
- to steal up (behind sb) (50)
- to break into blossom (50)
- to long for sth (51)

II. Prepare the first passage for good reading and translation.

III. Answer the questions and do the given tasks.

- 1) Describe the Giant's garden.
- 2) Where has he been staying for 7 years?
- 3) How did he behave when he saw the children, playing in his garden? Where did the children play after that?
- 4) What was the garden like, when the Spring came?
- 5) Who took advantage of the situation?
- 6) Why did the Spring, the Summer and the Autumn never come to the garden?
- 7) What excited the Giant one morning? What did he think of it? What did he see?
- 8) What happened in the farthest corner of the garden?
- 9) Why did the Giant put that little boy on the top of the tree? What did he understand about himself and fact that the Spring didn't come there? What did he decide to do?
- 10) What did the children do when they saw the Giant? Why didn't that boy run away?
- 11) What happened after that?
- 12) What did the Giant do to the wall?
- 13) Why did the Giant feel very sad?
- 14) What idea came to the Giant's mind when he was watching the children at their games?
- 15) What did he see when he looked out of the window one winter morning?
- 16) Why was he angry when he saw the palms of the child's hands? How did the latter explain his wounds?
- 17) Why did the little child come to the Giant's garden after so many years? Who was he?

IV. Points for discussion.

- 1) Comment on the Giant's words: "I have so many beautiful flowers, but the children are the most beautiful flowers of all." (p.51)
- 2) Comment on the conversation of the Giant & the boy at the end of the fairy-tale. What do you think of the usage of archaic and religious words?

- 3) Why did the Giant change, in your opinion?
- 4) What is the idea of the tale, in your point of view?

V. Retell the story.

VII. Translate into English. Comment on the Verbals.

- 1) Каждый день дети имели привычку заходить в сад Великана, чтобы поиграть.
- 2) Мальчик был недостаточно высоким, чтобы дотянуться до ветвей дерева, поэтому он не мог не расплакаться.
- 3) По мнению Великана было мало смысла приглашать кого-нибудь к себе в гости.
- 4) Подкравшись к малышу сзади, Великан взял его за руку.
- 5) Не смотря на то, что дети видели табличку на заборе, они зашли в сад поиграть.
- 6) Великан сожалел о том, что был таким эгоистичным.
- 7) Похоже, что погода поменяется.
- 8) Великан был тронут тем, что малыш был таким беспомощным.
- 9) Сакура, как сообщилось, уже зацвела на Японских островах.
- 10) Великан тосковал о своём маленьком друге и частенько вспоминал его время от времени.
- 11) Вбежав в сад на другой день, дети нашли Великана мёртвым.

## THE DEVOTED FRIEND

The story is told by a linnet to an intellectual water-rat, who fancies himself a literary critic; the water-rat is sympathetic to the miller rather than Hans, and storms off on being informed that the story has a moral.

### Assignments

- I. Find in the text the following word-combinations. Translate them into Russian & recall the situations they are used in.
  - in return, 54
  - to have sth (everything) in common, 55
  - to take sb's (sth's) place, 55
  - on credit, 57
  - to smile from ear to ear, 58
  - by-the-bye, 59
  - to set sb's mind at ease, 59
  - to send sb off on long errands, 64
  - to keep up with sb, 65
- II. Answer the questions.
  - 1) What kind of person was Hans? How does the author describe his appearance?
  - 2) Why was Hans' garden so beautiful?
  - 3) Did he have many or a few friends? Who was his best friend, if he had any?
  - 4) What did the Miller use to say to little Hans?
  - 5) Why was winter the worst time for Hans?

- 6) Why didn't the Miller visit Hans in winter? Why didn't he keep his temper when his youngest son suggested asking Hans on a visit?
- 7) What are the Miller's ideas of friendship?
- 8) Why did Hans plan to sell his primroses? What did the Miller say on it? What did he offer Hans? Did little Hans object?
- 9) What was Hans busy with the next day? What did the Miller insist on? How?
- 10) Why did the Miller scold Hans next time? What did the former (первый) want of the latter (последний)?
- 11) Did little Hans have time to look after his flowers? Why?
- 12) What did the Miller ask Hans to do one wild night? Why did the former refuse to give Hans his lantern?
- 13) What happened to little Hans on his way home from the Doctor?
- 14) Was Hans a great loss to anyone?
- 15) Why did the Linnet say that he had been wrong?

III. Prepare the passage for good reading and translation, p. 55: "He lived in a tiny cottage ... pleasant odours to smell."

IV. Comment on the following:

- 1) Love is all very well in its way, but friendship is much higher. Indeed, I know of nothing in the world that is either nobler or rarer than a devoted friendship. (p.54)
- 2) When people are in trouble, they should be left alone and not be bothered by visitors. (p. 56)
- 3) Flour is one thing, and friendship is another, and they shouldn't be confused. (p.57)
- 4) True friendship is quite free from selfishness of any kind. (p.60)

V. What do you think of little Hans, the Miller, his wife, his son?

VI. Find in the tale all examples (words & word-combinations) that prove that the Miller was greedy and little Hans was kind.

VII. Comment on the title of the fairy-tale.

VIII. Retell the text using good vocabulary.

IX. Make up a dialogue between Hans and the Miller, when the latter asked the gardener to go for the doctor.

X. Translate into English. Comment on the Verbals.

- 1) Ганс гордился, что имел друга с такими благородными идеями.
- 2) Заметили, как он улыбался во весь рот, завидев Мельника.
- 3) Мельник предложил Гансу делиться всем.
- 4) Быть лучшими друзьями значит иметь много общего, как частенько говорил Мельник.
- 5) Мельник продолжал пользоваться доверием Ганса и отсылать его куда-нибудь с поручением.
- 6) Мельник избегал того, чтобы дать что-нибудь Гансу взамен.
- 7) Мельник был убеждён, что ничего не случится, если он откажет Гансу в его просьбе.
- 8) Ганс откладывал заботу за своими цветами из-за постоянных поручений Мельника.
- 9) Гансу было трудно не отставать от наездника.

## **THE REMARKABLE ROCKET.**

*The Remarkable Rocket*, unlike the other stories in the collection, contains a large number of Wildman epigrams:

"Conversation, indeed!" said the Rocket. "You have talked the whole time yourself. That is not conversation." "Somebody must listen," answered the Frog, "and I like to do all the talking myself. It saves time, and prevents arguments." "But I like arguments," said the Rocket. "I hope not," said the Frog complacently. "Arguments are extremely vulgar, for everybody in good society holds exactly the same opinions."

### **Assignments**

I. Find in the text the following word-combinations. Translate them into Russian & recall the situations they are used in.

- to be (not) of (much) use to sb, 69
- to be attached to sb, 70
- quite the other way, 72
- to explode with laughter, 73
- to get over sth, 73
- to be moved to tears, 73
- to set the world on fire, 82

II. Choose one of the passages & prepare it for good reading & translation.

- 1) p. 69: "When three days ... dull and cloudy."
- 2) p.76: "Whizz! Whizz! ... laughed with pleasure."

III. Answer the questions:

- 1) What kind of girl was the King's son going to be married to? What things about her struck all the people?
- 2) What did the Prince do when he saw his bride?
- 3) What kind of ceremony was the wedding? What items were on the programme?
- 4) What did the crackers argue about?
- 5) What made the Rocket sat?
- 6) When did the fireworks begin? Was it a success?
- 7) What happened to the Rocket? What did he think about it?
- 8) What annoyed the Rocket?
- 9) What did the Dragon-fly & the Duck think of the Rocket?
- 10) Why did the Rocket disagree with her?
- 11) What was the Rocket's end?

IV. Discuss the following:

- 1) Love is not fashionable any more, the poets have killed it. They wrote so much about it that nobody believed them. True love suffers and is silent...Romance is a thing of the past. (The Catherine Wheel, pp.70-71)
- 2) It is a very dangerous thing to know one's friends.(The Rocket, p.75)
- 3) As for domesticity, it ages one rapidly, and distracts one's mind from higher things. (The Duck, p.81)
- 4) Speak about the Rocket. Why does the author call it "remarkable"?
- 5) What is the idea of the tale?

V. Pick out the words, which describe the fireworks and actions, connected with it.

V. Translate into English. Comment on the Verbals.

- 1) Было видно, что Ракета была тронута до слёз.
- 2) Ракета не могла не рассмеяться при разговоре с другими хлопушками.
- 3) Ракете не удалось взорваться эффектно как она планировала.
- 4) Случилось так, что Ракета намокла и стала абсолютно бесполезной.
- 5) Хлопушки продолжали спорить о своей значимости и пользе.
- 6) Ракета взлетела в небо, так и не взорвавшись.
- 7) Ракета очень хотела произвести фурор (сенсацию).
- 8) Было заметно, что Принц и Принцесса были привязаны друг к другу.
- 9) Утка была против привязанности к одному месту.

VII. Retell the text using good vocabulary.

## THE YOUNG KING

The fairy tale is dedicated to Margaret Lady Brooke (the Ranees of Sarawak).

### Assignments

- I. Find in the text the following word-combinations. Translate them into Russian & recall the situations they are used in.
  - to take leave of sb, 89
  - by chance, 90
  - to give sb into the charge of sb, 90
  - to be destined (to do sth), 91
  - to shrug one's shoulders, 98
  - to put ashes on sb's head, 100
  - to flush with anger, 104
- II. Choose one of the passages & prepare it for good reading & translation.
  - pp. 95-96: "Is it so with all? ... a thread of gold."
  - p. 105: "The beggars wander through the cities ... for one heart to suffer."
- III. Answer the questions.
  - 1) Why was the young King alone in his chamber that night? Was he sorry to be alone? Why?

- 2) What was gossiped about his birth? What happened to his mother and father?
- 3) What did the old King confess on his death-bed?
- 4) What strange things did the people notice about the young man?
- 5) What was his head occupied with the night before the coronation?
- 6) What did the young King see in his first dream?
- 7) What did the young King see in his second dream?
- 8) What did the young King see in his third dream?
- 9) How did the young King's behaviour change in the morning? What did the courtiers think of him?
- 10) What did the lad have for his coronation robe, scepter and crown?
- 11) How did the courtiers and the people react on seeing the young King dressed like that?
- 12) What did the Bishop in the cathedral advise the young King to do? Why?
- 13) What happened in the cathedral when the nobles were about to kill him?

IV. Discuss the following.

- 1) Prove that the young King had a passion for beauty.
- 2) Comment on the following statement from the tale: "The burden of this world is too great for one man to bear, and the world's sorrow too heavy for one heart to suffer."
- 3) Do you think there can be friendship between the rich and the poor?
- 4) What is the moral of the tale in your opinion?

V. Retell the text using good vocabulary.

VI. Act out a dialogue between the Young King and the Bishop before the coronation.

VII. Translate into English. Comment on the Verbals.

- 1) На смертном одре старый Король сожалел, что согрешил.
- 2) Молодой человек приказал слугам покинуть его.
- 3) Случилось так, что младенец был выкраден у матери и отдан крестьянке.
- 4) Должно быть, страсти к красоте суждено было оказать огромное влияние на парня.
- 5) Пожав плечами, они выкинули тело ныряльщика за борт.
- 6) Алчность посыпала голову пеплом из-за того, что была в гневе.
- 7) Молодой Король отказался облачаться в одежду короля и поведал им свои три сна.
- 8) Вместо того, чтобы надеть одежды короля, он облачился в одежду пастуха.
- 9) Лицо молодого Короля раскраснелось от гнева, после того как придворные преградили ему путь.
- 10) Старый епископ умолял его надеть на себя одежду, которую обычно носит король.

## THE BIRTHDAY OF THE INFANTA

The tale is dedicated to Mrs. William H. Grenfell of Taplow Court (Lady Desborough).

### Assignments

- I. Find in the text the following word-combinations. Translate them into Russian & recall the situations they are used in.
  - to shrug one's shoulders, 113

- to be frightened at sth, 115
  - to be a great success, 117
  - to keep sb's eyes off sb, 118
  - to grin from ear to ear, 119
  - to be taken aback by sth, 121
  - to take a fancy to sb, 122
  - at any rate, 125
- II. Prepare the passage for good reading and translation, pp.127-128: "What he wanted...he passed into next room."
- III. Answer the questions.
- 1) What was the Infanta's life like?
  - 2) Why was the King sad on the day of her birthday?
  - 3) How did the children entertain themselves?
  - 4) Why was the Infanta so amused when she saw the final item of the programme?
  - 5) What did she present the Dwarf with?
  - 6) What did the Flowers, the Sundial, the birds, the Lizards in the garden think about the Dwarf's success?
  - 7) Why did the Dwarf want to invite the Infanta to the forest?
  - 8) What did he find when he came up to the Palace? How did he manage to get inside?
  - 9) What would he like to show and tell the Infanta?
  - 10) What shocked the Dwarf in the room he liked the best?
  - 11) What did he understand? How did he react on it?
  - 12) What did the Infanta order the Dwarf to do when she found him?
  - 13) What happened to the Dwarf? What did the Infanta say about it?
- IV. Discuss the following.
- 1) Find some facts to show that the King loved the Queen madly.
  - 2) Prove that the Infanta took after her mother.
  - 3) Agree or disagree to the statement that the Dwarf's appearance contrasted his soul.
  - 4) Compare the Dwarf and the Infanta.
- V. Translate into English. Comment on the Verbals.
- 1) Маленькая Принцесса проводила время на террасе со своими подругами, играя с ними в прятки.
  - 2) Из-за страха оставить маленькую Инфанту на попечение своего брата король не отрёкся от трона и не отправился в монастырь.
  - 3) Инфанта пожала плечами, не сказав ни слова отцу.
  - 4) Оказалось, что все дети смеялись над Карликом. Он решил, что должно быть, он пользовался у них успехом, поэтому он продолжал ухмыляться во весь рот.
  - 5) Он подумал, что должно быть он очень понравился Инфанте, раз она пригласила его во дворец ещё раз.
  - 6) Карлик ввалился на арену, ковыляя на кривых, коротеньких ножках и мотая огромной безобразной головой.
  - 7) Отец его был только рад избавиться от такого уродливого и бесполезного ребёнка.
  - 8) Ящерицы часами способны сидеть на одном месте и размышлять, не имея других занятий.

- 9) Маленький Карлик в изумлении продолжал осматриваться и даже немного побаивался идти дальше.
- 10) Когда истина вдруг открылась ему, он, рыдая, с диким воплем кинулся на пол.
- 11) Карлик никогда больше не будет плясать, потому что у него разбито сердце.

VI. Retell the text using good vocabulary.

### **THE FISHERMAN AND HIS SOUL (Part I. pp.133-156)**

Dedicated to H.S.H. Alice, the Princess of Monaco

#### **Assignments**

I. Choose one of the passages & prepare it for good reading & translation.

- p.134: "But no fish at all was in it...he clasped her in his arms."
- p.154: "He bowed his head in wonder...was studded with seven beryls."

II. Find in the text the following word-combinations. Translate them into Russian & recall the situations they are used in.

- in no way, 134
- to catch hold of, 136
- to hold out one's arms to sb, 136
- to have no need of sth, 138
- to shelter oneself from sth, 149

III. Answer the questions.

- 1) What did the young Fisherman catch one day?
- 2) What was his reaction when he saw the Mermaid?
- 3) Did he let her go? Why did he consent to do it in the long run? Under what condition?
- 4) Why didn't the Mermaid accept the young Fisherman's proposal at once?
- 5) How did the Fisherman and the Mermaid meet? How did the Fisherman change?
- 6) What did he propose the Mermaid one evening? What did she say on it? Did the young Fisherman accept the Mermaid's condition?
- 7) Why was the Priest furious when the Fisherman came to him next morning?
- 8) What did one merchant tell him? What struck the Fisherman about it?
- 9) Why did he go to see the young Witch?
- 10) What was her reaction when she learnt what the Fisherman longed for? What did she ask from him in return?
- 11) Where did she invite him? What instructions did she give?
- 12) How did the young Fisherman get rid of his Soul?
- 13) What did the Soul insist on after the Fisherman had sent her away?
- 14) Where did the Soul travel that year?
- 15) What did the Soul suggest the Fisherman for entering him again?

IV. Translate into Russian the following sentences.

- 1) p.140: "My desire is but for a little thing."
- 2) p.146: "Ask me of anything but that."

V. Translate into English. Comment on the Verbals.

- 1) Молодой Рыбак решил избавиться от душ, считая её бесполезной.
- 2) Схватив Русалку, Рыбак заставил её обещать ему вернуться.
- 3) И подумал про себя молодой Рыбак: «Как это странно! Священник продолжает убеждать меня, что душа ценнее, чем всё золото мира, а вот купцы возражают, утверждая, она не стоит и гроша ломаного.»
- 4) Он вспомнил, что его товарищи рассказывали о некоей юной ведьме, живущей в пещере у входа в залив.
- 5) Рыбак выхватил маленький нож с зелёной рукояткой и попытался отрезать свою тень у самых ног. Ему удалось это сделать.
- 6) Душа рассказала, как она села под тамариском, чтобы укрыться от солнца.

V. Retell the text using good vocabulary.

VI. Act out a dialogue between the Fisherman and the priest.

### **THE FISHERMAN AND HIS SOUL (Part II. pp.156-177)**

I. Find in the text the following word-combinations. Translate them into Russian & recall the situations, they are used in.

- to elbow one's way, 158
- to make haste, 165
- to grow pale, 169
- to get rid of sth, sb, 170
- to tempt sb with sth, 172
- to turn a deaf ear to sth, sb, 172

II. Choose one of the passages & prepare it for good reading & translation.

- pp. 173-174: "And as he spoke there came ... Dead at his feet it was lying."
- p. 175: "And his Soul besought him ... with its waves."

III. Answer the questions.

- 1) Where did the Soul travel the second time? What did the people do when they met and saw it?
- 2) How did the Soul meet the Emperor? Under what condition did the Soul agree to leave the Emperor?
- 3) Why did the Soul ask for a simple leaden ring from the Emperor's finger instead of the half of his treasure? How did it get it?
- 4) Did the Soul succeed in tempting the Fisherman that time?
- 5) Of what did the Soul tell the Fisherman the third time? Why did the latter decide to go ashore at last?
- 6) What did the Soul ask the Fisherman to do whenever they entered a city? How did the boy feel about that? What did the former keep answering?
- 7) What did the Soul persuade the Fisherman to do at night?
- 8) Why did the Soul made the lad do all those awful things? Why couldn't the latter return to his love?

- 9) Did the Fisherman manage to meet the Mermaid?
- 10) How did the Soul tempt the Fisherman? Did it succeed in doing it? Why?
- 11) What happened when the Fisherman let his Soul enter his heart?
- 12) How did the Fisherman die? What happened at that moment?
- 13) What was the Priest's reaction when he saw the bodies of the Fisherman & the Mermaid in the morning? What did he order?
- 14) What strange things happened on a holy day, when the third year was over?
- 15) Did the Priest manage to correct his mistakes?

IV. Discuss the following.

- 1) What do you think of the Fisherman?
- 2) Speak about his Soul. What is the author's idea of creating such a character?
- 3) What do you think about the Fisherman's love to the Mermaid? Why was it so tragic?
- 4) Would you agree to do everything for your love?
- 5) Whom do you feel most sorry for at the end of the tale: the Fisherman or his Soul? Why?
- 6) What is the idea of the fairy-tale?

V. Retell the text using good vocabulary.

VII. Translate into English. Comment on the Verbals.

- 1) Молодой Рыбак поспешил за Душой, чтобы полюбоваться на обнаженные ноги танцующей девушки.
- 2) Когда Рыбак узнал, что он никак не сможет избавиться от своей Души и что злая Душа останется с ним навсегда, он не мог не расплакаться.
- 3) Побледнев, он продолжил свой путь.
- 4) И непрестанно Душа искушала его, но он избегал ответа и не совершал дурных деяний, к которым его побуждала Душа.
- 5) Рыбак оказывался глух к рассказам Души.
- 6) На могиле Рыбака и Девы морской выросли белые цветы необычайной красоты, смутившие Священника.

## THE STAR-CHILD

It's dedicated to Miss Margo Tennant (Mrs. Asquith).

### Assignments

I. Choose one of the passages & prepare it for good reading & translation.

- pp. 180-181: "And one of them ... a little child who was asleep."
- pp. 197-198: "And a cry of joy ... answered him not a word."

II. Find in the text the following word-combinations. Translate them into Russian & recall the situations, they are used in. Make up your own examples with them.

- to be at a loss, 179
- to bid sb Godspeed, 181
- to drive sb away, 189
- at sunset, 192
- to be in store for sb, 192
- to be filled with joy, 193

- to have pity on sb, 193
- to set sb free, 195

### III. Answer the questions.

- 1) What was the weather like that winter?
- 2) What happened when the woodcutters were discussing their hard life?
- 3) What did they decide to do to the child? Why?
- 4) Find some facts in the text, which show that that the Woodcutter was a kind-hearted man.
- 5) How did the Star-child look like, when some time had passed? How did his beauty affect him & his fellows?
- 6) What happened to a beggar-woman when she saw the Star-child and learnt that he had been found in the forest ten years before?
- 7) How did the Star-child and his mother meet?
- 8) Why were the children unwilling to play with the boy anymore? Did he regret his mistake?
- 9) For how many years had he been looking for the beggar-woman?
- 10) How did he get into a stonewalled city? What did the Magician order the boy to do the next day?
- 11) Who helped the Star-child to find a piece of white gold? Where? Did he manage to bring it to his master? Why? What did the latter do to him?
- 12) What happened on the second day when the Star-child set to the wood?
- 13) Did the Star-child manage to bring his master a piece of red gold? Why? What did the Magician promise the boy in case of his success and what did he threaten to do in case of his failure?
- 14) What struck the boy as he was returning to his master's house?
- 15) What did the priests and high officers insist on? Did he believe them?
- 16) Who did the beggar-woman and the leper turn out to be?
- 17) How did the lad rule?
- 18) Why did he die so early? Who ruled after him?

### IV. Questions for discussion.

- 1) What made the boy understand his fault?
- 2) What effect had his sufferings on his attitude to the creatures and human beings surrounding him?
- 3) What is the idea of the fairy-tale?

### V. Translate into English. Comment on the Verbals.

- 1) Они очень обрадовались, выбравшись наконец из леса.
- 2) Жена Дровосека растерялась, увидев мужа с младенцем на руках.
- 3) Мальчик раскаялся в том, прогнал бродяжку.
- 4) Мальчик разрыдался, предвидя, что судьба уготовила ему в будущем.
- 5) Увидев, что его мать стоит среди толпы, сердце мальчика наполнилось радостью.
- 6) Став королём, Звёздный Мальчик, как известно, был справедливым и сострадающим.
- 7) Маг обещал мальчику, что отпустит его, если он принесёт ему кусок красного золота.

### VI. Retell the text using good vocabulary.

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