

КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ

**LEWIS CARROLL “ALICE IN WONDERLAND”
УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ
ПО САМОСТОЯТЕЛЬНОМУ ЧТЕНИЮ
ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЫ
ДЛЯ СТУДЕНТОВ I КУРСА
ИНСТИТУТОВ И ФАКУЛЬТЕТОВ ИНОСТРАННЫХ ЯЗЫКОВ**

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Составители: канд. филол. наук доцент Баширова Н.З.,
ассистент Бабко К.Р.

Рецензенты: канд. филол. наук, доцент,
зав. каф. контрастивной лингвистики Мингазова Н.Х.,
канд. филол. наук, доцент Депутатова Н.А.

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Учебно-методическое пособие предназначено для студентов I курса факультетов иностранных языков и языковых вузов для самостоятельных занятий по чтению художественной литературы и практике речи. Данная разработка способствует созданию рациональной методики, сочетающей формирование умений филологического чтения и толкования литературного художественного текста и развитие творческих речевых умений.

Казанский федеральный университет, 2018.

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Предисловие

Данное учебно-методическое пособие предназначено для студентов младших курсов факультетов и институтов иностранных языков, изучающих английский язык как специальность.

Цель пособия – организовать самостоятельное чтение художественной литературы студентов и обучить их основам филологического чтения. Выбор произведения Л. Кэрролла «Приключения Алисы в стране чудес» обосновывается тем, что эта книга известна российским студентам еще с детства, многие читали его на русском языке и видели различные экранизации этого романа. «Приключения Алисы в стране чудес» – это увлекательный роман с необычными поворотами сюжета, полный юмора и иронии. Несмотря на то, что книга написана во второй половине XIX века, ее язык не устарел, он воспринимается как современный английский язык, на котором говорят жители Великобритании, живой, экспрессивный и идиоматичный. Оригинальный стиль Л. Кэрролла заслуживает отдельного внимания, автор «играет» с привычными языковыми клише и идиомами, разрушает языковые нормы, создаёт свои авторские неологизмы. Всё это должно вызвать интерес студентов к чтению и мотивацию для занятий.

Структура учебно-методического пособия отражает структуру книги Л. Кэрролла, которая состоит из 12 глав, соответственно в пособии также 12 разделов. Каждый раздел состоит из 8 – 9 упражнений, которые направлены на развитие таких аспектов речевой деятельности студентов, как чтение, письмо и говорение. Для обучения чтению в разделы включены упражнения на развитие чтения вслух, поискового чтения, изучающего чтения, при этом основной упор делается на техники филологического чтения. В каждом разделе представлены упражнения на расширение активного словарного запаса на основе разнообразных лексических единиц, употребляющихся в тексте. Для развития навыков говорения в

пособии предусмотрены творческие задания на основе драматизации и идентификации себя с персонажами книги. Некоторые упражнения (ролевая игра, обсуждения) могут быть использованы также во время аудиторных занятий. Упражнения в каждом разделе расположены в соответствии с принципами постепенного повышения трудности и углубления анализа текста.

В середине пособия после прочтения 7 глав предусмотрен один раздел для повторения пройденного материала. В завершение прочтения всей книги студентам предлагаются темы для написания творческих работ, а именно эссе, которые предполагают самостоятельную творческую аналитическую работу студентов.

В пособии представлен справочный материал, который призван помочь студентам в их самостоятельной работе. Это – краткая биография автора, информация об истории экранизации романа, полный список слов и устойчивых выражений, изучаемых в процессе чтения, с их переводом на русский язык, а также глоссарий стилистических терминов и выражений, необходимых для анализа литературного произведения.

Pre-reading exercises

I. Discuss the following questions:

1. Have you read the novel “Alice's Adventures in Wonderland”? Did you like it? What did you like (dislike) about it? Can you remember some funny episodes or interesting characters?
2. Have you seen any films or cartoons based on the novel? Which one do you like best? Why?

II. Read the biography of Lewis Carroll and answer the questions that follow:

1. What was the real name of Lewis Carroll?
2. What historical period did he live in?
3. What family was he born into?
4. What kind of education did he receive?
5. What was his occupation after graduation?
6. What were his hobbies?
7. What kind of person was he?
8. How did “Alice's Adventures in Wonderland” come into being?
9. How many books did he write? What are his best known novels?

LEWIS CARROLL (1832–1898)

Lewis Carroll was the pen name of Charles Lutwidge Dodgson born on January 27, 1832 in Daresbury, Cheshire, England. His father was a clergyman in Cheshire and later in Yorkshire. Charles had seven sisters and three brothers. Being the eldest son in the family Charles was good at inventing various games to amuse his siblings. Besides, he published hand-written magazines of which he was a chief editor, a journalist, a writer and an artist.

Charles studied at a school in Richmond and then he went to a well-known public school in Rugby. He did not like the four years that he spent there, he was shy and suffered from the bullying of his schoolmates. He started stammering at an early age and never overcame this defect completely.

He continued his education in Christ Church College in Oxford where he excelled in mathematics. At the age of 20 he was granted a studentship (a scholarship) which he retained until the end of his life. After graduation Charles Dodgson was offered a job of a lecturer in mathematics. He was ordained and gave a vow of celibacy. Apart from his teaching activities Charles Dodgson was a keen photographer and once he even considered taking up photography professionally.

He got along very well with little girls and disliked boys. Later when his little friends grew to be young ladies he lost interest in them altogether. As a university lecturer Dodgson was dry, boring and meticulous and did not enjoy teaching students; his students did not like him very much either. But when he was in the company of his little girl-friends he appeared to be quite a different person: original, emotional, inventive and passionate.

Charles Dodgson first told his story about Alice's adventures on a boat trip with the daughters of Henry Liddell, the dean of Christ Church. It is believed that Alice was Alice Liddell, the personages of the Lory and the Eaglet in the Caucus race chapter were inspired by her sisters Lorina and Edith. Dodgson's colleague Robinson Duckworth was represented as the duck, and Dodgson himself was the dodo because when he introduced himself he had difficulty pronouncing his name and stammered "Do-Do-Dodgson".

The book "Alice's Adventures in Wonderland" was published in 1865 and had great success. In 1871 Lewis Carroll wrote its sequel "Through the Looking-Glass and What Alice Found There". By the time the author died in 1898 the two volumes of the adventures of Alice had become the most popular children's book in England. Queen Victoria was one of Lewis Carroll's admirers. Since then the book has been translated into 176 languages.

Another outstanding work by Lewis Carroll is the nonsense poem "The Hunting of the Snark"

CHAPTER I. DOWN THE RABBIT-HOLE

I. Make sentences with the phrases about the events narrated in this chapter:

стоит что-либо делать; необычный, странный; промелькнуть в голове; сгорать от нетерпения; осматриваться; рисоваться, пускать пыль в глаза; очутиться; быть вредным, противопоказанным; потухнуть; погасить; надрать уши; привыкнуть.

II. Fill in the prepositions:

1. When the Rabbit actually took a watch Its waistcoat-pocket, and looked it, and then hurried, Alice started to her feet.
2. Alice had plenty time to look Her, and to wonder what was going to happen next.
3. First, she tried to look And make what she was coming
4. The jar was labelled 'Orange Marmalade', but her great disappointment it was empty.
5. 'I wonder how many miles I've fallen this time?' she said aloud.
6. Alice had just begun to dream that she was walking hand hand Dinah, and saying her very earnestly: 'Now, Dinah, tell me the truth: did you ever eat a bat?'
7. Alice's first thought was that it might belong one the doors the hall.
8. She knelt and looked the passage the loveliest garden you ever saw.
9. 'And even if my head would go, ' thought poor Alice, 'it would be very little use my shoulders.'
10. This time she found a little bottle it, and the neck the bottle was a paper label.

III. Fill in the missing words:

1. with curiosity, Alice ran across the field after the Rabbit.
2. There was no moment to be lost: away went Alice like
3. And here Alice began to get rather sleepy, and went on saying to herself, in a sort of way, "Do cats eat bats?"
4. It was all very well to say "Drink me", but the little Alice was not going to do that in a hurry.
5. "What a feeling!" said Alice, "I must be shutting up like a"
6. She tried the key in the lock, and to her great it fitted.
7. "It might end, you know," said Alice to herself, "in my going out altogether, like a
8. When Alice had tried herself out with trying, the thing sat down and cried.
9. Sometimes she scolded herself so as to bring tears into her eyes.
10. This child was very fond of pretending to be two people.
11. The words "Eat me" were marked in currants.
12. She ate a little bit, and said to herself "Which way?"

IV. Decide if the sentences are true or false:

1. Alice didn't like books without pictures and conversations.
2. When Alice was sitting by her sister on the bank, a white hare ran close to her.
3. It wore waist-coat and had a watch.
4. Alice was surprised by the meeting with the White Rabbit.
5. Alice followed the White Rabbit down the hole.
6. The hole went all the way through the center of the Earth to Australia.
7. Dinah was Alice's cat.
8. She couldn't get into the garden because she had no key to the door leading to it.
9. When Alice drank from the bottle marked "Drink me", she became very big.

10. After drinking from the bottle Alice became the right size and entered the garden.

V. Discuss

What out of the way events happen in this chapter? What odd personages appear in it? What makes them strange?

VI. Discuss:

What strange things happen to Alice? What does she do that she hasn't done before? Does she make any mistakes? How does she take all these unexpected changes?

Find sentences with inverted word order of the pattern. What do you think is its function?

VII. Make up two stories. Use the active vocabulary of this chapter:

1. Alice is falling down the tunnel.
2. Alice is eager to get into the garden, and she drinks from the bottle.

VIII. How does the author describe Alice?

What words and phrases does he use?

What kind of girl does she appear to be?

How does she take all the changes that she undergoes?

IX. Find instances of humour and irony.

CHAPTER II. THE POOL OF TEARS.

I. Read out aloud the following excerpts:

a) “Curiouser and curiouser!” cried Alice (she was so much surprised, that for the moment she quite forgot how to speak good English); “now I ’m opening out like the largest telescope that ever was! Good-bye, feet!” (for when she looked down at her feet, they seemed to be almost out of sight, they were getting so far off) “Oh, my poor little feet, I wonder who will put on your shoes and stockings for you now, dears? I ’m sure I shan’t be able! I shall be a great deal too far off to trouble myself about you: you must manage the best way you can;—but I must be kind to them,” thought Alice, “or perhaps they won’t walk the way I want to go! Let me see: I’ll give them a new pair of boots every Christmas.”

b) “I must be Mabel after all, and I shall have to go and live in that poky little house, and have next to no toys to play with, and oh! ever so many lessons to learn! No, I’ve made up my mind about it: if I’m Mabel, I’ll stay down here! It’ll be no use their putting their heads down and saying, ‘Come up again, dear!’ I shall only look up and say, ‘Who am I then? Tell me that first, and then, if I like being that person, I’ll come up: if not, I’ll stay down here till I’m somebody else’—but, oh dear!” cried Alice with a sudden burst of tears, “I do wish they would put their heads down! I am so *very* tired of being all alone here!”

II. Make sentences with the phrases about the events narrated in this chapter:

лить слезы; чудом спастись; понимать, увидеть, различить; найти выход; во всяком случае; подмигнуть; обидеть кого-либо, задеть чьи-либо чувства; полюбить кого-либо, привязаться к кому-либо; давно пора что-либо сделать.

III. Complete the sentences with the appropriate forms of the verbs in brackets:

1. Dear, dear! How queer everything is today! And yesterday things (to go) just as usual. I wonder if I (to change) in the night?
2. No, I (to make up my mind) about it; if I (to be) Mabel, I (to stay down) here.
3. As she (to say) this, she (to look down) at her hands, and (to be surprised) to see that she (to put on) one of the Rabbit's little white kid gloves while she (to talk).
4. As she (to say) these words her foot (to slip), and in another moment, splash! she (to be) up to her chin in salt water. Her first idea was that she somehow (to fall) into the sea.
5. However she soon (to make out) that she (to be) in the pool of tears which she (to weep) when she (to be) nine feet high.

IV. Say who said the following words and on what occasion.

1. I'll give them a new pair of boots every Christmas.
2. You ought to be ashamed of yourself, a great girl like you, to go on crying in this way!
3. Oh! the Duchess, the Duchess! Oh! won't she be savage if I've kept her waiting!
4. I'm sure I can't be Mabel...
5. Who am I then? Tell me that first, and then, if I like being that person, I'll come up.
6. I daresay it's a French mouse, come over with William the Conqueror.
7. Would *you* like cats if you were me?
8. ... nasty, low, vulgar things!

V. Answer the questions:

1. What happened to Alice after she had eaten up the cake?
2. Was she able to get into the garden? Why?
3. Why did Alice start crying and what came of it?
4. Why did Alice decide she had become Mabel? Why didn't she want to be her?

5. What mistakes did she make in English and other subjects?
6. What magical effect did the Rabbit's fan have?
7. Why did Alice think she could go back home by railway?
8. How did Alice address the Mouse? What made her choose such an unusual form of address?
9. What did Alice say to the mouse that gave her a fright?
10. Why do you think Alice kept speaking about cats and dogs?

VI. Make Alice's monologues in the following situations:

a) Alice has grown very tall and started shedding tears. Use the following phrases:

to shed tears; it's high time; to make out; to find a way out; out of the way; to be worth.

b) Alice does not know whether she is still Alice or somebody else. Use the following phrases:

to make out; at any rate; to find a way out; to get into the way of; to show off; to be worth.

VII. Compare the original poem by Isaac Watts "Against Idleness and Mischief" from the collection "Divine Songs for Children" (1715) with the variant that Alice recited.

Answer the questions that follow.

How doth the little busy Bee
Improve each shining Hour,
And gather Honey all the day
From every opening Flower!

How skilfully she builds her Cell!
How neat she spreads the Wax!
And labours hard to store it well
With the sweet Food she makes.

In Works of Labour or of Skill

I would be busy too:

For Satan finds some Mischief still

For idle Hands to do.

In Books, or Work, or healthful Play

Let my first Years be past,

That I may give for every Day

Some good Account at last.

1. How is the original poem altered in “Alice in Wonderland”?
2. What new meanings does it acquire?
3. What do you think the author’s purpose of writing this parody was?

CHAPTER III. A CAUCUS-RACE AND A LONG TALE

I. Make sentences with the phrases about the events narrated in this chapter:

Смотреть пристально, не отрывая глаз; не то, чтобы; выкрикивать, кричать; поперхнуться, подавиться; продолжать, делать не переставая; развязать, расстегнуть; выйти из себя; испытывать терпение; подавленный, унылый.

II. Guess who pronounced the following utterances and on what occasion.

1. I am older than you, and must know better.
2. Edwin and Morcar, the earls of Mercia and Northumbria, declared for him.
3. As wet as ever, it doesn't seem to dry me at all.
4. Speak English! I don't know the meaning of half those long words.
5. But who has won?
6. Why, she, of course.
7. We beg your acceptance of this elegant thimble.
8. Oh, do let me help to undo it.
9. You're enough to try the patience of an oyster!
10. I really must be getting home; the night air doesn't suit my throat!

III. Answer the questions:

1. Who was in the pool with Alice?
2. How did the Mouse decide to dry the creatures and Alice?
3. Why nobody understood the Mouse's first story?
4. What did Dodo propose to do to get dry?
5. Who won the caucus-race?
6. What did Alice give as a prize to the creatures?
7. Who gave the prize to Alice?

8. Who were the characters of the Mouse's sad tale?
9. Why did the Mouse leave?
10. Why did Alice regret speaking about Dinah?

IV. Fill in the gaps with missing words:

1. Alice felt sure she would catch a bad if she did not get dry very soon.
2. "Ahem!" said the Mouse with an air, "are you all ready?"
3. "I know what 'it' means well enough when *I* find a thing," said the Duck: "it's generally a or a"
4. And they all crowded round it,, and asking, "But who has won?"
5. Alice had no idea what to do, and in she put her hand into her pocket and pulled a box of
6. Alice thought the whole thing very, but they all looked so that she did not dare to laugh.
7. The small ones choked and had to be on the back.
8. "A knot!" said Alice, always ready to make herself and looking about her. "Oh, do let me help to it!"
9. And here Alice began to cry again, for she felt very and

V. Fill in the prepositions:

1. The first question course was how to get dry again: they had a consultation this, and after a few minutes it seemed quite natural Alice to find herself talking familiarly them.
2. last the Mouse, who seemed to be a person some authority them called: "Sit all you, and listen me!"
3. First it marked ... a race-course, a sort circle, and then all the party were placed the course, here and there.
4. "Please come, and finish your story!" Alice called it; and the others all joined chorus, "Yes, please do!"

5. Dinah's our cat. And she's such a capital one catching mice, you can't think! And oh! I wish you could see her the birds? Why, she'll eat a little bird as soon as look it!
6. a little while, however, she again heard a little pattering footsteps the distance, and she looked eagerly, half hoping that the Mouse had changed his mind, and was coming to finish his story.

VI. Describe the caucus-race in chains.

- VII. Make up a monologue.** Imagine you are a Mouse. Tell your friends (other mice) how you tried to tell the company your sad story. Use the phrases:

To hurt somebody's feelings, to keep on doing, to lose one's temper, to be low-spirited, to try somebody's patience, to make out, at any rate.

- VIII. Analysis.** Are there any instances of humour? Which parts sound ironical? Is it difficult for the animals and Alice to communicate? Why don't the animals, birds and Alice understand each other? What causes misunderstanding?

IX. Give the contents of the Mouse's story.

Why is it printed in such a curved manner?

Compare it with the Russian translation. What has the translator changed?

Цап-царап сказал мышке:

Вот какие делишки,

мы пойдем с тобой в суд,

я тебя засужу.

И не смей отпираться,

мы должны расквитаться,

потому что все утро

я без дела сижу.

И на это нахалу

мышка так отвечала:

Без суда и без следствия,

сударь, дел не ведут. —

Я и суд, я и следствие, —

Цап-царап ей отвечает. —

Присужу тебя к смерти я.

Тут тебе и капут.

(Translation by Стихи в переводах С. Я. Маршака, Д. Г. Орловской
и О. И. Седаковой)

CHAPTER IV. THE RABBIT SENDS IN A LITTLE BILL.

I. Make sentences with the phrases about the events narrated in this chapter:

принять кого-либо за кого-либо другого; узнать, выяснить; выгнать, выставить из дома; командовать, помыкать кем-либо; и так уже; начинать, приступать к чему-либо; вверх тормашками; схватить кого-либо, ухватиться за что-либо; запыхаться; на цыпочках; не обращать внимания на кого-либо.

II. Report the following utterances of the characters. Use the following reporting verbs:

hope, order, regret, decide, think, tell, wonder, answer, ask, exclaim.

1. “Why, Mary Ann, what are you doing out here? Run home this moment, and fetch me a pair of gloves and a fan! Quick, now!”
2. “He took me for his housemaid.”
3. “I do hope it’ll make me grow large again, for really I’m quite tired of being such a tiny little thing!”
4. “I do wish I hadn’t drunk quite so much!”
5. “What will become of me?”
6. “Then I’ll go round and get in at the window.”
7. “Sure then I’m here! Digging for apples, yer honour!”
8. “Now tell me, Pat, what’s that in the window?”
9. “Here, Bill! the master says you’ve got to go down the chimney!”
10. “There goes Bill!”

III. Correct the following statements:

1. The Rabbit employed Alice as his housemaid.
2. Alice wanted to meet the real Mary Ann and make friends with her.
3. Alice saw a little bottle with the words “Dink me” on it.
4. After Alice had drunk from the bottle she became smaller.
5. Alice enjoyed her new situation on the Rabbit’s house.

6. Alice spread out her hand out of the window and caught the Rabbit.
7. Everybody wanted to go down the chimney.
8. The Rabbit and his servants fired cakes and sweets at Alice.
9. Alice was afraid to eat a cake.
10. Alice played with the puppy light-heartedly and decided to take it with herself.

IV. Role-play.

- a) One of the students takes the role of the White Rabbit and the others are the Duchess's servants. The Rabbit has come late to the Duchess's house and now he is making excuses for it. The servants are asking the Rabbit to explain his reasons for being late. The Rabbit is trying to justify himself.
- b) Imagine you are 1) Alice, 2) Little Bill, 3) The Rabbit, 4) Pat.
Narrate the events that happened in the White Rabbit's house from your viewpoint. Think about the feelings and emotions that each character might experience.

V. Translate the sentences from Russian into English, use the active vocabulary of chapters I – IV for the underlined words and phrases:

1. Белый Кролик принял Алису за свою горничную и крикнул ей раздраженно: «Мэри-Энн! Немедленно принеси мне мои перчатки и веер!»
2. Алиса подумала, что жители страны Чудес очень любят командовать. Не то, чтобы это ее очень сердило, просто всё это было так необычно.
3. Алиса очутилась в маленькой аккуратной комнатке. Она осмотрелась по сторонам и увидела на столе маленькие перчатки и веер.
4. Увидев маленькую бутылочку, Алиса не стала выяснять, что в ней и стоит ли пить из неё. Сгорая от любопытства, она откупорила ее и выпила все содержимое.

5. Белый Кролик окончательно вышел из себя и заявил: «Нужно сжечь дом!».

VI. Discussion.

1. What other features of the Wild Rabbit's character come out in this chapter? Compare his behavior with his servants and Alice in his house with the way he behaved in chapter I.
2. Have you noticed the creatures in the Wonderland do any unusual and strange things?
3. What annoys Alice in this chapter most of all? What other changes does Alice undergo? Do the surroundings change to any degree?
4. Why do you think she obeys the Rabbit's orders? Why does she do everything to frighten the animals?
5. Compare Alice's behavior in the Rabbit house with how she behaved in the previous situations. Has your first impression of her changed? How and why? Give a fuller characterisation of her personality.
6. Comment on the title of the chapter.

CHAPTER V. ADVICE FROM A CATERPILLAR

I. Make sentences with the phrases about the events narrated in this chapter:

подтянуться, выпрямиться; владеть собой, держать себя в руках; привыкнуть; приняться за работу; глаз не сомкнуть; непременно надо; напугать до безумия.

II. Correct the following statements:

1. The Caterpillar had known Alice before.
2. Alice was sure she became Mable.
3. Alice retold the poem “You are old, Father William” correctly.
4. The Caterpillar was five inches high.
5. The swan thought that Alice was a serpent.
6. Alice never ate eggs.
7. One side of the mushroom made Alice smarter and the other side made her more stupid.
8. After eating from the right-hand bit Alice realised that here legs became very long.
9. When Alice became so big, she met a nice nightingale.
10. The pigeon was worried because it had to protect its chicks.

III. Make the summary of the chapter in 2-3 sentences.

IV. Act out the conversation between Alice and the Caterpillar

1. before repeating the verse
2. after repeating the verse

V. Make up a monologue.

Recount the episode of Alice’s talk with the Caterpillar as if you were: Alice or the Caterpillar. Use the following phrases: to keep (lose) one’s temper, to be (get) used to, to find out, to order

somebody about, as it is, to take no notice of, to try somebody's patience, to hurt somebody's feelings.

VI. Act out the conversation between the Pigeon and Alice.

VII. Retell the same episode as if you were the Pigeon talking to her husband.

VIII. Discuss.

What other mistakes does Alice make? When don't Alice and inhabitants of Wonderland understand each other?

IX. Discuss.

How does Alice take her height under control? What meaning does it have? What is its significance for her development and behaviour? How does Alice like being her usual height?

CHAPTER VI. PIG AND PEPPER.

I. Make sentences with the phrases about the events narrated in this chapter:

он ничего не может поделаться, это не его вина; свести с ума; понять намек (с полуслова); быть в состоянии буйного помешательства.

II. Put the sentences in the right order.

1. The child turned into the pig and ran into the wood.
2. The cook started throwing all the objects near her at the Duchess and the baby.
3. The Cheshire cat asked Alice if she was going to play croquet with Queen.
4. The child started grunting strangely.
5. The Duchess handed the baby to Alice and went to dress up for the croquet.
6. The Footman kept sitting on the ground beside the front door speaking to himself.
7. Alice came to the door and asked the Footman how she could come in.
8. The Cheshire Cat's smile disappeared slowly.

III. Make right and wrong statements about the events of this chapter.

IV. Read the following verbs and say which characters they refer to:

a) stir; b) look up into the sky; c) sneeze and howl without a moment's pause; d) grin from ear to ear; e) throw; f) toss up and down violently; g) snort like a steam engine; h) trot away quietly into the wood.

V. Work in pairs. One of you is Alice and the other is her sister. Alice is telling her sister how she came up to the little house and what she saw outside and inside it. Her sister is interrupting her story and asking her questions about various details.

V. Find the answers that the creatures in the house gave to Alice's questions:

1. How am I to get in?
2. What am I to do?
3. Please, would you tell me why your cat grins like that?
4. Would you tell me, please, which way I ought to walk from here?
5. What sort of people live about here?
6. How do you know I'm mad?
7. And how do you know you're mad?

VI. Describe the appearance and behavior of a) Frog Footman; b) the Duchess; c) the cook; d) the baby; e) the Cheshire Cat. Use the following phrases:

smb. can't help it (doing it); to drive smb. crazy; to turn into smb.; to set to work; to frighten smb. out of one's wits; to order about; to get (catch) hold of smth.; to take no notice of smb. (smth.); to keep on doing smth.; to be low-spirited; to lose one's temper;

VII. Answer the following question:

1. What is common to all the creatures living in the house?
2. What astonishes Alice most of all?
3. How do the creatures communicate with one another? How does Alice communicate with them? Do they listen to her? Do Alice and the others understand one another?
4. How is Alice's behavior different from that of the inhabitants of the house?
5. How does the Duchess nurse the baby? Why do you think it turns into a pig?
6. What is extraordinary about the Cheshire Cat? What is its typical feature? Why?

7. What do you think of the Cheshire Cat's way of reasoning? How does the Cat try to convince Alice that they are both mad? Do you find his reasoning logical?

VIII. Analyse L. Carroll's use of language in the following sentences. How does he transform the conventional meaning of the idioms and proverbs?

1. "If everybody minded their own business," said the Duchess in a hoarse growl, "the world would go round a deal faster than it does."

"Which would not be an advantage," said Alice, who felt very glad to get an opportunity of showing off a little of her knowledge. "Just think of what work it would make with the day and night!"

2. You see the earth takes twenty-four hours to turn round on its axis——"

"Talking of axes," said the Duchess, "chop off her head!"

3. "In that direction," the Cat said, waving its right paw round, "lives a Hatter: and in that direction," waving the other paw, "lives a March Hare. Visit either you like: they're both mad."

CHAPTER VII. A MAD TEA-PARTY

I. Make sentences with the phrases about the events narrated in this chapter:

твои волосы нужно подстричь; объяснять; терпеть, выносить; сохранять дружеские отношения, быть в дружеских отношениях; угощаться; засыпать; выбирать дорогу, чтобы не попасть в грязь.

II. Respond to the following statements and questions as close to the book as possible.

1. No room! No room!
2. I don't see any wine.
3. Your hair wants cutting.
4. Do you mean that you can find out the answer to it?
5. What day of the month is it?
6. I told you butter wouldn't suit the works!
7. Does your watch tell you what year it is?
8. The Dormouse is asleep again.
9. I dare say you never even spoke to Time!
10. You know the song perhaps?
11. Is that the reason so many tea-things are put out here?
12. Wake up, Dormouse!
13. What did they live on?
14. What did they draw?

III. Decide if the sentences are True or False:

1. The Hatter, the March Hare and the Dormouse were having tea ON a small table under the tree.
2. When the March Hare, the Hatter and the Dormouse saw Alice, they offered her to sit with them at once.
3. The Hatter's watch told him what year it was.

4. The March Hare was asleep all the time.
5. The Hatter was in a very good relationships with Time.
6. It was always dinner time for the hatter, the March Hare and the Dormouse.
7. The Dormouse told a story about three little sisters that lived at the bottom of a treacle well.
8. Elsie, Lacie, and Tillie draw everything that began with N.
9. Alice liked the tea-party very much.
10. In the end of the chapter Alice managed to get into the small garden.

IV. Say who these epithets refer to:

1. said in an encouraging tone
2. said indignantly
3. had been looking with great curiosity
4. said with some severity
5. meekly replied
6. looked gloomily
7. tossed his head contemptuously
8. shook his head mournfully
9. said with a sigh
10. interrupted, yawning
11. said in a hoarse, feeble voice
12. gently remarked
13. replied in an offended tone
14. asked triumphantly
15. sulkily remarked
16. rather unwillingly took the place of the March Hare
17. went on, yawning and rubbing his eyes
18. got up in great disgust

V. Describe the state of mind and mood of:

- a) the Dormouse
- b) the Hatter
- c) the March Hare
- d) Alice

Do their moods change or keep the same? What changes do their feelings and emotions go through?

How do the creatures receive Alice? How does Alice like them and the way they treat her?

VI. Narrate the events that happened to the Hatter and his clock, how and why they quarreled with Time. Use the following phrases: to disagree with somebody, to make out, at any rate, (it's high time) to stand something, not that, to keep on doing something, to keep on good terms with, as it is, not to have a wink of sleep, can't help doing something.

VII. Analyse the play on words:

- a) What is the difference between Alice's understanding of time and that of the hatter and the March Hare? How do they treat HIM? Explain all the instances of misunderstanding.
- b) How do the March Hare and the Hatter treat Alice to tea? Why is Alice offended? Analyse the differences in the meaning of the word "more".
- c) Does the sentence "I say what I mean" express the same idea as the sentence "I mean what I say"? What about the development of the same principle in the sentences of the Hatter, the March Hare and the Dormouse? What effect does it produce?
- d) How can you explain the meaning of the phrase "much of a muchness"?

VIII. Make up a dialogue.

Act out the conversation between Alice, the Dormouse, the Hatter and the March Hare when the Dormouse was trying to tell them her story.

REVISION (CHAPTERS I – VII)

I. Complete the sentences using the phrases from chapters 1-7:

1. If you drink from a bottle marked “poison”
2. When Alice was falling down the big hole she thought it was not a very good opportunity for
3. What does the flame of a candle look like after
4. Alice was afraid that there was a walrus of hippopotamus splashing in the pool but soon she
5. The Mouse was silent but she seemed to
6. Alice wished she hadn't talked to the Mouse about her cat, she was afraid that she
7. If you could see my cat Dinah you are sure
8. Alice wanted to get dry as soon as possible that's why
9. There were lots of problems connected with eating the comfits because the small birds
10. When Alice offered to help the Mouse to undo her knot the Mouse
11. When Alice saw a little bottle labelled “Drink me”
12. How these creatures are fond of
13. Alice gave a little kick and Bill
14. A big blue caterpillar was sitting on the top of the mushroom
15. The blue caterpillar advised Alice to
16. The poor pigeon was on the lookout for serpents and
17. The Duchess ordered to chop off Alice's head but the cook
18. Alice hoped that as it was May the March Hare
19. The Hatter was sure that Alice shouldn't have beaten time because
20. The Dormouse started to tell his story but couldn't help
21. The Hatter had been looking at Alice for some time and then he said

II. Say when this or that action happened. What episodes do these sentences refer to?

1. Last came a little feeble squeaking voice.
2. Alice folded her hands and began
3. She had just succeeded in curving it down into a graceful zigzag, and was going to dive in among the leaves.
4. The door of the house opened, and a large plate came skimming out.
5. She sat down and began to cry again.
6. She was up to her chin in salt water.
7. They began running when they liked and left off when they liked.
8. She took down a jar from one of the shelves.
9. The poor little thing sobbed again (or grunted, it was impossible to say which).
10. She sat down in a large arm-chair at one end of the table.
11. Then he dipped it into his cup of tea and looked at it again.
12. It sat for a long time with one finger pressed upon its forehead.

III. Guess who pronounced the following utterances and on what occasion.

1. Did you say pig, or fig?
2. If I'm Mabel, I'll stay down here.
3. Keep your temper.
4. We must burn the house down.
5. I've seen a good many little girls in my time, but never one with such a neck like that.
6. Are you to get in at all? That's the first question you know.
7. Sit down, all of you and listen to me! I'll soon make you dry enough.
8. What a curious feeling! I must be shutting up like a telescope.
9. Why is a raven like a writing desk?
10. What else have you got in your pocket?
11. Now tell me what's that in the window.
12. I shall sit here till tomorrow.

IV. Make up a polylogue.

Imagine you are Alice. All the rest of your group are the creatures of Wonderland. Alice tells them how she has changed and can't make out whether she is herself, because she keeps mixing up things and can't remember anything. The creatures are to interrupt her and contradict in every possible way. Alice uses the introductory phrases, tag questions, for example, you know, you see, I think/I don't think, I'm sure, I'm afraid, I'm sorry, as far as I..., It's nice, isn't it?

Example

Alice: You see, I'm just an ordinary girl.

Creature 1: I don't see.

Alice: At least I used to be an ordinary girl, you know.

Creature 2: I don't know.

V. Make stories on the following topics:

1. Narrate how the Hatter quarreled with Time. Use: to make out, at any rate, to stand something, not that, to keep on, to disagree with.
2. Describe the way Alice fell down the rabbit hole. Use: a narrow escape, out of the way, to burn with curiosity, to find oneself, can't help something, to get/catch hold of, to look about.
3. Describe the caucus-race. Use: to look about, it's high time, to call out, to choke, to keep on doing, to set about, to order somebody about.
4. Narrate how Alice met a puppy. Use: to frighten out of wits, to get (be) used to, head over heels, to get (catch) hold of, out of breath, on tiptoe, to take a fancy to.
5. Narrate how Alice cried a pool of tears. Use: to shed tears, to make out, to find a way out, it's high time, to keep on, to be low-spirited, to be worth (doing).

6. Narrate how the child turned into a pig. Use: to be worth (doing), to flash across one's mind, to make out, it's high time, to keep one's eyes fixed on, to lose one's temper, to get (catch) hold of.
7. Narrate how the Dormouse was telling its story. Use: to keep on, to go off, as it is, not to have a wink of sleep, can't help (doing), to find out, to take (no) notice of.

Chapter VIII. THE QUEEN'S CROQUET-GROUND

I. Read out the conversation between Two, Five and Seven in the garden.

... and just as she came up to them she heard one of them say, "Look out now, Five!

Don't go splashing paint over me like that!"

"I couldn't help it," said Five in a sulky tone; "Seven jogged my elbow."

On which Seven looked up and said, "That's right, Five! Always lay the blame on others!"

"You'd better not talk!" said Five. "I heard the Queen say only yesterday you deserved to be beheaded!"

"What for?" said the one who had spoken first.

"That's none of your business, Two!" said Seven.

"Yes, it is his business!" said Five, "and I'll tell him—it was for bringing the cook tulip-roots instead of onions."

Seven flung down his brush, and had just begun, "Well, of all the unjust things—" when his eye chanced to fall upon Alice, as she stood watching them, and he checked himself suddenly: the others looked round also, and all of them bowed low.

II. Make sentences with the phrases about the events narrated in this chapter:

берегись! (быть настороже); взвалить вину на кого-либо; сдерживаться; не нравится, как идут дела; в поисках.

III. Fill in the sentences with the missing prepositions:

1. The servants planted a white rose-tree mistake.

2. If the Queen found what they had done, she would order to cut their heads.

3. As the servants flung down on the earth, Alice looked to see what was going on.
4. The little royal children came jumping merrily hand hand.
5. The Rabbit went Alice without noticing her.
6. Alice thought that if one wanted to see the royal procession it was no use lying on their face.
7. Alice answered rather rudely to the Queen and was surprised her own courage.
8. The Queen turned crimson fury and glared Alice a moment.
9. The Queen's question "Can you play croquet?" was meant Alice.
10. The Rabbit told Alice that the Duchess was sentence of execution.

IV. Answer the questions:

1. Why were the servants painting the roses?
2. Who was there in the royal procession?
3. How do the suits of cards characterise them?
4. Why did the Rabbit first go by Alice without noticing her and later start a polite conversation with her?
5. What happened to the Duchess?
6. How did the game of croquet go?
7. Why did the Cheshire Cat lower his voice asking about the Queen?
8. Why did the King want the Cheshire Cat to be beheaded?
9. What did the King, Queen and executioner argue about?

V. Retell the incident with the roses from the point of view of a) Seven; b) Alice, c) the Queen. Imagine each character's thoughts and emotions. Use the following phrases:

not to like the look of things; to check oneself; to lay the blame on smb.; to stand smth.; can't help (doing smth.); to drive crazy; to keep/lose one's temper; to be (get) used to smth.

VI. Describe the Queen's behavior and manner of speech. Write out all the synonymous verbs and epithets which characterise her speaking style according to the model:

VERBS

glare at Alice

EPITHETS

said severely

VII. Role-play. Act out the conversation between

- a) Alice and the White Rabbit;
- b) Alice, the Cheshire Cat and the King.

VIII. Imagine what the queen, the king, the executioner and the Cheshire Cat might have said about the problem of cutting off the Cat's head. Make short monologues revealing the personality of each character.

IX. Analyse the play on words in the following sentences:

1. "Are their heads off?" shouted the Queen.

"Their heads are gone, if it please your Majesty!" the soldiers shouted in reply.

2. "Don't be impertinent," said the King, "and don't look at me like that!" He got behind Alice as he spoke.

"A cat may look at a king," said Alice. "I've read that in some book, but I don't remember where."

CHAPTER IX. THE MOCK TURTLE'S STORY

I. Make sentences with the phrases about the events narrated in this chapter:

поддерживать разговор, замирать (о звуке), воспользоваться, быть готовым провалиться сквозь землю.

II. Answer the questions:

1. Was Alice glad to see the Duchess?
2. What temper was the Duchess in?
3. What did the Duchess look like?
4. What was the Duchess fond of? Read out and explain all her morals.
5. Did the conversation between Alice and the Duchess make any sense to you? Why or why not?
6. What new rule did Alice find out?
7. How did the Duchess and the Queen get on with each other?
8. Who won the game?
9. How many players were there left on the playground? Why?
10. What happened to those who were sentenced to death?

III. Report the following utterances of the characters. Use the following reporting verbs:

interrupt, suggest, ask, explain, wonder, command, exclaim, shout, think

1. "Only mustard isn't a bird."
2. "Have you seen the Mock Turtle yet?"
3. "Let's go on with the game."
4. "We called him Tortoise because he taught us."
5. "Hold your tongue!"
6. "Why did you call him Tortoise if he wasn't one?"
7. "What a curious plan!"

8. "That's enough about lessons."
9. "Everybody says 'come on!' here."
10. "Now, I give you fair warning."

IV. Discuss the Mock Turtle story:

- a) What was a Mock Turtle? How would you translate the name of this character into Russian? Compare your variant with some existing translations: Черепаха Квази, Под-Котик, Черепаха Как бы, Черепаха Квази (перевод Н. М. Демуровой), Телепаха (перевод Л. Яхнина).
- b) What differences can you note between the Gryphon and the Mock Turtle? Pay attention to the behaviour, mood, temperament, manner of speech. Pick out verbs, describing their behaviour and speech.
- c) Describe the school which the Mock Turtle attended. Do you recognise any of the subjects? Do these subjects in Wonderland have any implication?
- d) What does the word "extra" mean ("With extras?" asked the Mock Turtle a little anxiously)? What is the difference between Alice's understanding it and that of the Mock Turtle's?
- e) What does the word "crab" mean? What is the meaning of the homonymous word?

V. Act out the conversation between Alice and the Mock Turtle.

VI. Make up a short story based on the chapter. Use:

to have a narrow escape, to make out, it's high time to, to keep on doing something, to be low-spirited, to order (somebody) about, to set about, to check oneself, to feel ready to sink into the earth.

CHAPTER X. THE LOBSTER QUADRILLE.

I. Make sentences with the phrases about the events narrated in this chapter:

глубоко вздохнуть; не дожидаясь чего-либо, не делая что-либо.

II. Read out the Song of the Mock Turtle:

“Beautiful Soup, so rich and green,
Waiting in a hot tureen!
Who for such dainties would not stoop?
Soup of the evening, beautiful Soup!
Soup of the evening, beautiful Soup!
Beau—ootiful Soo—oop!
Beau—ootiful Soo—oop!
Soo—oop of the e—e—evening,
Beautiful, beautiful Soup!

“Beautiful Soup! Who cares for fish,
Game, or any other dish?
Who would not give all else for two p
ennyworth only of beautiful Soup?
Pennyworth only of beautiful Soup?
Beau—ootiful Soo—oop!
Beau—ootiful Soo—oop!
Soo—oop of the e—e—evening,
Beautiful, beauti—FUL SOUP!”

III. Compare the Mock Turtle’s Song with the song “Star of the Evening” by James M. Sayles that it parodies:

Beautiful star in heaven so bright,
Softly falls thy silvery light,
As thou movest from earth afar,

Star of the evening, beautiful star,
Star of the evening, beautiful star.

Chorus:

Beautiful star,—
Beautiful star,—
Star of the evening,
Beautiful, beautiful star. . . .

Shine on, oh star of love divine,
And may our soul's affections twine
Around thee as thou movest afar,
Star of the twilight, beautiful star.

IV. Report the following utterances of the characters. Use the following reporting verbs:

remark, ask, advise, explain, offer, suggest, order, wonder, tell.

1. "What sort of a dance is it?"
2. "It must be a very pretty dance."
3. "Would you like to see a little of it?"
4. "Come, let's try the first figure!"
5. Do you know why it's called a whiting?"
6. "Boots and shoes under the sea are done with whiting."
7. "Explain all that."
8. "Stand up and repeat "'Tis the voice of the sluggard,""
9. "I think you'd better leave off."
10. "Shall we try another figure of the Lobster-Quadrille? Or would you like the Mock Turtle to sing you a song?"

V. Answer the questions:

1. Why do whittings have their tails in their mouths in Alice's opinion, in the Mock Turtle's opinion? Compare the word combination with the idiom "to have one's heat in one's mouth" and analyse the wordplay.
2. Why are whittings called whittings? How is the word "whiting" related to "blackening"? What is the basis of its motivation in this text?
3. What are sea boots and sea shoes made of? Compare their components with the parts of ordinary boots. How is the pun created?
4. Why can't fish go anywhere without a porpoise? Compare the nouns "porpoise" and "purpose and work out how L. Carroll create pun.
5. What is your opinion about the Gryphon and the Mock Turtle? Do they differ in any way from the other creatures in Wonderland?

VI. Describe the Lobster-Quadrille.

How is the Lobster-Quadrille similar to an ordinary quadrille? How do the two dances differ?

VII. Role-play. One of you is Alice; the other is the Cheshire Cat. Alice tells the Cheshire Cat about the Mock Turtle and the Gryphon. The Cat interrupts her story with various questions and his comments. Use the following phrases:

to draw a long breath; to shed tears; to check oneself; to get used to doing smth.; one can't help (doing smth.); to drive smb. crazy; to set to do smth.; to find out; to order about; to show off; to keep up a conversation; to keep one's temper; not that; to choke.

CHAPTER XI. WHO STOLE THE TARTS?

I. Make sentences with the phrases about the events narrated in this chapter:

искать, разыскивать; а) на месте, б) сразу, немедленно; взвесив все еще раз, хорошенько подумав; переминаясь с ноги на ногу.

II. Translate:

1. Билл осматривался по сторонам, не понимая куда делся его карандаш.
2. Королева пристально смотрела на Шляпника, который от страха готов был провалиться сквозь землю.
3. Карандаш одного из присяжных беспрестанно скрипел, а этого Алиса не могла вынести.
4. Белый Кролик протрубил в трубу и закричал: «Первый свидетель!»
5. Шляпник был до смерти перепуган и пытался переложить вину на Соню или Мартовского зайца.
6. Король пригрозил немедленно отрубить Шляпнику голову, если тот не перестанет испытывать их терпение и не приступит к даче показаний.
7. К тому времени, когда Соню выгнали из зала суда, судебные приставы совсем запыхались.
8. Алиса обнаружила, что она начала расти. Но она уже привыкла к удивительным изменениям.
9. Не обращая внимания на ворчание Сони, Алиса объявила, что она не может не расти.

III. Decide if the sentences are True or False:

1. Alice often visited a court of justice.
2. The jurors put their names on their slates because that was the rule of the court.

3. The Knave of Hearts was accused of stealing Queen's tarts.
4. The first witness was the March Hare.
5. The Hatter gave a very important piece of evidence the regarding the case.
6. Alice started shrinking rapidly.
7. The Duchess's cook refused to give her evidence.
8. Several guinea pigs were suppressed by being put into large canvas bags when they started to cheer loudly.
9. Alice was prepared that she would be the third witness.

IV. Discuss

Who are the participants of the trial? Who acted as the officials at that trial?

What familiar characters turn up here? Describe them and their behaviour. How can you account for such a different behaviour of the Hatter? What/Who makes him nervous and even terrified?

V. Act out the examination of the Hatter.

VI. Retell what happened at the trial in the name of:

- a) Bill
- b) Dormouse
- c) Queen
- d) The Duchess's cook

VII. Describe an ordinary trial and compare it with the one represented by L. Carroll. Dwell on: cross-examination, suppressing (attempts at applause). What features of the system of justice are made fun of?

CHAPTER XII. ALICE'S EVIDENCE.

I. Make sentences with the phrases about the events narrated in this chapter:

опрокидывать; вниз головой; исправить; корчить рожи; сказать вполголоса.

II. Say who said the following words and on what occasion.

1. The trial cannot proceed until all the jurymen are back in their proper places—*all*.
2. Unimportant, of course, I meant.
3. Nearly two miles high.
4. Then it ought to be Number One.
5. Are they in the prisoner's handwriting?
6. You *must* have meant some mischief, or else you'd have signed your name like an honest man.
7. If any one of them can explain it, I'll give him sixpence. I don't believe there's an atom of meaning in it.
8. Then the words don't fit you.
9. Sentence first— verdict afterwards.
10. You're nothing but a pack of cards!

III. Complete the sentences with the appropriate forms of the verbs in brackets:

“Oh, I (to have) a curious dream!” said Alice, and she (to tell) her sister, as well as she could remember them, all these strange Adventures of hers that you (to read about); and when she (to finish), her sister (to kiss) her, and (to say), “It (to be) a curious dream, dear, certainly: but now run in to your tea; it (to get) late.” So Alice (to get up) and (to run off), thinking while she ran, as well she might, what a wonderful dream it (to be).

IV. Make right and wrong statements about the trial. Your fellow students prove or disprove them.

V. Answer the questions:

1. Why did Alice want to pick up jurors as quickly as possible?
2. What did Alice think of the jury? Why?
3. What did Rule Forty-two say? Why did the King make such a rule? How did Alice challenge its legitimacy?
4. What new important evidence did the Rabbit produce? What was it about? Did it testify for or against the accused?
5. Analyse the language of the verse. What makes its meaning so ambiguous?
6. Find out how a usual trial goes. What are its stages? What order do these stages follow? How does the trial in Wonderland differ from a conventional one?
7. What aspects of the legal procedure are parodied in this chapter?

VI. Make inner monologues of the following characters about the way the trial is going. Think about their feelings and emotion: what they might like and dislike about the trial, what might please or annoy them:

a) the King; b) the Queen; c) the White Rabbit; d) the Knave

VII. Read the passage from “At this the whole pack rose up into the air, and came flying down upon her....” up to “the whole place around her became alive with the strange creatures of her little sister’s dream”. Pick out the phrasal verbs and comment on their meaning.

Model: rise up – to ascend, get up.

VIII. Re-read the passage from “The long grass rustled at her feet as the White Rabbit hurried by...” up to “while the lowing of the cattle in the distance would take the place of the Mock Turtle’s heavy sobs”. Pick out the verbs and nouns expressing various sounds. Who or what do these

sounds and noises refer to? Which characters in the book produced them? On what occasions?

Film adaptations

The story about Alice travelling in the Wonderland awoke great interest of the audience and has inspired many producers to retell it in various films, cartoons, musicals and ballet performances.

The first screen adaptation was Cecil Hepworth and Percy Stow's 8-minute black and white silent film released in the UK in 1903. The visual cues were taken from the illustrations by Sir John Tenniel. After this screening three more silent films appeared. The film had remarkable special effects (Alice's changing height) for that period of film development. Today only one copy of the film is left. The British Film Industry (BFI) restored the film and released in 2010 leaving only 9 minutes from the original 12.

The first movie adaptation where Alice talked was shot in 1931, however since it was followed by Paramount production in 1933, the first non-silent film did not become very popular. The 1933 film gathered a lot of famous names for the cast such as Cary Grant (the Mock Turtle), W.C. Fields (Humpty Dumpty), Gary Cooper (the White Knight) and Edward Everett Horton (the Mad Hatter). The majority of actors wore masks and were hard to recognise.

One of the most famous versions is the cartoon produced by Disney in 1951. The cartoon does not follow the original plot very closely and presents a mixture of characters and events from L. Carroll's two books about Alice ("Alice's Adventures in Wonderland" and "Through the Looking-Glass, and What Alice Found There"). Despite this fact the cartoon was well-accepted by children and became popular among them.

The USSR cartoon "Alice in Wonderland" («Алиса в стране чудес») was produced in 1981 by E. Pruzhansky (Kievnauchfilm). The plot was shortened compared to the original one by L. Carroll and the creators based their cartoon on the translation of the book by Nina Demurova more than on the book "Alice's Adventures in Wonderland" by English writer.

One of the latest versions was released by Tim Burton in 2010 starring Mia Wasikowska as Alice. The film creators used both live actors and 3D computer graphics to depict the world of fantasy and It again presents a combination of two books about Alice and introduces a lot of alterations to the plots of both texts. The 19-year-old Alice is to restore the White Queen to the throne usurped by the Red Queen.

The remarkable fact that “Alice’s adventures in the Wonderland” inspired not only cinematography but such genres of traditionally classical art as ballet. In 2014 The Royal Ballet in cooperation with The National Ballet of Canada produced a ballet “Alice’s Adventures in Wonderland” advertising it as a “Christmas treat for all the family”. The music was written by Joby Talbot, choreography was created by Christopher Wheeldon starring Sarah Lamb and Federico Bonelli. The ballet was shown live in cinemas.

THEMES FOR FINAL ESSAYS:

1. Choose one of the screen adaptations and compare it with the book. Pay attention to the characters' and plot differences,
2. Analyse the instances of social satire. What is Lewis Carroll laughing at? What means does he use to show his attitude towards the portrayed issues?
3. Describe Alice. Pay attention to her appearance, speech, attitude towards other characters and other characters' attitude towards her, the changes in her moods and character.
4. Analyse literary parodies in the book "Alice's Adventures in Wonderland" by Lewis Carroll

VOCABULARY

CHAPTER I. DOWN THE RABBIT-HOLE

1. to be worth (doing) – стоит что-либо делать
2. out of the way – необычный, странный
3. to flash across one's mind – промелькнуть в голове
4. to burn with curiosity – сгорать от нетерпения
5. to look about – осматриваться
6. to show off – рисоваться, пускать пыль в глаза
7. to find oneself – очутиться
8. to disagree with – быть противоположным
9. to go out – потухнуть
10. to blow out – погасить
11. to box somebody's ears – надрать уши
12. to get into the way of – привыкнуть

CHAPTER II. THE POOL OF TEARS

1. to shed tears – лить слезы
2. to have a narrow escape – чудом спастись
3. to make out – понимать, увидеть, разобрать, различить
4. to find one's way out – найти выход
5. at any rate – во всяком случае
6. to wink (at) – подмигнуть
7. to hurt somebody's feelings – оскорбить чувства
8. to take a fancy to/ for – полюбить, увлечься
9. it's high time to – давно пора

CHAPTER III. A CAUCUS-RACE AND A LONG TALE

1. to keep one's eyes fixed on – смотреть пристально, не отрывать глаз
2. not that – не то, чтобы
3. to call out – выкрикивать

4. to choke – поперхнуться, подавиться
5. to keep (on) doing something – делать не переставая
6. to undo – развязать
7. to lose one's temper – выйти из себя
8. to try somebody's patience – испытывать терпение
9. (to be) low-spirited – подавленный, унылый

CHAPTER IV. THE RABBIT SENDS IN A LITTLE BILL

1. to take somebody for somebody – принять кого-либо за кого-либо (другого)
2. to find out – выяснять, узнать
3. to turn somebody out (of) – выгонять
4. to order about – командовать, помыкать людьми
5. as it is – и так уже
6. to set about – начинать, приступать
7. head over heels – вверх тормашками
8. to be out of breath – задохнуться, запыхаться
9. to get (catch) hold of – ухватиться, схватить
10. on tiptoe – на цыпочках
11. to take (no) notice of – не замечать, не обращать внимания

CHAPTER V. ADVICE FROM A CATERPILLAR

1. to draw oneself up – подтянуться, выпрямиться
2. to keep one's temper – владеть собой, держать себя в руках
3. to be (get) used to – привыкнуть
4. to set to work (to do something) – приняться за работу
5. not to have a wink a sleep – не сомкнуть глаз
6. must needs – непременно надо
7. to frighten somebody out of one's wits – перепугать до безумия

CHAPTER VI. PIG AND PEPPER

1. one can't help (doing something) – нельзя не

2. to drive somebody crazy – свести с ума
3. to take a hint – понять намек (с полуслова)
4. to be raving mad – в состоянии буйного помешательства

CHAPTER VII. A MAD TEA-PARTY

1. to want doing something – надо что-либо сделать
(Your hair wants cutting – Твои волосы нужно подстричь)
2. to account for – объяснять
3. to stand something – выносить, терпеть
4. to keep (be) on good terms with – поддерживать дружеские отношения с
5. to help oneself to – угощаться
6. to go off (into a doze) – засыпать
7. to pick one's way – идти, выбирая дорогу (среди грязи, луж)

CHAPTER VIII. THE QUEEN CROQUET-GROUND

1. to paint something (red) – красить в (красный) цвет
2. to look out – быть осторожным, настороже
3. to lay the blame on – возложить вину на
4. to check oneself – сдержаться
5. not to like the look of things – не нравится, как идут дела
6. in search of – в поисках

CHAPTER IX. THE MOCK TURTLE'S STORY

1. to keep up a conversation – поддерживать разговор
2. to die away – замирать (о звуке)
3. to take advantage of – воспользоваться
4. to feel ready to sink into the earth – готов провалиться сквозь землю

CHAPTER X. THE LOBSTER QUADRILLE

1. to draw a long breath – глубоко вздохнуть

2. without doing something – не, без ...

CHAPTER XI. WHO STOLE THE TARTS?

1. to hunt for – искать, разыскивать
2. on the spot – a) на месте, b) сразу, немедленно
3. on second thoughts – взвесив все еще раз, хорошенько подумав
4. to shift from one foot to another (the other) – переминуться с ноги на ногу

CHAPTER XII. ALICE'S EVIDENCE

1. to tip over – опрокидывать
2. head downwards – вниз головой
3. to put it right – исправить
4. to make faces at somebody – корчить рожи
5. to say in an undertone – сказать вполголоса

GLOSSARY

Cliché – a phrase or opinion that is overused and betrays a lack of original thought.

Connotation – an association that comes along with a particular word. Connotations relate not to a word's actual meaning (denotation) but to the ideas or qualities that are implied by that word.

Epithet – an adjective or phrase expressing a quality or attribute regarded as characteristic of the person or thing mentioned.

Idiom – a group of words established by usage as having a meaning not deducible from those of the individual words.

Irony – a literary or rhetorical device in which there is a contrast between what a speaker or a writer says, and what is understood. Irony kind be of four types: verbal, situational, tragic (dramatic) and cosmic. **Verbal irony** is when the author says one thing and means something else.

Metaphor – the transfer of a quality or attribute from one thing or idea to another in such a way as to imply some resemblance between the two things or ideas. **Personification** – the use of comparative metaphors and similes to give human-like characteristics to non-human objects.

Metonymy – a figure of speech in which the name of one object is replaced by another which is closely associated with it.

Parody – ridicule by imitation, usually humorous.

Proverb – a short, well-known pithy saying, stating a general truth or piece of advice.

Pun – a form of word play that exploits multiple meanings of a term, or of similar-sounding words, for an intended humorous or rhetorical effect.

PHRASES FOR AGREEMENT AND DISAGREEMENT

Agreement

I agree

I fully agree

I quite agree

I agree with you

I am of the same opinion

Yes, indeed

That's right

That's it

Just it

Just so

Quite so

That's just it

I think (believe, expect) so

Disagreement

I disagree with you

I disagree with you on that point

I differ from you

You are wrong, I'm afraid

You are mistaken, I'm afraid

There's something in what you say, but...

Far from it!

Not at all!

Certainly not!

Surely not!

Not in the least

Nothing of the kind!

On the contrary

Just the reverse

PHRASES FOR ANALYSIS

the chapter centered / centers on (upon, round, around somebody / something);

to be written in a lofty (cheerful, romantic, humorous) key (mood, vein, slant);

to receive a very specific emotional colouring;

to add strength (clarity, humour, wit);

to bear touches of humour;

to be suggestive of;

to contain elements of parody;

to be abound in, to be rich in;

to achieve the effect by;

formal (bookish, learned, informal, colloquial) words;

to reveal, to depict, to portray, to picture, to represent.

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