

**КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ**

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Цель учебного издания – познакомить студентов с лексическими, грамматическими и композиционными особенностями английского языка художественной литературы на примере книги Рея Брэдбери «Короткие рассказы» (Ray Bradbury *Short stories*).

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## ПРЕДИСЛОВИЕ

Данное пособие предназначено для организации практических занятий и самостоятельной работы студентов по освоению Практического курса первого иностранного языка (английский язык) на 1 курсе и Практический курс второго иностранного языка (английский язык) на 2 курсе, аспект «Домашнее чтение».

Пособие построено по тематическому принципу и состоит из 9 разделов “Ray Bradbury Biography”, “Tyrannosaurus Rex”, “A Scent of Sarsaparilla”, “The Best of All Possible Worlds”, “The Dragon”, “All Summer in a Day”, “The Fog Horn”, “The Veld”, “The April Witch”. Каждый из них содержит лексические и грамматические задания, связанные с тем или иным рассказом Рэя Брэдбери; а также задания, предполагающие обсуждение этих рассказов и написание эссе по ним.

Цель предложенных упражнений – совершенствование навыков и умений практического владения устной и письменной речью и переход к использованию английского языка как средства для расширения общего и лингвистического кругозора. Кроме того, целью является формирование у студентов коммуникативной компетенции, умений участвовать в общении в определенном круге ситуаций избранной сферы коммуникации, решая возникающие при этом коммуникативные задачи при помощи адекватных этим задачам речевых действий.

В результате освоения дисциплины Практический курс первого иностранного (английского) языка у учащихся должны сформироваться следующие компетенции: **ОПК-10** (профессиональные компетенции) – способность использовать этикетные формулы в устной и письменной коммуникации, **ОПК-3** (профессиональные компетенции) – владение системой лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных

явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей, **ОПК-5** (профессиональные компетенции) – владение основными дискурсивными способами реализации коммуникативных целей высказывания применительно к особенностям текущего коммуникативного контекста (время, место, цели и условия взаимодействия), **ОПК-7** (профессиональные компетенции) – способность свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации.

## FOREWORD

This Manual is recommended for organization of the workshops and individual work of the first year students studying The practical course of the first foreign language (English) and of the second year students studying The practical course of the second foreign language (English). The aspect of “Home reading”.

The Manual is thematically organized and consists of 9 themes: “*Ray Bradbury Biography*”, “*Tyrannosaurus Rex*”, “*A Scent of Sarsaparilla*”, “*The Best of All Possible Worlds*”, “*The Dragon*”, “*All Summer in a Day*”, “*The Fog Horn*”, “*The Veld*”, “*The April Witch*”. Each of them comprises lexical and grammatical exercises connected with one of the Ray Bradbury’s stories, some discussion questions and some essay tasks.

The aim of the exercises is to improve language skills and abilities and to come over to usage of the English language as a means of widening of the general and linguistics horizon. Moreover, the aim is to form students’ communicative competence, abilities to participate in communication in certain circles of situations of chosen sphere of communication solving some communicative tasks with help of suitable to these tasks speech actions.

As a result of mastering the discipline “The practical course of the first foreign language (English)”, students should have the following competencies: **GPC-10** (professional competencies) - the ability to use label formulas in oral and written communication, **GPC-3** (professional competencies) - knowledge of the linguistic knowledge system, including knowledge of the basic phonetic, lexical, grammatical, word-formation phenomena and patterns of functioning of the studied foreign language, its functional varieties, **GPC-5** (professional competencies) - possession of the main discursive ways of realizing the communicative goals of the utterance in relation to the features of the current communicative context (time, place, goals and conditions of interaction), **GPC-7** (professional competencies) - the ability to freely express one’s thoughts, adequately using a variety of language tools to highlight relevant information.

## Theme 1. RAY BRADBURY BIOGRAPHY

Ray Bradbury, American novelist, short story writer, essayist, playwright, screenwriter and poet, was born August 22, 1920 in Waukegan, Illinois.

He was the third son of Leonard and Esther Bradbury. They gave him the middle name 'Douglas,' after the film actor. Ray spent his early years in Waukegan in his big loving family. Those happy days provided the foundations for both the author and his stories. In his works Waukegan becomes 'Greentown,' Illinois – a symbol of safety and home.

Young Ray started writing his own stories at the age of 11. His family didn't have enough money to buy Ray one more book by Edgar Burroughs. So he had to do it himself.

In 1934, the Bradbury family moved to Los Angeles. As a teenager, Bradbury often roller-skated through Hollywood, trying to meet celebrities. He befriended some special effects maestro Ray Harryhausen and radio star George Burns.

In fact, it was Burns who gave Bradbury his first pay as a writer – for a joke to his radio program.

Bradbury entered Los Angeles High School. He was active in the drama club and planned to become an actor. But his teachers – Ray Harryhausen and George Burns recognized a great talent in Bradbury, and encouraged him to become a writer. Snow Longley Housh taught him about poetry and Jeannet Johnson taught him to write short stories.

Bradbury's formal education ended with his high school graduation in 1938. However, he continued to educate himself. He sold newspapers on Los Angeles street corners all day, but spent his nights in the library. The hours between newspaper editions were spent at his typewriter.

His first published short story was '*Hollerbochen's Dilemma*,' printed in 1938 in an amateur fan magazine. His first paid publication, a short story titled '*Pendulum*,' appeared in 1941.



At last, in 1942, Bradbury wrote '*The Lake*' – the story in which he discovered his distinctive writing style. The following year, he gave up selling newspapers and began to write full-time.

In 1946, he met his future wife, Marguerite McClure. At that time Maggie was working as a clerk in a book shop when they met. His first daughter, Susan, was born in 1949 followed by Ramona, Bettina and Alexandra.

Bradbury became a leading science fiction writer after the publication of '*The Martian Chronicles*' in 1950. The book describes man's attempt to colonize Mars, the effects of colonization on the Martians, and the colonists' reaction to a massive nuclear war on Earth.

Another of Bradbury's best-known works, '*Fahrenheit 451*', was published in 1953. It tells about the time when a government banned the written word. Montag enjoys his job as a professional book-burner. But he begins to question his duties when he learns of a time when books were legal and people did not live in fear. Montag begins stealing books marked for destruction and meets a professor who agrees to educate him. When his pilfering is discovered, he must run for his life.

Bradbury's work has won a lot of awards – O. Henry Memorial Award, the Benjamin Franklin Award (1954), the Aviation-Space Writers Association Award for Best Space Article in an American Magazine (1967), the World Fantasy Award for Lifetime Achievement, and the Grand Master Award from the Science Fiction Writers of America. Perhaps Bradbury's most unusual honour came from the Apollo astronaut who named Dandelion Crater after Bradbury's novel, '*Dandelion Wine*'.

On the occasion of his 80th birthday in August 2000, Bradbury said, "The great fun in my life has been getting up every morning and rushing to the typewriter because some new idea has hit me. The feeling I have every day is very much the same as it was when I was twelve. In any event, here I am, eighty years old, feeling no different, full of a great sense of joy, and

glad for the long life that has been allowed me. I have good plans for the next ten or twenty years, and I hope you'll come along.”

## Theme 2. TYRANNOSAURUS REX

Terwilliger opened a door into the crowded cinema hall and heard a dreadful voice, “Well? Come on!” It belonged to a little boy. No, not a boy. That’s him – Joe Clarence, the producer.

The next moment film titles appeared on the screen:

TYRANNOSAURUS REX: The Thunder Lizard.

Created by John Terwilliger.

The world of prehistoric sun and poisonous rain was full of monstrous creatures. Bony pterodactyls were hunting in the sky. In the jungle shadow the dinosaurs, those great creatures looked like ugly machines destroying a thousand flowers at one footfall.

It had taken Terwilliger a lot of time to make all those steel reptilian skeletons and cover them with rubber. Most of models were not bigger than his hand. The biggest ones were as large as his head. Step by step, frame by frame, Terwilliger made his animation film. He photographed his beasts, moved them a little, photographed them again, for hours and days and months.

“**My beauties!**” thought the animator.

“Lord,” said an admiring voice. “Wonderful animation.”

“I’ve seen better,” said Clarence the Great – the man with a boy’s voice.

Terwilliger turned from the screen where the battle of prehistoric giants was going on. For the first time he looked at his possible employers.

“It’s jerky. I’m glad it’s over,” the producer said when the monsters disappeared. “It’s not bad. But don’t get ideas about money, Terwilliger!”

Terwilliger was not going to give up. In his studio he continued his work. Twice a day Joe Clarence came in and gave his useless advice: “Make it real horrible. The more, the better!” or “I don’t like his expression.” Or “Too soft, too gentle! Not bloodthirsty at all! Work!”

Terwilliger **would destroy** the reptile and reshape its prehistoric face again and again.

After the first film test Clarence said, “Better. But... not enough horrible. Back to work!” After the second film test Clarence said, “Close! The face is almost right. Try again!” Terwilliger went back to work. He tried his best to create the most disgusting face!

“**That’s it!**” cried Clarence one day. “Perfect! Now that’s what I call a monster! You are a genius, Mr. Terwilliger!”

It was at the third film test when the audience watched the most dreadful and powerful beast on the screen. When the reptile paused with a red bone in its mouth, somebody said, “That monster, it looks familiar.”

“Familiar?” Terwilliger felt uncomfortable.

“**Who cares?**” Clarence cried. “It’s great. And all because I made Terwilliger create this dreadful beast.”

Suddenly a gasp ran through the audience. Clarence looked around and Terwilliger started, not knowing why. Another gasp followed. Then there was dead silence. Clarence jumped to his feet and his tiny figure stood in the light of the screen. For a moment the audience watched two images: Tyrannosaurus and Clarence. The film stopped and Clarence pointed at the reptile’s mouth, its eye and its teeth, “What is this?” the producer hit the screen with his tiny hand. “That’s me!”

Terwilliger was gone. An hour later Clarence's lawyer, Mr. Glass found him in the studio packing his boxes.

“I didn’t know I was doing it. **It just came out in my fingers,**” cried Terwilliger. “**He kept at me.** Do this. Do that. I was angry all the time. Without knowing, I must have changed the face. But right up till five minutes ago, when Mr. Clarence jumped at his feet, I didn’t see it.”

“No,” said Mr. Glass, “we should all have seen. If you tell him...”

“Tell me what?” Joe Clarence stood in the door.

“What he has just told me.” Mr. Glass turned calmly. “A touching story.”

“I’m listening!” said Clarence.

“Mr. Clarence,” the lawyer spoke carefully. “This film is Mr. Terwilliger’s solemn tribute to you.”

Both men, Clarence and Terwilliger, opened their mouths.

The old lawyer continued in a shy voice, “Shall I go on? This film was done from a feeling of honour and friendship for you, Joe Clarence. Behind your desk, a noble hero of the film industry, unknown, unseen, you worked hard while who gets the glory? The film stars. It was absolutely unfair! How could Terwilliger present the real Clarence to the world? The dinosaur! This is it! A lonely, proud, wonderful, awful symbol of independence, power and strength! Dinosaur: Joe Clarence. Joe Clarence: Dinosaur!”

Terwilliger said nothing.

“He’s shy,” said Mr. Glass. “He is impressed by your genius, but he can’t express it in words. But he can immortalize the people he loves! Years from now people will say, “Remember that film about the Monster?” And people will say, “Sure! Because it was the one and only monster in all Hollywood history that had real personality. A genius had based that powerful creature on a real-life businessman.” **You’re one with history, Mr. Clarence.** Every day for the next five hundred years, you’ll be starring somewhere in the world!”

“My God, Terwilliger,” Clarence said. “Do you really like me so much?”

“It’s hard to put in words,” said Terwilliger with difficulty.

“So do we finish the film that mighty spectacle?” asked Glass.

“Sure!” Clarence said leaving the studio.

At the first night when “Monster from the Stone Age” was on, Mr. Glass visited Terwilliger, “You weren’t there? A great success! A lovelier monster has never been seen!”

The phone rang.

“Terwilliger, this is Clarence! **We’ve done it!**”

## Notes

**My beauties!** – Мои красавчики!

**would destroy** – здесь глагол *would* выражает повторяющееся действие в прошлом

**That's it!** – В самую точку!

**Who cares?** – Да какая разница!

**It just came out in my fingers.** – Руки работали сами по себе.

**He kept at me.** – Он заставлял меня работать.

**You're one with history.** – Вы входите в историю.

**We've done it!** – Мы победили!

## Activities

### Reading

#### 1. Circle *T* if the sentence is true. Circle *F* if the sentence is false.

- |  |          |          |
|--|----------|----------|
| 1) Terwilliger made the dinosaur models himself.                         | <b>T</b> | <b>F</b> |
| 2) Joe Clarence looked like Tyrannosaurus Rex.                           | <b>T</b> | <b>F</b> |
| 3) The animated film created by Terwilliger was a success.               | <b>T</b> | <b>F</b> |
| 4) The animator was impressed by producer's genius.                      | <b>T</b> | <b>F</b> |
| 5) Terwilliger was angry with Clarence while he was working at the film. | <b>T</b> | <b>F</b> |

#### 2. Circle the letter of the correct answer to complete the sentence.

- 1) Joe Clarence had \_\_\_\_\_.
- a) a noble appearance
  - b) bony legs
  - c) a monstrous nature

- 2) Joe Clarence \_\_\_\_\_ Tyrannosaurus Rex.
- a) took after
  - b) was a bloodthirsty as
  - c) looked like
- 3) The model of Tyrannosaurus Rex was not \_\_\_\_\_.
- a) so big as the real dinosaur
  - b) made of steel and rubber
  - c) shown in the film
- 4) At the film test Clarence didn't like the way the monster \_\_\_\_\_.
- a) moved
  - b) sounded
  - c) opened its mouth
- 5) Terwilliger was \_\_\_\_\_.
- a) an animated character
  - b) a genius producer
  - c) a talented animator
- 6) Terwilliger created \_\_\_\_\_.
- a) a documentary
  - b) a detective story
  - c) an animated film

### *Vocabulary Drill*

**1. There are many “cinema words” in this story. Work out their meanings by matching the words with their definitions. Translate them into Russian.**

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>1) A producer is</li> <li>2) To star means</li> <li>3) A frame is</li> </ul> |  | <ul style="list-style-type: none"> <li>a) someone who makes animated films.</li> <li>b) to act the part of a main character in a film.</li> <li>c) the large white surface that pictures are shown on in a cinema.</li> </ul> |
|---|--|---|

4) An animator is	d) any written material used in a film.
5) Audience is	e) a film made by photographing a series of pictures, clay models.
6) A screen is	f) an occasion when you can see a film before it is shown to a public.
7) Titles are	g) a group of people in the cinema hall watching a film.
8) A film test is	h) someone who has general control of the preparation of a film but who doesn't direct the actors.
9) An animated film is	i) a single complete picture of a film.

## 2. Translate from Russian into English using Active Vocabulary.

1. Она захотела сделать из неё анимационный фильм и написала сценарий.
2. Меня позвали на кинопробы к Денни Бойлу.
3. Титры и фонограммы видеоклипов также снабжены переводом.
4. Онлайн словари сейчас – это бумага перенесенная на экран.
5. Именно поэтому все зрители начинают задумываться о вечном.
6. Призрачный аниматор, живущий в тени киноиндустрии.
7. Обработай изображение кадр за кадром, если придётся.
8. Присцилла собиралась сняться в предстоящем фильме с тем же режиссёром, не так ли?
9. Этим утром нам позвонил очень известный голливудский продюсер.

### *Speaking*

**1. What are the main characters of the story? What did they look like? What are they like? Try to say as much as you can about them. The words can help you.**



dreadful voice, little boy, monstrous creature, ugly machine, it took Terwilliger a lot of time to make, as large as his head, photographed them again, a genius, for hours and days and months, My beauties!, boy's voice, prehistoric giant, was not going to give up, gave his useless advice, Make it real!, horrible, bloodthirsty, tried his best, the most disgusting face, felt uncomfortable, tiny figure, He kept at me!

## **2. Retell the story as if you were:**

1. the lawyer;
2. the producer;
3. the animator.

### ***Writing***

**Write a four-paragraph review – some basic information about the film, a brief summary of the plot, your opinions, recommendations of Terwilliger's film about Tyrannosaurus Rex. You were at its third film test and saw everything with your own eyes. You should use your imagination. In your review include the following features (150-200 words):**

- when it took place;
- where it took place;
- who starred in it;
- how it started and finished;
- the audience and their reactions;
- your personal reaction to it;
- your recommendations.

### **Useful vocabulary:**

a producer, titles, a test film, audience, a screen, an image, an animator, to star, beast / monster, dreadful / horrible / ugly / bloodthirsty / disgusting, powerful / mighty, real-life, bony, jerky.

It is set in prehistoric times

It is based on a story / book / scientific researches.

The special effects are impressive / disappointing / exciting / boring.

The animation / the scenery / the sound / the photography is excellent / weak / jerky.

### **Use linking words while**

• **giving examples:** There are some poor moments, especially when... / The animator pays great attention to details, such as... You can see the most popular prehistoric creatures, for example...

• **contrasting:** Despite the weak points... / I'd recommend this film to..., although...

• **adding points:** The monsters look realistic, their hunting scenes are also impressive / The models are excellent. Moreover, their roar sounds natural.

• **concluding:** All things considered, it is worth seeing.

### ***Further Reading and Comprehension***

#### **1. Guess the following riddles.**

- 1) What star is not seen in the sky?
- 2) What did the guitar say to the rock star?
- 3) What musical note cannot vote?
- 4) Why is a drama teacher like the Pony Express?
- 5) Why do statues and paintings of George Washington always show him standing?

#### **2. Find Russian equivalents to the following proverbs.**

- 1) "Hamlet" without the Prince of Denmark.
- 2) Lookers-on see more than payers.

### **3. Make up situations, using the following phrases.**

- 1) The theatre started the new season by staging Shakespeare's tragedy...  
What actors are engaged in the play? One cannot help admiring the scenery...
- 2) Do you happen to know what is on at ... Theatre? It is by..., the famous Russian playwright. That is a rather touching scene... They've got an excellent cast tonight.
- 3) The play has had a run of three months. How much is the ticket in the stalls? The house is sold out. We might pick up a ticket at the entrance.
- 4) The play deals with... The play was a failure. I was bored to death. It was dull to listen to her...  
It couldn't have been worse.
- 5) This play always has a full house. You can't imagine how difficult it is to get a ticket.  
I'll make arrangements for Saturday night.

### **4. Write a monologue on one of the following points.**

- 1) My last visit to the theatre.
- 2) The most popular play of the season.
- 3) Going to the theatre (the cinema) is a wonderful pastime.
- 4) TV is becoming master of our leisure.
- 5) The theatre and my favourite actor (actress).
- 6) The cinema and my favourite movie star.
- 7) I am afraid that theatre and cinema are dying out.

### Theme 3. A SCENT OF SARSAPARILLA

William Finch spent three mornings and afternoons in the attic. He stood there alone, feeling the white flakes of Time falling out of the cold November sky. He stood feeling elegant dry perfumes of the ancient past.

Listening, downstairs, his wife Cora could not hear him walk or move. When he came down for lunch on the third afternoon, he smiled at the boring walls, the old cups, the dirty plates, and even at his wife!

“Why are you smiling?” she asked.

“**Wonderful spirits!**” he laughed.

“What’s that smell?” his wife frowned.

“Smell? Sarsaparilla. That’s what it is!”

“Oh, it couldn’t be!” she cried and his happiness stopped as quickly as if she’d switched him off.

“Where did you go this morning?”

“I was cleaning the attic.”

“I didn’t hear a sound. Maybe you weren’t in the attic at all. What’s that?” she pointed.

“Well, how did those get there?” he asked the world looking at the pair of black **metal bicycle clips** on his trousers. “I found them in the attic. Can you remember when we rode a bike in the early morning, Cora, forty years ago?”

“If you don’t finish that attic today, I’ll come up and clean it myself.”

“Oh, no,” he cried. “I have everything the way I want it!” She looked at him coldly.

“Cora,” he said, eating his lunch, “you know what attics are? They’re Time Machines, in which old men like me can travel back forty years to a time when it was summer all year round.”

Cora looked a little frightened.

“Well, wouldn’t it be interesting,” he asked, “if Time Travel could happen? And what more logical place for it than in an attic like ours, eh?”

“It wasn’t always summer in the old days,” she said. “It’s just your crazy memory. You remember all the good things and forget the bad ones.”

“**I mean,**” he said. “If you rode your Time bike carefully between the years, if you rode from year to year, spent a week in 1909, a day in 1900, a month in 1905, 1898, you could stay with summer the rest of your life. Balance, Cora, balance.”

“**Blah,**” she said, “**blah, blah.**”

He climbed the long cold stairs to the attic. William was terribly cold but when he opened the attic door, a dust of summer came upon him. It kept the warmth and smell of other seasons. He smiled and closed the door carefully.

At five in the afternoon, Mr. Finch came down singing a happy song with a new straw hat on.

“Did you sleep all afternoon?” asked Cora. “I called up at you four times and no answer.”

“Sleep? Well, I guess I did.”

Suddenly she saw him. “My God!” she cried, “where did you get that coat?”

He wore a red striped coat, a white shirt, and ice-cream trousers.

“I found them in the attic.”

“But they don’t look old! Where have you been all this time?”

“Cora, wouldn’t it be nice to take a Sunday walk the way we used to do, with your silk long dress on? We would sit on those white chairs at the cafe and order two sarsaparillas for us, Cora. How about it?”

“Dinner is ready. And take those dreadful clothes off.”

“If you could make a wish, would you do it?”

“By the way,” she took her cup, “this morning I had forty dollars here. Now it’s gone! Don’t tell me you bought those clothes. They’re new, they have been just made. Are you crazy, spending our money on clothes you can’t wear nowadays?” she cried.

“The attic...” he started to say but she left the room.

The snow was falling fast now and it was a cold dark November evening. She heard him climb up the ladder into the attic, into that dusty place of Old Times, into a world different from this world below. William half-shut his eyes and looked and looked on every side of the waiting attic. In the dark he saw rainbows and mornings as bright as new rivers flowing back through time. It was a great machine of Time, this attic, he knew it! He knew what would happen if he touched all those things of the past in turn!

About nine o'clock that night she heard him calling, "Cora!"

She went upstairs and he smiled at her. "Good-bye, Cora."

"What do you mean?" she cried.

"I've thought it over for three days and I'm saying goodbye."

"Come down out of there, you fool!"

"I drew five hundred dollars from the bank yesterday. I've been thinking about it. And then it happened, well... For the last time, will you come along with me?"

"In the attic? I'll climb up there and take you out of that dirty place!"

"Good-bye," he said and his face was gone.

"William!" she screamed.

She took a chair and got into the empty and silent attic. The opposite attic window was opened. She came up to it and saw the ladder, leading down. Suddenly she **pulled back** from the window. Outside the window the apple trees were in blossom, it was a summer day in July. She could hear **firecrackers going off**. She heard laughter and far away voices. Colorful rockets burst in the warm air softly.

She shut the window and cried. "William!"

Grey November light came through the attic door behind her. She saw the snow touching the cold window in that November world where she would spend the next thirty years.

She did not go near the window again. She sat alone in the dark attic, smelling the one smell that did not seem to disappear. She took a deep, long breath.

The old, the familiar, the unforgettable scent of sarsaparilla.

### Notes

**Sarsaparilla** – сарсапарилла; лекарственное растение, широко применявшееся для приготовления тонизирующих напитков в середине XX века.

**Wonderful spirits!** - Чудесное настроение!

**metal bicycle clips** – металлические велосипедные зажимы

**I mean** – Я хочу сказать

**blah, blah** – вздор, чепуха

**pulled back** – отпрянула

**firecrackers going off** – как взрываются хлопушки

### Activities

#### *Reading*

1. Circle *T* if the sentence is true. Circle *F* if the sentence is false.

- |   |          |          |
|---|----------|----------|
| 1) William Finch and his wife Cora had been married for years.                        | <b>T</b> | <b>F</b> |
| 2) A scent of sarsaparilla reminded William of his happy past.                        | <b>T</b> | <b>F</b> |
| 3) William had traveled to the past a few times before he asked his wife to join him. | <b>T</b> | <b>F</b> |
| 4) Cora never doubted in his husband and believed him completely.                     | <b>T</b> | <b>F</b> |
| 5) Cora followed William to the past and never returned.                              | <b>T</b> | <b>F</b> |

2. Circle the letter of the correct answer.

- 1) What was William Finch doing in the attic?
  - a) He was tidying it carefully.
  - b) He was thinking over his future.
  - c) He was time traveling.
- 2) Why did Cora decide that William hadn't cleaned the attic and had left it for somewhere?
  - a) She didn't hear him walk or move there.
  - b) He spent there too much time.
  - c) He smelled strangely.
- 3) Why did a straw hat and a red striped coat which William had on surprise Cora?
  - a) They were new but old-fashioned.
  - b) Her husband had never worn such clothes before.
  - c) Those expensive clothes were of latest design.
- 4) What frightened Cora?
  - a) the smell of sarsaparilla
  - b) the idea of time traveling
  - c) the metal bicycle clips
- 5) Why did William ask his wife to come along with him to the attic?
  - a) He wanted Cora to clean it.
  - b) He expected his wife to time travel with him.
  - c) He wanted her to smell the dust of Old Times there.
- 6) Why did Cora pull back from the open attic window?
  - a) The noise of firecrackers frightened her.
  - b) She didn't expect to see the ladder go down.
  - c) An unusual view frightened her.

### ***Vocabulary Drill***

**1. Fill in the gaps with the correct words using those given in brackets.**



1. When William came down for lunch on the third afternoon, he smiled at the \_\_\_\_\_ walls, the old cups, the dirty plates, and even at his wife!  
(*bore*)
2. “Oh, it couldn’t be!” she cried and his \_\_\_\_\_ stopped as quickly as if she’d switched him off. (*happy*)
3. She looked at him \_\_\_\_\_. (*cold*)
4. “Well, wouldn’t it be \_\_\_\_\_,” he asked, “if Time Travel could happen?” (*interest*)
5. William was \_\_\_\_\_ cold but when he opened the attic door, a dust of summer came upon him. (*terrible*)
6. It kept the \_\_\_\_\_ and smell of other seasons. (*warm*)
7. She heard him climb up the ladder into the attic, into that dusty place of Old Times, into a world \_\_\_\_\_ from this world below. (*differ*)
8. She took a chair and got into the empty and \_\_\_\_\_ attic. (*silence*)
9. \_\_\_\_\_ rockets burst in the warm air softly. (*color*)
10. She took a deep, long \_\_\_\_\_. (*breathe*)

## 2. Translate from Russian into English using Active Vocabulary.

- 1) Том взобрался по лестнице на чердак.
- 2) Цветение абрикосов в самом разгаре.
- 3) В Туркменистане главный загрязнитель атмосферы – пыль.
- 4) Мой отец разрешил мне в первый раз зажечь фейерверк.
- 5) Приставная лестница из комнаты техобслуживания ведет к запасному выходу.
- 6) Я надеюсь, что люди оценят то настроение, что ты им принесешь.
- 7) Ты не видела мой синий полосатый галстук?
- 8) Держи свои глаза открытыми до брака, и наполовину закрытыми после.

## *Speaking*

**Agree or disagree. Some of your friends can have different points of view. Give your reasons. Start your sentences with:**

I quite agree with you.

I totally agree.

You may be right, I agree.

That's true. You are right.

I'm afraid I'm not with you here.

I disagree with you on the point.

I completely disagree.

I'm afraid you are wrong.

As far as I know...

I am sure that...

I suppose that...

I believe that...

- 1) William didn't love his wife and he was fed up with his boring family life.
- 2) He invented a Time Machine and kept it in the attic.
- 3) William thought that his past had been the best time of his life.
- 4) William had no desire to come back from the past.
- 5) Cora thought that her husband was a fool.
- 6) Cora couldn't imagine time travelling through the attic window.
- 7) Cora didn't want to follow her husband back in their past.
- 8) Cora was frightened when she saw a summer day through the open attic window.

## *Writing*

**Write the newspaper article which came out the day after William Finch had disappeared. Don't forget to:**

- make up a title;
- express the summary of the story in the first paragraph;
- describe the incident (when and where it took place, who was there);
- give some facts about William and his wife;
- mention some explanations from William's wife and her feelings;
- present your personal reaction to it.

**Useful vocabulary:**

amusing, awful, shocking, unusual, spent three mornings and afternoons in the attic, could not hear him walk or move, wonderful spirits, smell of sarsaparilla, cleaning the attic, metal bicycle clips, a Time Machine, can travel back forty years, singing a happy song with a new straw hat on, a red striped coat, a white shirt, and ice-cream trousers, the apple trees were in blossom, firecrackers going off, colorful rockets, laughter and far away voices, did not go near the window again, sat alone in the dark attic.

**While making up your article use:**

- **time linking words:** while, when, as soon as, firstly, first of all, suddenly, later, immediately, before, after, than, later, in the end, finally.
- **linking words to contrast ideas:** although, but, however, on the one hand, on the other hand, despite, in spite of, nevertheless.

***Further Reading and Comprehension***

**1. Form sentences from the table.**

A nursery		is		a room for bathing.
A flat				a room for sleeping.
A sitting-room				a baby's bedroom or a room where young

A dining-room	children play.
A bedroom	a room used for cooking meals.
A bathroom	a room for work and study.
A kitchen	a room in a house where you sit, relax, watch TV.
A study	a room where you have meals.
	a set of rooms that are part of a larger building.

## 2. Complete the sentences.

We keep	a car	in a peppershaker
	books	in a sugar-bowl
	old things	in a store-room
	bedding	in a refrigerator
	dresses, coats, hats	in a chest-of-drawers
	vegetables, pickles	in a wardrobe
	meat, milk, fruit	in a cellar
	tea-things	in a cupboard
	salt	in a salt-cellar
	sugar	in a garage
	pepper	in a bookcase

## 3. Guess the following riddles.

- 1) When I go, I do not speak;  
But when I stop, I lie.  
What I am?
- 2) Four legs, but not a beast.  
Full of feathers, but not a bird.
- 3) They stare at one another all the time, but never meet. What are they?
- 4) When you look at it, it is not there,

But it is there when you touch it.

It's like ice that doesn't melt,

And water that doesn't flow.

5) What is it that does not ask the questions,

But must be answered?

6) What goes over the floor and then stands in the corner?

7) A watchdog at your door am I,

You turn me round and I still lie.

I never bark and never bite,

I keep your things quite safe at night.

8) A hundred and one brothers

Standing abreast

Tied together with a belt.

#### **4. Find Russian equivalents to the following proverbs.**

1) To get out of a bed on the wrong side.

2) Money spent on the brain is never spent in vain.

3) A creaking door hangs on its hinges.

4) A drop in the bucket.

5) A new broom sweeps clean.

6) All doors open to courtesy.

7) As you make your bed, so you must lie on it.

8) Charity begins at home.

9) East or West – the home is best.

10) There is no place like home.

#### **5. Write a monologue on one of the following points.**

1) I enjoy my neighbourhood.

2) My room is my kingdom.

- 3) There is no place like home.
- 4) My house is my castle.
- 5) Our house-warming party.

#### Theme 4. THE BEST OF POSSIBLE WORLDS

The two men were traveling home by train. They didn't talk to each other but when a lady with a rich smell of perfume passed them along the carriage, the older of the two men said, "Idiot, idiot! Did you see that?"

"Oh, her? I followed her off the train once myself."

"I too. Five years ago," the older man closed his eyes. "What happened when you reached the end of the platform?" The young man stared at his companion in surprise and went on.

"Well, I was just twenty feet behind her when her husband drove into the station in a car full of kids! Bang! The car door closed and she drove away. I had to wait for half an hour to get another train home. It taught me something, by God!"

"It taught you nothing," added the older man. "Idiots, that's what we are. But, now, what do you make of her?"

"That woman? Oh, **she likes to keep in trim**. She must feel much better making us follow her. She has the best of all possible worlds, don't you think? Husband, children, plus the knowledge she is worth following. You can't call her a beauty. It's just she smells so good."

"Purely and simply, she's a woman. All women are women, all men are dirty goats. That simple idea may help you in **a sticky situation**. But few men accept that. I know only one man who has created the best of all possible worlds. Let's call him Mr. Smith. He is the happiest man ever lived. He's got lots of girlfriends and no quarrels among them, no sense of guilt. That successful businessman lives in an enormous apartment in New York. That's where I met him first last year. He had just married. At dinner, his wife was truly gorgeous with snow-cream arms and fruity lips. Two weeks later I was invited to a party and met him again. Near him, in the center of the living room, stood a dark Italian beauty, dressed in earth colours, all the tones of a fruitful autumn. Lucky man, I thought, Wife in

town, lover in country. At the end of the party, I finally caught the lovely Italian's name. Mrs. Smith!"

"He'd married again, eh?"

"Hardly. He hadn't had enough time. He must have two sets of friends. One set knows his city wife. The other set knows this lover whom he calls wife. No other answer. That night Smith drove me to the railway station. On the way he said, "What do you think of my wives? I've had twenty in the last three years, each better than the last! Here!" As we stopped at the station he pulled out a thick photo album. I opened it and saw beautiful pictures of blondes, brunettes, redheads. But there was something terribly familiar about each photo. **Suddenly I got it!** The Mrs. Smith I met tonight, the Italian beauty, is the one and only Mrs. Smith. But, at the same time, the woman I met in New York two weeks ago is also the one and only Mrs. Smith. It can only follow that both women are one and the same! "Correct!" cried Smith. "My wife is amazing. She was an actress when I met her. Selfishly I asked her to leave the stage. The first six months of our marriage were the happiest in my life. But then I began to watch other women. My wife began to look through the newspapers for theater reviews. Crisis! One night my wife told me to leave our apartment and be back the next day. When I returned home, my wife had disappeared! **A dark Latin** put out her hand to me. "I am a friend of your wife's," she said and threw herself upon me, until I, suddenly suspicious, cried, "This is my wife!" And we both fell laughing to the floor. This was my wife, with a different cosmetic, different hairstyle, different manners and intonation. "My actress!" I said. "Your actress!" she laughed. "Tell me what I should be and I'll be it. Why not? I'll study, create and, when you grow bored, recreate. I'll sit, stand, walk in ten thousand ways." Well," said Smith, "from that day on I've lived the happiest life! My wife is the greatest actress. She has found her stage in our apartment and her audience in me. So, caged at last, yet free, loving her I love everyone. It's the best of all possible worlds, friend, the best of all possible worlds."



There was a moment of silence. The young and the old were thoughtful now. At last the younger man said: “Your friend Smith solved his problem, all right. I have a friend, too. His situation was similar, but different. Shall I call him Quillan? He was in a bar one night with a young beautiful redhead. Miraculous, I thought, **beyond the senses!** A week later, in Greenwich, I saw Quillan with a little woman of his own age. Long-nosed, not enough make-up, wrinkled stockings and very quiet; she was glad to walk along just holding Quillan’s hand. I was sure she was his poor little wife who loved the earth he walks on, while other nights he spent with that incredible redhead! How sad, what a shame! A month later I met Quillan again in London. “Oh, God!” he cried. “**Don’t tell on me!** My wife must never know!” That moment a woman called to Quillan from a window above. I looked up and my mouth opened. There in the window stood the fat little woman! So suddenly it was clear. The beautiful redhead was his wife! She danced, she sang, she talked loud and long, a brilliant intellectual. Yet she was so tiring! So my friend Quillan had taken this small room where, two nights a week, he could sit quietly or walk on the dark streets with this homely comfortable quiet woman who was not his wife at all, as I had thought, but his lover! He too had, if you think about it, the best of all possible worlds.”

The train slowed and both men looked at each other in surprise. Both spoke at once:

“You get off at this stop?”

Both nodded, smiling. When the train stopped, they stood up and shook hands.

“Well, give my best to Mr. Smith.”

“And mine to Mr. Quillan.”

### Notes

**she likes to keep in trim** – она хочет оставаться в хорошей форме

**a sticky situation** – сомнительная ситуация

**Suddenly I got it!** - Вдруг я понял!

**A dark Latin** – Смуглая мексиканка

**beyond the senses!** - понять невозможно!

**Don't tell on me!** - Не выдавай меня!

## Activities

### Reading

#### 1. Circle *T* if the sentence is true. Circle *F* if the sentence is false.

- |   |          |          |
|---|----------|----------|
| 1) The two men started talking after a lady had passed them along the carriage. | <b>T</b> | <b>F</b> |
| 2) Both men followed the same lady the other day.                               | <b>T</b> | <b>F</b> |
| 3) Mr. Smith had many wives.  | <b>T</b> | <b>F</b> |
| 4) Mrs. Smith was a great actress.  | <b>T</b> | <b>F</b> |
| 5) Quillan's lover was more beautiful than his wife.                            | <b>T</b> | <b>F</b> |

#### 2. Circle the letter of the correct answer.

- 1) What is true about the lady who was followed by the two men?
  - a) She was very beautiful and smelled of elegant perfume.
  - b) She had neither children nor a husband.
  - c) She liked to be followed by men.
- 2) What is not true about Mr. Smith?
  - a) He was married to a talented actress.
  - b) He was a successful businessman.
  - c) He didn't like to take pictures of his wife.
- 3) What is true about Mrs. Smith?
  - a) After she had left her stage, she never had an idea to return to the theatre.
  - b) She wanted to create the best of possible worlds for her husband.

- c) She was a dark Italian beauty.
- 4) What is true about Quillan?
  - a) He seemed to be happy person?
  - b) He had a quiet little woman as a wife and a gorgeous redhead as a lover.
  - c) He spent all his time with his wife.
- 5) What is not true about Quillan's wife?
  - a) She was a bright person but very tiring!
  - b) She could sing and dance and talk in a perfect way.
  - c) She changed her appearance and behavior too often.
- 6) What is true about the two men who told the stories about Mr. Smith and Quillan?
  - a) They never got home by train.
  - b) They were close friends.
  - c) They got off at the same stop.

### ***Vocabulary Drill***

#### **1. Translate from Russian into English using Active Vocabulary.**

- 1) Они воспользовались лестницей, чтобы залезть на вагон, и разбили окно.
- 2) Местность вокруг поселка Вассен – великолепный рай пешего туризма.
- 3) На балу непременно произойдёт что-нибудь удивительное!
- 4) Я слишком стар, чтобы ссориться по таким пустякам, месье.
- 5) Мы могли просто смотреть друг другу в глаза всю ночь.

### ***Grammar***

После ряда английских глаголов следует употреблять определенные предлоги, например:

arrive **at** station/airport – прибывать **на** станцию / **в** аэропорт

arrive **in** Moscow – прибывать **в** Москву

stay **at** the hotel – остановиться **в** гостинице

stay **with** smb – остановиться **у** кого-либо

laugh **at** smb – смеяться **над** кем-либо

look **at** smb – смотреть **на** кого-либо

shout **at** smb – кричать **на** кого-либо

Вы, без сомнения, заметили, что русские предлоги в приведенных выражениях отличаются от английских. Более того, часто они вообще отсутствуют в русском варианте. Сравните:

smile **at** smb – улыбаться кому-либо

explain **to** smb – объясняться кому-либо

listen **to** smb – слушать кого-либо

speak **to** smb – говорить кому-либо

write **to** smb – писать кому-либо

wait **for** smb – ждать кого-либо

**1. In the story you met some *verbs + prepositions* combinations. Read their Russian equivalents and find the English combination in the text.**

Разговаривать друг с другом, ехать на поезде, следовать за кем-либо, пристально смотреть на кого-либо, приглашать кого-либо в гости, думать о ком-либо, наблюдать за кем-либо, упасть на пол, держать кого-либо за руку.

**2. Translate the following sentences into Russian and divide the word combinations into three groups.**

English verb + preposition = Russian verb +	English verb + preposition = Russian verb + no	English verb + no preposition = Russian verb + preposition
---	--	--

preposition	preposition	
To talk <b>to</b> smb = разговаривать с кем- либо	To explain <b>to</b> smb = объяснять кому-либо	To take a bus = сесть <b>на</b> автобус

1. That voice **belonged to** Joe Clarence.
2. For the first time Terwilliger **looked at** his possible employers.
3. Clarence **jumped to** his feet.
4. The film stopped and Clarence **pointed at** the reptile's mouth.
5. A metallic voice **called to** him.
6. It **smelled of** steel.
7. A moment later the car **passed** one house on one street.
8. My cousin learnt to **play** the piano when she was very young.
9. He **smiled at** the boring walls, the old cups, and even at his wife!
10. Can you remember when we **rode** a bike in the early morning, Cora?
11. Cora **looked at** her husband coldly.
12. William **climbed** the long cold stairs to the attic.
13. Are you crazy, **spending** our money **on** clothes you can't wear nowadays?
14. The two men were **traveling by** train.
15. They didn't **talk to** each other.
16. I **followed** her off the train once myself.
17. She **took** a bus to get home.
18. The young man **stared at** his companion in surprise and went on.
19. Two weeks later I was **invited to** a party and met him again.
20. What do you **think of** my wives?
21. They used to **hunt** wild pigs in autumn.
22. But then he began to **watch** other women.
23. They both **fell to** the floor.
24. She was glad to walk along just **holding** his hand.

**3. Make up six true sentences about your friend. Use the following verb + preposition combinations.**

To talk to smb, to take a bus, to explain to smb, to travel by smth, to smile at smb, to follow smb, to hunt smb, to stare at smb, to listen to smb, to invite to a party, to speak to smb, to think of smb, to write to smb, to watch smb, to fall to the ground, to hold smb's hand, to wait for smb, to play the piano, to meet smb.

*Speaking*

**2. While talking to someone, we often use exclamatory sentences to express different emotions. Read some of them and match with the phrase from the story. You and your friends can have different ideas! Try to prove your point of view.**

Isn't he lucky!

At dinner, Mr. Smith's wife was truly gorgeous with snow-cream arms and fruity lips.

What a surprise!

He was just twenty feet behind her when her husband drove into the station in a car full of kids! Bang! The car door closed and she drove away.

Just fancy that!

Mr. Smith's wife is the greatest actress. She found her stage in her apartment and her audience in Mr. Smith.

What a beauty!

The Mrs. Smith was the one and only Mrs. Smith!

How tiring she was!

That homely comfortable quiet

How unusual!

woman was not Quillan's wife at all, but his lover!

The redhead danced and sang perfectly, she talked loud and long, a brilliant intellectual!

## 2. Retell the story as if you were:

- Mrs. Smith;
- Quillan's lover.

### *Writing*

**Choose any of the four women characters and write her description. You should choose the words and phrases that match your choice.**

**A** First introduce the person and write where she lives, what are her likes and dislikes:

her husband drove into the station in a car full of kids; the car door closed and she drove away; she has the best of all possible worlds; husband, children, plus the knowledge she is worth following; she was an actress; began to look through the newspapers for theater reviews; one night she told her husband to leave their apartment and be back the next day; When he returned home, his wife had disappeared! She danced, she sang, she talked loud and long, a brilliant intellectual. Yet she was so tiring!

**B** Describe her appearance, personality and character with examples of her behavior:

a lady with a rich smell of perfume; she likes to keep in trim; you can't call her a beauty; it's just she smells so good; truly gorgeous with snow-cream arms and fruity lips; a dark Italian beauty, dressed in earth colours, all the tones of a fruitful autumn; amazing; with a different cosmetic, different hairstyle, different manners and intonation; a young beautiful and incredible

redhead; miraculous, beyond the senses; a little woman of his own age; long-nosed, not enough make-up, wrinkled stockings and very quiet; she was glad to walk along just holding his hand; his poor little wife who loved the earth he walks on.

**C** Give some examples of her behavior or relationship with other people:

she must feel much better making us follow her; ‘Your actress!’ she laughed. ‘Tell me what I should be and I’ll be it. Why not? I’ll study, create and, when you grow bored, recreate. I’ll sit, stand, walk in ten thousand ways.’; She found her stage in their apartment and her audience in her husband; her husband took a small room where, two nights a week, he could sit quietly or walk on the dark streets with this homely comfortable quiet woman who was not his wife at all but his lover.

**D** Use linking words while giving examples:

She loves animals, especially... / She hates crowded places, such as... / They often quarrel, particularly about... / She is very helpful. For example...

### ***Further Reading and Comprehension***

#### **1. Guess the riddles about appearance.**

- 1) Two brothers live across a path,  
    But never see each other.
- 2) A little ball can reach the sky.
- 3) The doors are open in the morning but shut at night.  
    If you look into them, you see yourself inside.
- 4) What has an eye, but cannot see?
- 5) These two brothers  
    Live not very far apart;  
    One on the left,  
    One on the right;



But they never see each other.

- 6) A thick forest which grows as fast as it is cut down.
- 7) Why are teeth like verbs?
- 8) What kind of teeth cannot bite?

**2. Study the following proverbs, try to find the Russian equivalents to them and use them in situations of your own.**

- 1) Beauty lies in lover's eyes.
- 2) A fair face may hide a foul heart.
- 3) A fool at forty is a fool indeed.
- 4) A fool's tongue runs before his wit.
- 5) A fool may ask more questions in an hour than a wise man can answer in seven years.
- 6) A little body often harbours a great soul.
- 7) A man is known by the company he keeps.
- 8) A man of words and not of deeds is like a garden full of weeds.
- 9) A silent fool is counted wise.
- 10) A sound mind in a sound body.
- 11) You cannot judge a tree by its bark.
- 12) Appearances are deceptive.
- 13) Beauty is but skin-deep.
- 14) Handsome is that handsome does.

**3. Write a monologue on one of the following points.**

- 1) My favourite film star.
- 2) Ideal appearance.
- 3) Appearances are deceptive.
- 4) In my opinion one's glamorous appearance is more important than his or her inner nature.

- 5) My looks will help me to make a career.
- 6) Very little depends on your looks, everything depends on your will, intelligence and energy.
- 7) Tastes differ (about one's appearance).
- 8) Our appearance doesn't play much role, a lot depends on our behavior.
- 9) We are doomed in this life. You can't avoid your destiny.
- 10) Our looks depend on our will to look better in the 21<sup>st</sup> century.

## Theme 5. THE DRAGON

It was a silent night. It seemed to be years since a bird had flown in the sky. Two men were sitting by their lonely fire in the wilderness. The orange firelight was dancing on their faces and in their eyes. They were listening to each other's quiet breathing. At last, one man touched the fire with his sword.

“Don’t do that! You’ll give us away!”

“No matter,” said the second man. “The dragon can smell us miles off, anyway. **Oh, dear!** It’s terribly cold. I wish I were back at the castle. It is nearly midnight.”

“It’s death, not sleep, we’re after...”

“Why? The dragon never sets foot in the town!”

“Quiet, fool! He eats men raveled alone from our town to the next!”

“Let them be eaten and let us get home!”

“Wait now; listen!”

The two men froze. They were waiting.

“Ah!” The second man said at last. “What a land of nightmares! Everything can happen here. Oh. God, listen! This dragon, they say his eyes are fire. His breath is white gas; you can see the dragon raveled across the dark lands. He runs with thunder and the grass gets the fire. Sheep panic and die. Women give birth to monsters. The dragon’s anger is so great that tower walls shake back to dust. His victims, at sunrise, are here and there on the hills. How many knights, I ask, have gone for this monster and failed as we shall fail?”

“**Enough of that!**”

“More than enough! I feel so desperate that I cannot tell what year is this!”

“Nine hundred.”

“No, no,” whispered the second man with his eyes shut. “On this land there seems to be no Time. I feel if I ran back home, the town would be

gone, the people yet unborn, the trees still uncut in the forests. Don't ask how I know, the land knows, and tells me. And here we sit alone in the land of the dreadful dragon. **God saves us!**"

"What's the use of it? The dragon runs from nowhere and we cannot guess its home. It disappears in the fog, we don't know where it goes. Get our swords ready and put on our armour, we'll die well-dressed."

They turned his heads.

Across the dark country full of night and emptiness, the wind blew. It filled all the countryside and turned their blood cold. There came a fog from the darkness, and there was no year or hour at all. Only these men were standing in a sudden frost and heavy storm, listening to white thunder and green lightning.

"There," whispered the first man. "Oh, there..."

Miles off, rushing with a great roar appeared the dragon.

In silence, the men took their swords and mounted their horses. The midnight wilderness was filled with a monstrous roar, as the dragon was getting nearer and nearer. Frightening yellow eyes flashed; a long dark body moved over the hill and disappeared into the dark.

"Quick! **Over there!** Near those bushes!"

"This is where it passes!"

They got their swords ready for a battle.

"Lord!"

"Yes, let us use His name."

On the moment, the dragon rounded a hill. Its monstrous yellow eye watched them. With a terrible war cry the dragon rushed at the men.

"**Mercy, God!**"

The sword struck the huge yellow eye. The dragon hit him, and the man flew through the air. The next moment the monster knocked down and smashed the other horse and rider. Two knights were dead. The roaring dragon, the fire and the smoke all around and under it, disappeared.

"Have you seen it?" cried a voice. "Just like I told you!"

“**The same!** A knight in armour, Harry! We’ve hit him!”

“Are you going to stop?”

“I did once but found nothing. I don’t like to stop here. **I get the willies.**”

“But we’ve hit something.”

“We gave him plenty of whistles but he didn’t move aside. Well, I think we’ll arrive at Stokely on time. More coal, eh, Fred?”

The night train, in fire and smoke, was traveling across the night to a small town in the North.

### Notes

**Oh, dear!** - Боже мой!

**Enough of that!** - Хватит об этом!

**God saves us!** - Спаси и сохрани!

**Over there!** - Вон там!

**Mercy, God!** - Благослови нас Господь!

**The same!** - эд. Опять!

**I get the willies.** - У меня руки от страха трясутся.

### Activities

#### *Reading*

1. Circle *T* if the sentence is true. Circle *F* if the sentence is false.

- |   |          |          |
|---|----------|----------|
| 1) Two knights were waiting for the dragon near the castle. | <b>T</b> | <b>F</b> |
| 2) Two knights wanted to meet the dragon and have a fight.  | <b>T</b> | <b>F</b> |
| 3) The dragon was a real terror for that town.              | <b>T</b> | <b>F</b> |
| 4) The knights won the battle.                              | <b>T</b> | <b>F</b> |

5) The train knocked the knights down.

**T**      **F**

**2. Circle the letter of the correct answer.**

1) Why did one knight get angry when the other touched the fire with his sword?

- a) The dragon could smell them miles off.
- b) The sword could get spoilt.
- c) The fire could get much brighter and give them away.

2) What is true about the dragon?

- a) The dragon never came into the town.
- b) The dragon could smell the knights miles off.
- c) Nobody knew where the dragon came from and where he disappeared.

3) What is true about the knights?

- a) They knew they would die.
- b) They were afraid of the dragon.
- c) They wanted to be eaten by the dragon.

4) What did the dragon look like?

- a) It had white gas eyes.
- b) It was a fire-breathing creature.
- c) It had a long body and his roar was great.

5) What killed the knights?

- a) the dragon.
- b) the train.
- c) the green lightning.

6) What is true about the men on the train?

- a) They thought that place to be frightening.
- b) They had never see knights before.
- c) They were traveling inside the roaring dragon.

***Vocabulary Drill***

### 1. Find the Odd One Out and explain your choice.

- 1) a sword, a castle, a knight, armour, a gun.
- 2) Oh, dear!, God saves us!, Mercy, God!, Enough of that!, Lord!
- 3) roaring, frightening, lightning, dreadful, monstrous.
- 4) a nightmare, a hill, a panic, a monster, a dragon.
- 5) struck, hit, knocked down, smashed, disappeared.
- 6) fire, smoke, whistle, coal, horse.

### 2. Fill in the gaps with the correct words using those given in brackets.

- 1) It was a \_\_\_\_\_ night. (*silence*)
- 2) Two men were sitting by their lonely fire in the \_\_\_\_\_. (*wild*)
- 3) They were listening to each other's quiet \_\_\_\_\_. (*breathe*)
- 4) The dragon's \_\_\_\_\_ is so great that tower walls shake back to dust. (*angry*)
- 5) Across the dark country full of night and \_\_\_\_\_, the wind blew. (*empty*)
- 6) There came a fog from the \_\_\_\_\_. (*dark*)
- 7) Only these men were standing in a \_\_\_\_\_ frost and heavy storm, listening to white thunder and green lightning. (*suddenly*)
- 8) Miles off, rushing with a great roar \_\_\_\_\_ the dragon. (*appearance*)
- 9) The midnight wilderness was filled with a \_\_\_\_\_ roar. (*monster*)
- 10) \_\_\_\_\_ yellow eyes flashed. (*frighten*)
- 11) On the moment, the dragon \_\_\_\_\_ a hill. (*round*)
- 12) The \_\_\_\_\_ dragon, the fire and the smoke all around and under it, disappeared. (*roar*)

### 3. Translate from Russian into English using Active Vocabulary.

- 1) Для Ледяного воина покинуть доспехи – это величайший позор.
- 2) Нынешняя ситуация в южной части Израиля и в Газе носит неотложный и безнадежный характер.
- 3) Я чувствую себя абсолютно ужасно из-за этого.
- 4) Мы будем ловить рыбу, разжигать костер и веселиться.
- 5) В Средние века рыцарь часто носил талисман от своей возлюбленной.
- 6) Их мощный рев можно услышать за 10 миль.
- 7) Вообще-то, я надеялся, что ты возьмешь этот меч.
- 8) Они заманивают жертв в глушь, и их больше не находят.

### *Speaking*

**1. Are the following sentences true or false? You choose! Try to prove your point of view using the facts from the text. Say at least four sentences starting them with the following phrases.**

I'm convinced...

I agree with the point...

I completely disagree...

I feel...

I doubt...

I have my doubts about it...

This is absurd from my point.

As far as I know...

I am sure that...

I suppose that...

I believe that...

In my view...

In my opinion...

To my mind...



From my point of view...

- 1) It is a medieval legend about a dreadful dragon.
- 2) The story consists of two parts.
- 3) It is a time traveling story.
- 4) The writer assures us that it was not a dragon that killed the knights.
- 5) It is a story about the special place where the past meets the present.

## **2. Retell the story as if you were:**

- a witness of a battle between the dragon and two knights;
- the one on the train.

### *Writing*

**Dragons are popular characters of medieval legends. They say there used to be a lot of them on the British Isles. Make up a legend based on this story.**

- While setting the scene, describe the time, place, weather and say what the main characters were doing.
- While developing the narrative, describe the main action.
- While making the conclusion, describe the scene at the end and mention the main character's feelings.

### **Useful vocabulary**

**Place:** silent night, lonely fire in the wilderness, a land of nightmares, there seems to be no Time, midnight wilderness.

**Weather:** the wind blowing in dark country full of night and emptiness, the wind turned their blood cold, a fog from the darkness, a sudden frost and heavy storm.

**Knights:** swords ready, with their armour on, well-dressed, desperate, god save us, it's death, not sleep, we're after.

**Dragon:** could smell every person miles off, never set foot in the town, killed men travelling alone from one town to the other, his eyes were fire,

his breath was white gas, travelling across the dark lands, ran with thunder, the grass got the fire, sheep panicked and died, women gave birth to monsters, great anger that tower walls shook back to dust, his victims were found on the hills, a monstrous roar, frightening yellow eyes, a long dark body, terrible war city.

**Verbs:** to wait for a dragon, to go for a dragon and fail, to get the swords ready, to put on armour, to mount their horses, to appear, to disappear, to get nearer and nearer, to rush, to hit (hit, hit), to strike (struck, struck), to knock down, to smash.

**While making up your legend use:**

- **time linking words:** while, when, as soon as, firstly, first of all, suddenly, later, immediately, before, after, then, later, in the end, finally.
- **linking words to contrast ideas:** although, but, however, on the one hand, on the other hand, despite, in spite of, nevertheless.

### *Further Reading and Comprehension*

#### **1. Guess the following riddles.**

- 1) Why is the Atlantic Ocean like a small boy?
- 2) With d and f I am at home,  
With o and s I am at the sea; find us?
- 3) What colour were the winds and waves in the storm?
- 4) When it is driven it goes, when it stops, it falls down.
- 5) A steel horse drags much behind it.
- 6) What is that runs so fast,  
Making a noise and smoking past,  
Carrying us and giving a blast.
- 7) What is it, that resembles a cart, but has no wheels and leaves no tracks behind it.
- 8) We are half a tram and half a bus;

Will you come and ride in us?

9) What is that that can reap alone?

**2. Study the following proverbs, try to find the Russian equivalents to them and use them in situations of your own.**

- 1) Every country has its customs.
- 2) Good riddance.
- 3) If you run after two hares, you will catch neither.
- 4) Let bygones be bygones.
- 5) The dogs bark, but the caravan goes on.
- 6) The more haste, the less speed.
- 7) To send (carry) owls to Athens.
- 8) Too swift arrives as tardy as too slow.
- 9) Where there's a will, there is a way.
- 10) Travel makes a wise man better but a fool worse.

**3. Write a monologue on one of the following points.**

- 1) My most exciting journey.
- 2) East or West, home is best.
- 3) Travel makes a wise man better but a fool worse.
- 4) I cannot forget my fellow-passenger.
- 5) When you travel by train, there are some important things you should know. I can give you some tips.
- 6) Why I prefer travelling by train (air, sea).
- 7) I make a lot of friends while travelling.
- 8) I need new experiences, that is why I am fond of travelling.
- 9) Hijacking is a real problem nowadays.
- 10) My first travelling by train.

## Theme 6. ALL SUMMER IN A DAY

It rained. On the planet Venus it had been raining for seven years. Thousands of days were filled with crystal showers and heavy storms. The children were standing near the large window of their school room. They were waiting.

“It’s stopping, it’s stopping!”

“Yes, yes!”

Margot stood apart from these children who couldn’t remember a day without rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the world, they forgot it.

All day yesterday they were reading in class about the sun. And they had written small stories or poems about it:

*I think the sun is a flower,  
That blooms for just one hour.*

That was Margot's poem. She read it in a quiet voice while the rain was falling outside.

“No, you didn’t write that!” protested one of the boys.

“I did,” said Margot.

Now it was raining again. Margot looked as if she had been lost in the rain for years and the rain had washed out the blue from her eyes and the red from her mouth. She looked like an old photograph dusted from an album. Now she stood watching the rain and the wet world beyond the huge glass.

Suddenly a boy gave her a strong push. But she did not move. And this was because she would play no games with them. If they tagged her and ran, she stood looking at them and did not follow. When the class sang songs about happiness and games she didn’t join them. Only when they sang about the sun her lips made a slow move. Her biggest crime of all was that she had come here only five years ago from Earth. She remembered the sun, its colour and its heat!

“It’s like a penny,” she said once, eyes closed.

“No, it’s not!” the children cried.

“It’s like a fire,” she said, “in the stove”.

“You’re lying, you can’t remember!” cried the children.

But she remembered. She was different and they kept away from her. They knew that her father and mother would take her back to the Earth next year. And so, the children hated her for all these reasons. They hated her pale snow face, her waiting silence, her thinness, and her possible future.

“Get away!” cried the boy angrily. “Well, don’t wait here! You will see nothing! It was a joke, wasn’t it?” He returned to the other children. “Nothing’s happening today. Is it?”

“Nothing, nothing!” the other children laughed and shook their heads.

“Oh, but,” Margot whispered. “This is the day, the scientists predict, the sun...”

“All a joke!” said the boy. “Let’s put her in a closet before the teacher comes!”

They caught her, took into a closet and locked the door. They stood looking at the door and saw it tremble from her beating against it. They heard her cries. Then, smiling, they turned and went out, just as the teacher arrived.

“Ready, children?” She looked at her watch.

“Yes!” said everyone.

Then the rain stopped and the world got silent. It was so unbelievable that the children felt they had lost their hearing.

The door opened and the smell of the silent world came in. The next moment the sun came out. It was the color of flaming bronze and it was very large. And the sky was flaming blue. The children ran out, crying into the springtime.

“Don’t go too far,” called the teacher. “You’ve got only two hours, you know!”

But they were running and turning their faces up and feeling the sun on their faces. They were taking off their jackets and letting the sun burn their arms.

When they got tired, the children stopped running. They were standing in the great jungle. The trees never stopped growing. They were the color of rubber from the many years without sun. It was the color of stones and white cheese, and it was the color of the moon.

The children ran among the trees, they slipped and fell, they pushed each other, they played hide-and-seek and tag, but most of all they looked at the sun until the tears ran down their faces; they put their hands up to it and that amazing blue sky. They looked at everything and enjoyed everything. Then, wildly, like animals escaped from their caves, they ran and ran in circles. They had been running for an hour and did not stop running.

And then –

In the middle of their running one of the girls gave a cry.

Everyone stopped.

The girl held out her hand.

“Oh, look, look,” she said, trembling.

It was a raindrop. She began to cry, looking at it. They glanced quietly at the sun.

A few cold drops fell on their noses and their cheeks and their mouths. The sun hid behind the cloud. A wind blew cold around them. They turned and started to walk back toward their house. Lightning struck ten miles away, five miles away, a mile, a half mile. The sky darkened.

They stood in the doorway for a moment until it was raining hard. Then they closed the door and heard the gigantic sound of the rain.

“Will it be seven more years?”

“Yes. Seven.”

The one of them gave a little cry.

“Margot!”

“What?”

“She’s still in the closet where we have locked her.”

They looked at each other and then looked away. Outside it was raining now. Their faces were white. They looked at their hands and feet, their faces down.

They walked slowly down the hall in the sound of cold rain. They came to the closet door slowly and stood by it. Behind it was only silence.

They unlocked the door and let Margot out.

### Notes

**It’s like a penny** – Оно похоже на монетку — круглое и блестящее.

**saw it tremble from her beating against it** – видели, как дверь тряслась от того, что девочка колотила в нее.

**the children felt they had lost their hearing** – детям казалось, что они оглохли.

**Will it be seven more years?** – И так будет целых семь лет?

### Activities

#### *Reading*

**1. Circle *T* if the sentence is true. Circle *F* if the sentence is false.**

- |   |          |          |
|---|----------|----------|
| 1) There were no forests on the planet Venus.                     | <b>T</b> | <b>F</b> |
| 2) It didn't often rain on the Venus.                             | <b>T</b> | <b>F</b> |
| 3) The children didn't like the sun and its heat.                 | <b>T</b> | <b>F</b> |
| 4) Margot was different from her classmates.                      | <b>T</b> | <b>F</b> |
| 5) Margot never saw the sun because she was locked in the closet. | <b>T</b> | <b>F</b> |

**2. Circle the right answer to the question.**

- 1) What is true about the Venus according to the story?
  - a) Nobody lived on that planet.
  - b) There was a school on the Venus.
  - c) Trees didn't grow there because there was no rain.
- 2) What is true about the children?
  - a) They didn't get on well with Margot.
  - b) They enjoyed the rain.
  - c) They looked forward to the sun.
- 3) What is not true about Margot?
  - a) She had lived on the Earth for many years.
  - b) She couldn't write either poems or rhymes.
  - c) She was going to be back to the Earth.
- 4) Why did the children lock Margot in the closet?
  - a) She told them a lie and they punished her.
  - b) They didn't want the girl to see the sun.
  - c) They didn't want her to have her arms burnt.
- 5) What did the children do when the sun came out?
  - a) They couldn't do anything because they lost their hearing.
  - b) They were playing their games in the sunlight.
  - c) They were lying in the sun and enjoying it.
- 6) What is true about the sun according to the story?
  - a) It came out once in seven years on the Venus.
  - b) It made the trees on the Venus look like rubber.
  - c) It was dangerous to all living creatures on the Venus.

### ***Vocabulary Drill***

**1. Find the Odd One Out and explain your choice according to what happened in the story.**

- 1) rain, shower, storm, heat, raindrop.



- 2) the sun, a flower, a penny, a fire, a lightning.
- 3) huge, gigantic, tiny, large, great.
- 4) game, tag, hide-and-seek, run.
- 5) the color of flaming bronze, the color of stones, the color of white cheese, the color of the moon.
- 6) white, pale, snow, colorless, amazing.

**2. Fill in the gaps with the words given below.**

Without	a cry	to have
would be	the clouds	came out
taking off	Unbelievable	where
	Rained	

On the planet Venus it \_\_\_\_\_ for years. Thousands of days were filled with crystal showers and heavy storms. Then, one day the rain stopped and the sun \_\_\_\_\_. It was the color of bronze and the sky was flaming blue.

The children ran out. They found themselves in the great jungle \_\_\_\_\_ the trees never stopped growing. They were the color of rubber from the many years \_\_\_\_\_ sun. It was the color of stones and white cheese, and it was the color of the moon.

It was \_\_\_\_\_ the world was silent! The children seemed \_\_\_\_\_ lost their hearing. But the next moment they were running and turning their faces up and feeling the sun on their faces. They were \_\_\_\_\_ their jackets and letting the sun burn their arms.

And suddenly one of the girls gave \_\_\_\_\_ and everyone stopped. A few cold raindrops fell on their noses and their cheeks. The sun hid behind \_\_\_\_\_. The wind blew cold around them. Lightning struck and the sky darkened.

The children turned and walked back to the house. It \_\_\_\_\_  
seven more years without the sun.

### 3. Translate from Russian into English using Active Vocabulary.

- 1) Здесь была пещера, которую мы нашли 2 года назад.
- 2) Мисс Ричардс, мы не можем открыть чулан в задней прихожей.
- 3) Однажды, чтобы вернуть девушку, я проехал на мотоцикле через пылающий обруч.
- 4) Мгновение спустя, она встала и исчезла, не взглянув на меня.
- 5) Ты светишься как новая монета.
- 6) Капли дождя собираются в ливень.

### *Speaking*

#### Useful phrases

as far as I know... / The matter is that... / I am sure that... / I suppose that... / I believe that... / To sum it up, ... / All things considered, ... / As a result of this... / In addition... / What this means is... / ... because/since... / as... / ... in order to... / Moreover, ...

#### 1. Can you prove that:

- the children hated Margot?
- the children had been waiting for the sun to come out?
- Margot was different from the other children?
- it was the first time when the children saw the sun?
- the children enjoyed being out in the sunshine?

#### 2. Can you explain why:

- the children didn't believe that Margot could make up a poem?
- the children hated Margot?

- the children behaved like wild animals escaped from their caves while they were out in the sunshine?
- a raindrop frightened one of the girls so much?
- the children let Margot out when it started raining?

**Try to say three sentences at least.**

**3. Retell the story as if you were:**

- Margot;
- one of Margot's classmates.

*Writing*

**Write a personal letter. Margot is writing to her friend who she knows well but hasn't seen for a long time. She is telling her/him about that special day on the Venus when the sun came out for two hours! Follow the stages.**

1. **Introduction:** say who you are and where you met the person you are writing to.
2. **Questions:** ask the other person questions about her/his life.
3. **Information:** give information about your own life and how you have changed.
4. **Reason to finish:** give a reason or excuse to stop writing.
5. **Don't forget to sign off!**

**While writing the letter, use:**

- **informational linking words:** we haven't seen for ages, right? / Well, I feel lonely here. Anyway, how are you? / ... and guess what – they didn't believe it was my poem! / Luckily, I have already seen the sun... / Actually, I wasn't angry with them.

• **informal expressions to invite the reader with question:** How are you? / The day was special, wasn't it? / Can you imagine that? / It sounds unbelievable, doesn't it?

**Useful vocabulary:**

raining for seven years; crystal showers and heavy storms; reading in class about the sun; "you didn't write that!" protested one of the boys; play no games with them; my biggest crime; remember the sun, its colour and its heat; different and they keep away from me; my mother will take me back to the Earth next year; caught me, took into a closet and locked the door; ran among the trees; they slipped and fell; they pushed each other; they played hide-and-seek and tag.

***Further Reading and Comprehension***

**1. Form sentences from the table.**

A breeze	Is	a sudden, violent rush of wind.
A gust		a light wind.
A hurricane		a sudden, violent storm of wind.
A squall		a very strong wind blowing in a circle.
A shower	Is	a fine dense rain.
A drizzle		a heavy fall (of rain).
A downpour		a thick mist.
A fog		a brief fall of rain.
Twilight	Is	the faint light just after sunset or just before sunrise.
Dusk		the darker part of twilight.
Crop	Is	the amount of fruit, grain, etc. produced in one season.
Harvest		the time (season) for gathering in crops.
Slush	Is	half-melted snow; watery mud.
Sleet		soft, white flakes, frozen water that fall down, like

Hail		rain.
Snow		frozen rain falling from the sky. snow and rain mixed.
Sunrise	Is	the beginning of the day.
Dawn		the rise of the sun.

**2. Find the Russian equivalents to the following proverbs and use them in situations of your own.**

- 1) It never rains but it pours.
- 2) Everything is good in its season.
- 3) After rain comes fair weather.
- 4) Make hay while the sun shines.
- 5) As welcome as flowers in May.
- 6) As seasonable as snow in summer.
- 7) Rain at seven, fine at eleven.
- 8) Small rain lays great dust.
- 9) Still waters run deep.
- 10) To lay by for a rainy day.

**3. Write a monologue on one of the following points.**

- 1) My favourite season.
- 2) Summer is the best season for holidays.
- 3) Every season is beautiful in its own way.
- 4) Twilight.
- 5) Summer shower.
- 6) I enjoy winter most of all.

## Theme 7. THE FOG HORN

Every night MacDunn and Johnny waited for the fog. When it came, they lit the fog light in the lighthouse. Red, then white, then red again. They sent the light to the ships out in the sea but when the fog was too thick they switched on their Fog Horn!

One cold November evening they were having a quiet talk about their job, about the mysteries of the sea. The great eye of the light was shining into the sea. The Fog Horn was blowing once every fifteen seconds.

“One night,” said MacDunn, “years ago, I was here alone. Suddenly the fish came up. **Something made them swim up.** When I saw their funny eyes, I turned cold. They were like a big peacock’s tail in the moonlight. Then, without a sound, they disappeared. Strange. Think how the lighthouse must look to them. It stands high above the water, the light comes out from it, and the tower speaks in a monster voice...”

Johnny was frightened. He was watching the grey sea going away into nothing and nowhere.

“Oh, the sea’s full of life,” he said.

“Yes, it’s an old world,” MacDunn smoked his cigar and looked worried. “Now, I’ve got something to tell you. The Fog Horn sounds like an animal, doesn’t it? A big lonely animal crying in the night. Calling out **to the Deep**, ‘I’m here, I’m here.’ Well, you have been here for three months, Johnny, so I’m going to tell you. Something comes to visit the lighthouse.”

“Do you mean the fish?”

“No, something else. First it happened three years ago. It usually happens about this time of the year. Let’s wait and watch.”

While they were waiting, MacDunn told some theories about the Fog Horn to Johnny.

“One day a man walked along the cold shore. Then he stopped and said, ‘We need a voice to call across the water to the ships. I’ll make one like a voice of the fog. I’ll make a sound that’s so lonely that everybody

listens to it. Everyone who hears it will start crying, and their hearts will become warmer.” I made up that story to explain why it keeps coming back to the lighthouse. The Fog Horn calls it, I think, and it comes...”

It was a foggy night and the light was coming and going, and the Fog Horn was calling through the air. In the high tower they watched the sea moving to the dark shore. And then, suddenly from the cold sea came a large dark head, and then a neck. And then more neck and more! The head was high above the water on a beautiful dark neck. Finally came the body, like a little island of black coral.

“It’s impossible!” said Johnny.

“No, Johnny, we’re impossible. It has always been. It hasn’t changed at all!”

The silent monster was swimming slowly in the icy water with the fog around. One of its eyes caught the bright light of the tower, red, white, red, white.

“But the dinosaurs died out long ago!” Johnny cried.

“No, they hid away in the Deep.”

“What should we do?”

“We’ve got our job. We can’t leave it. Besides, we’re safe here.”

“But here, why does it come here?”

The next moment Johnny had his answer. The Fog Horn blew. And the monster answered. A cry so sad and lonely! The Fog Horn blew. The monster cried again. The Fog Horn blew. The monster opened its great toothed mouth and the sound that came from it was the sound of the Fog Horn itself. It was the sound of unhappiness, of a cold night.

“Imagine, all year long,” whispered MacDunn, “that poor monster waits, deep in the sea. Maybe it’s the last of its kind. Think of it, waiting a million years! One day it hears the Fog Horn in his deep hiding-place. The sound comes and goes, comes and goes. Then the monster starts its way up to have a look at it. He does it very slowly because the heavy ocean is on its shoulders. It goes up and up for three autumn months and it can hear the

voice better and better. And there it is, in the night, Johnny! And here's the lighthouse. The monster can see that the lighthouse has got a neck as long as its neck, and a body like its body, and, most important of all, a voice like its voice. Do you understand now, Johnny?"

The Fog Horn blew. The monster answered. It was only a hundred yards off now.

"That's how it happens," said MacDunn. "You love something more than that thing loves you. And one day you want to destroy it, because it hurts you."

The monster was swimming to the lighthouse. The Fog Horn blew.

"Let's see what happens," said MacDunn and switched the Fog Horn off.

It was a minute of silence and the men could hear their hearts. The monster's eyes looked into the dark. Its mouth opened. **It sounded like a volcano.** It turned its head to the right and then to the left. It looked for the Fog Horn, for its deep sounds. Then its eyes caught fire. It swam towards the tower, its eyes filled with anger.

"MacDunn!" Johnny cried. "Switch on the horn!"

MacDunn switched the horn on and they saw its fish skin. It hit the tower with its gigantic paws and the tower shook.

MacDunn cried, "Downstairs! Quick!"

They ran down and hid in a small room at the bottom of the lighthouse. The next moment they heard the rocks raining down. The lighthouse fell. There was nothing but darkness and the wash of the sea on the stones. And then they heard the monster's cry. There was no tower and no Fog Horn – the thing that had been calling to the monster for so many years. And the monster was opening its mouth and sending out great sounds. The sounds of a Fog Horn, again and again. And so it went for the rest of that night.

The next morning the people came and helped them to get out of the ruins.



“It was a terrible storm,” said Mr. MacDunn. “We had some bad knocks from the waves and the tower fell.”

The ocean was quiet and the sky was blue. The light house was in the ruins. The monster? It never came back. It returned back to the Deep. **It learned you can’t love anything too much in this world.**

### Notes

**the fog horn** – противотуманная сирена

**the Deep** – пучина (*поэтич. название моря*)

**Something made them swim up.** – Что-то заставило ее подняться на поверхность.

**It sounded like a volcano.** – Казалось, это были звуки вулкана.

**It learned you can’t love anything too much in this world.** – Он узнал, что в этом мире нельзя любить слишком сильно.

### Activities

#### *Reading*

**1. Circle *T* if the sentence is true. Circle *F* if the sentence is false.**

- |  |          |          |
|--|----------|----------|
| 1) The Fog Horn sent the light into the sea.             | <b>T</b> | <b>F</b> |
| 2) One day McDunn saw a great peacock’s tail in the sea. | <b>T</b> | <b>F</b> |
| 3) The monster visited the Fog Horn.                     | <b>T</b> | <b>F</b> |
| 4) The dinosaur destroyed the lighthouse.                | <b>T</b> | <b>F</b> |
| 5) The Fog Horn sounded like a dinosaur.                 | <b>T</b> | <b>F</b> |

**2. Circle the letter of the correct answer to complete the sentence.**

1) When the fog came, McDunn and Johnny \_\_\_\_\_ the fog light in the lighthouse.

- a) switched off
- b) blew
- c) lit

2) McDunn thought that \_\_\_\_\_.

- a) someone had made the fog horn sound lonely on purpose
- b) the monster wanted to destroy the lighthouse
- c) the sea had no mysteries

3) McDunn told Johnny that once \_\_\_\_\_.

- a) the fish came out of the sea
- b) he saw a peacock in the moon
- c) the fish came up to the surface

4) The dinosaur had a \_\_\_\_\_.

- a) long neck and a small head
- b) body made from the black coral
- c) beautiful long neck and fish skin

5) The dinosaur sounded \_\_\_\_\_.

- a) as if he was calling from its Deep
- b) as sad and lonely as the Fog Horn
- c) as quiet as the fish that came up to the surface of the sea

6) The dinosaur \_\_\_\_\_ the lighthouse.

- a) visited
- b) ruined
- c) hid in

### ***Vocabulary Drill***

**1. Fill in the gaps with the correct words using those given in brackets.**

1) When I saw their \_\_\_\_\_ eyes, I turned cold. (*fun*)

- 2) Then, without a sound, they \_\_\_\_\_. (*disappearance*)
- 3) It stands \_\_\_\_\_ above the water. (*height*)
- 4) It was a \_\_\_\_\_ night. (*fog*)
- 5) The head was high above water on a \_\_\_\_\_ dark neck. (*beauty*)
- 6) We're \_\_\_\_\_ here. (*save*)
- 7) The monster opened its great \_\_\_\_\_ mouth and the sound came from it. (*tooth*)
- 8) It was the sound of \_\_\_\_\_. (*unhappy*)
- 9) It swam towards the tower, its eyes were filled with \_\_\_\_\_. (*angry*)
- 10) There was nothing but \_\_\_\_\_ and the wash of the sea on the stones. (*dark*)

**2. Compound nouns are often used in English. They are fixed expressions, which are made up of more than one word and function as nouns. They are often combinations of two nouns, e.g. *human being, traffic lights, pocket money.***

**Read the sentences and say what they are about. In each case the answer is a compound noun from the stories: *farmhouse, school room; summer dress; lighthouse; raindrop; springtime; moonlight; teaspoon; secret place.***

- 1) *It* looks so unusual! Children sit on the floor, not at the desks! There are cages with birds and hamsters and little rabbits there too. Their lessons are really informal!
- 2) I think *it's* really wonderful! Everything around you wakes up after a long winter sleep. The trees burst into leaves and you can enjoy the first flowers of the year!
- 3) Put *it* away, please! You should take a bigger one when you are going to eat soup.
- 4) What did *it* come from? A moment ago the sun was shining but now it looks like rain. It really does!

- 5) It's going to be a hot day today, isn't it? I'd better put *it* on and keep my jackets and sweaters in the wardrobe till autumn comes.
- 6) *It* was built on a small island near the sea shore. During long winter nights it sent its light to the ships into the sea.
- 7) They had no wish to stay in *it* for the night. It seemed to be very old. Some windows were broken and you could see the stars through the holes in its roof.
- 8) Nobody knows about *it*. I keep all my love letters and my granny's jewelry here.
- 9) It was cold and pale. We were moving like ghosts through the night forest.

### **3. Translate from Russian into English using Active Vocabulary.**

- 1) Всё, что мы построим заново, могут опять разрушить.
- 2) Мистер Пфефер попросил меня об убежище.
- 3) Я приеду к тебе и заодно посмотрю на маяк.
- 4) Магнитный камень - еще одна загадка Каласайи.
- 5) Я вытащил колючку из твоей лапы.

### ***Speaking***

#### **1. Use the story to discuss the prehistoric world.**

- What do you know about prehistoric life? About dinosaurs? Are there any mysteries about them?
- What were dinosaurs like? Were they alike? Were they different?
- Have you seen any films or cartoons about dinosaurs? What are they? Were the creatures angry or friendly there?

**2. Describe the story characters using the words and phrases given below. You should also use your imagination for your description of:**

- Mr. McDunn;
- the dinosaur.

Sensitive	sad and lonely
Imaginative	Independent
large dark head	a beautiful dark neck
Emotional	Romantic
a little island of black coral	

### ***Writing***

**Choose one of the following situations and write an exciting dinosaur story.**

- 1) You were coming home after a party at night when you saw something that looked like a pterodactyl.
- 2) You were visiting a faraway land where gigantic eggs had been found.
- 3) You met a scientist who said he knew how to make the dinosaurs alive.

**In your story don't forget to say some words about:**

- where it happened (country, town, street, school, museum);
- when it happened (season, month, year, time of the day, the weather);
- who was with you (friend, parents, stranger, relatives);
- what you were doing when the action started;
- what had happened before the action started;
- your feelings and emotions to it;
- if you needed any help;
- how it finished

## *Further reading and comprehension*

### **1. Guess the following riddles.**

- 1) Three taxi-drivers had one brother, but this had no brothers of their own.  
Why?
- 2) Two little boats without any sails,  
With ten passengers on board.  
They do not go on river or sea,  
But travel on dry land.
- 3) What is that runs so fast,  
Making a noise and smoking past,  
Carrying us and giving a blast.
- 4) What is the night watchman doing when a sparrow is sitting on his cap?
- 5) What makes a road broad?
- 6) A clever workman who builds a house  
Without a brick or a beam,  
Its snow-white windows have no doors,  
But can be pulled down and made into clothes.
- 7) What driver doesn't have a licence?

### **2. Find the Russian equivalents to the following proverbs and use them in situations of your own.**

- 1) Rome was not built in a day.
- 2) A city that parleys is half gotten.
- 3) A hedge between keeps friendship green.
- 4) All roads lead to Rome.
- 5) Every country has its customs.
- 6) The furthest way about is the nearest way home.

- 7) The way (road) to hell is paved with good intentions.
- 8) There are more ways to the wood than one.
- 9) To carry coals to Newcastle.

**3. Write a monologue on one of the following points.**

- 1) The town I was born in.
- 2) The town I would like to see.
- 3) The town I've visited lately.
- 4) The town of my dream.
- 5) The town I would like to live in.
- 6) The best town of the world.
- 7) The problems of large cities.
- 8) Advantages and disadvantages of living in a large town.

## Theme 8. THE VELDT

Mr. and Mrs. Hadley loved their HappyLife Home. It clothed and fed and rocked them to sleep and was good to them. They didn't have to do any housework! But something was wrong with the nursery and Lydia wanted George to have a look at it.

When George came into the nursery, the walls began to produce a soft sound and presently an African veldt appeared. He could see every rock and every flower. The ceiling turned into a deep sky with yellow sun. He could smell the hot grass and the hidden water, the wild animals and the dust in the air.

"Can you see the lions over there? They've just been eating," said Lydia, coming into the room. "Did you hear that scream? It sounds familiar."

"Sorry, no."

George Hadley admired the mechanical genius who invented this room. **Every home should have one.** What fun for everyone to get a quick change of scenery!

They watched the lions getting nearer. The beasts were so real that you could feel their fur on your hand, and your mouth was filled with their dusty smell.

"**Watch out!**" screamed Lydia because the lions came running at them.

Outside, in the hall, George was laughing and Lydia was crying, and they both were frightened.

"George! They almost got us!"

"Oh, Lydia, it's just a film behind the glass screen!"

"I'm afraid. It's too real. We've got to lock the nursery for a few days."

"You know how difficult Peter and Wendy are about that."



“George, why don’t we lock our house for a few days and take a vacation?”

“**Do you mean** you want to cook lunch? And clean shoes? And sweep the house?”

“Yes, yes – oh, yes! That’s just it. **I feel like I don’t belong here.** Can I cook better than automatic stove? Can I wash the children better than the automatic bath? No. Neither can you. You feel unnecessary too, don’t you?”

While they were having their dinner, George was thinking about the nursery. It caught the children’s thoughts and all their wishes came true. The children thought lions, and there were lions. The children thought zebras, and there were zebras. Sun – sun. Death – death.

Without saying a word he stood up and came to the nursery door. He listened against it. Far away, a lion roared and George heard a faraway scream. He came in.

“Go away,” he said to the lions that were watching him.

They did not go. He knew how the room worked you send out your thoughts and it came alive. “Let’s have Aladdin,” he thought but Africa didn’t disappear.

“Come on, room! Show Aladdin!” he said but nothing happened.

“Something is wrong with the nursery,” he thought. “Or... it can’t work properly, because the children have thought about Africa for so long.”

He heard their children’s voices in the hall.

“Come and tell us about the nursery,” said George. “All about Africa and everything.”

“Africa? I don’t understand,” said Peter to Wendy. “Do you?”

“No,” said the girl and ran to the nursery. She was back in a minute. “It’s not Africa,” she said.

The whole family opened the nursery door. There was a lovely green forest, a purple mountain and colorful butterflies. No African veldt land and no lions.

“Go to bed,” the father said to the children and locked the nursery tight. George and Lydia were sure that Wendy had turned the veldt into a forest and put butterflies there instead of lions. The parents were beginning to feel sorry they had bought that room. They realized Peter and Wendy had been cool toward them.

It was about midnight when they heard two people screaming from the nursery. And then a roar of lions.

“**They’ve broken into the nursery,**” said George to Lydia. “And those screams they really sound familiar.”

In the morning they called a psychologist and asked for professional advice. When he examined the nursery, he got very worried.

“My advice to you is to have the room switched off and your children to be brought to me every day during the next year for treatment.”

“Is it so bad?”

“I’m afraid so. I think that you have spoiled your children. The nursery has replaced you in their feelings. It is their mother and father, far more important in their lives than their real parents. And now you want to switch it off. No wonder there’s hatred here. George, you’ll have to change your life.”

George came up to the nursery door. He had a strange feeling that the room hated him for his desire to switch it off. But he turned the switch that killed the nursery. Then he turned off all the machines. It felt like a mechanical cemetery their silent house full of dead bodies.

The children were in hysterics. They screamed and threw things, they cried and jumped at the furniture.

“Just a moment, just another moment of nursery,” cried Wendy and Peter.

“Oh, George,” said the wife, “**it can’t hurt.**”

“All right all right, if they finally shut up. One minute and then off forever. Then we’re going on a vacation.”

The happy children rushed into the nursery. In a moment George and Lydia heard the children calling, “Daddy, Mummy, come quick quick!” They ran into the nursery. The lions were waiting, looking at them. “Peter, Wendy?”

The door closed behind them. George Hadley and his wife ran back to the door.

“Open the door!” cried George Hadley. “Why, they’ve locked it from the outside! Peter! **Open up!**”

He heard Peter’s voice outside, against the door.

“Don’t let them switch off the nursery and the house,” the boy was saying again and again.

“Now, don’t be stupid, children.”

And then they heard the sounds. The lions were on three sides of them, in the yellow grass. Mr. and Mrs. Hadley screamed. And suddenly they realized why those other screams had sounded familiar.

### Notes

**Every home should have one.** – Хорошо бы в каждом доме был такой.

**Watch out!** – Берегись!

**Do you mean** – Ты хочешь сказать

**I feel like I don’t belong here.** – Мне кажется, что это вовсе и не мой дом.

**They’ve broken into the nursery** – Они пробрались в детскую

**it can’t hurt** – ничего не случится

**Open up!** – Откройте же!

### Activities

#### *Reading*

1. Circle *T* if the sentence is true. Circle *F* if the sentence is false.

- |   |          |          |
|---|----------|----------|
| 1) The Happylife Home worked properly.                            | <b>T</b> | <b>F</b> |
| 2) Lydia enjoyed her life in her smart house.                     | <b>T</b> | <b>F</b> |
| 3) The psychologist realized the danger.                          | <b>T</b> | <b>F</b> |
| 4) When George switched the house off, it turned into a cemetery. | <b>T</b> | <b>F</b> |
| 5) The lions killed Wendy and Peter's parents.                    | <b>T</b> | <b>F</b> |

**2. Circle the letter of the correct answer to complete the sentence.**

- 1) What is true about the Happylife Home?
  - a) It was destroyed at the end of the story.
  - b) It was invented by the psychologist.
  - c) It cooked food and cleaned shoes and washed children.
- 2) What is not true about the Happylife Home?
  - a) It spoiled Peter and Wendy.
  - b) It helped the Hadley family to get on well with each other.
  - c) You wouldn't have to do any housework if you lived there.
- 3) What is true about the nursery?
  - a) It caught your thoughts and showed them on its walls and ceilings.
  - b) Your wish would come true if you came there.
  - c) It was the safest place in all the Happylife Home.
- 4) Why did the children lock their parents in nursery?
  - a) They wanted their parents to learn the nursery better and love it.
  - b) They wanted their parents to stay there forever.
  - c) They wanted to leave for the vacation without their parents.
- 5) Why did the sound in the nursery sound familiar to Lydia?
  - a) It reminded her of children's voices.
  - b) She heard it too often in her Happylife Home.
  - c) She recognized her own voice.
- 6) How did the Happylife Home influence Peter and Wendy?

- a) Their parents became unnecessary to the children.
- b) The children learnt how to look after themselves properly.
- c) They spent much time with their parents and became even closer to them.

## ***Grammar***

**Review the Perfect Tenses *Present Perfect* and *Past Perfect*. Open the brackets. Each sentence has one of the Perfect Tenses!**

1. "The nursery can't work properly, because the children \_\_\_\_\_ (*think*) about Africa for so long," George \_\_\_\_\_ (*think*).
2. George and Lydia \_\_\_\_\_ (*be*) sure that Wendy \_\_\_\_\_ (*turn*) the veld into a forest and put butterflies there instead of lions.
3. The parents \_\_\_\_\_ (*begin*) to feel sorry they \_\_\_\_\_ (*buy*) that room.
4. They \_\_\_\_\_ (*realize*) Peter and Wendy \_\_\_\_\_ (*be*) cool toward them.
5. "They \_\_\_\_\_ (*break*) into the nursery," said George to Lydia.
6. "I think that you \_\_\_\_\_ (*spoil*) your children," the psychologist \_\_\_\_\_ (*say*).
7. "The nursery \_\_\_\_\_ (*replace*) you in their feelings," the psychologist \_\_\_\_\_ (*say*).
8. "Why, they \_\_\_\_\_ (*lock*) the nursery from the outside! Peter! Open up!" George cried.
9. And suddenly they \_\_\_\_\_ (*realize*) why those other screams \_\_\_\_\_ (*sound*) familiar.

## ***Speaking***

### **1. Can you prove that:**

- the Happylife Home was a comfortable place to live in?

- the Happylife Home spoiled the children?
- Lydia and George became unnecessary to their children?
- Lydia and George didn't feel that their children had changed?
- the psychologist realized the danger?

**Try to say three sentences at least beginning with the following words:**

As far as I know... / The matter is that... / I am sure that... / I suppose that... / I believe that... / To sum it up, ... / All things considered, ... / As a result of this... / In addition... / What this means is... / ... because/since... / as... / ... in order to... / Moreover, ...

**2. Can you explain why:**

- the nursery showed African veldt?
- the screams in the nursery sounded familiar to Lydia and George?
- Peter and Wendy begged their father to switch on the nursery for a moment?
- the psychologist advised Lydia and George to leave their home and go on vacation?
- the children locked their parents in the nursery?

**Try to say three sentences at least.**

**Retell the story as if you were:**

- Peter or Wendy;
- Lydia or George;
- the psychologist.

**Writing**

**Write a four-paragraph description of a Happylife Home.**

- 1) **Introduction:** describe the kind of house and its location.
- 2) **Rooms:** describe what the rooms are like, where they are and what is in them (furniture, etc.).
- 3) **Special features:** describe the special features that the house has got.

4) **Conclusion:** say if you would like to live there or not and give your reason.

**You should also use your imagination and add any details you wish.**

**Describe the following features:**

- the building's name and location;
- style or period it was built in;
- materials used to build it;
- features on the outside and inside;
- furniture and decorations;
- people who lived there;
- events that took place there;
- recommendations.

### *Further Reading and Comprehension*

#### **1. Try to solve the following riddles about relatives.**

1) Who is he?

A person looked at a portrait and said: "Sisters and brothers have I none, but the man in the portrait is my father's son".

2) My uncle has a brother. He is not my uncle. Who is he?

3) Two people are walking along the street. One says: "This is my father's house, but I am not his son." Who is the speaker?

4) A big German and a little German were walking down the road. The little German was the big German's son; but the big German was not the little German's father. Who was the big German?

#### **2. Study the following proverbs, try to find the Russian equivalents to them and use them in situations of your own.**

- 1) Love in a cottage.
- 2) The falling out of lovers is the renewing of love.
- 3) East or West – home is best.
- 4) Every mother thinks her own gosling a swan.
- 5) Children are poor men's riches.
- 6) To be born with a silver spoon in one's mouth.
- 7) To be up to the ears in love.
- 8) Life is not a bed of roses.
- 9) As the baker so the bun, as the father so the son.

**3. Make up monologues on one of the following points.**

- 1) Reminiscences from my childhood.
- 2) What I love my parents for.
- 3) The brightest episodes from my childhood.
- 4) The role of my parents in my life.
- 5) The problems I experienced in my childhood.
- 6) My grandparents and my attitude to them.
- 7) What I expect from my marriage.
- 8) Our family traditions.
- 9) Disagreements between me and my parents.



## Theme 9. THE APRIL WITCH

Cecy flew over the trees as invisible as spring winds and as fresh as spring flowers.

“I want to be in love but I don’t want to lose my magic power,” she thought. “I can live in anything – a stone, a flower, a butterfly. So I’ll be in love through someone else.”

Near a farmhouse well she saw a girl. Cecy fell – a green leaf – into the well, then into a water drop, then in a cup. The girl lifted the cup to her lips. The next moment Cecy looked out from the girl’s eyes. It was a good body and she liked being there.

“Is that you, Tom?” the girl asked a tall man riding a horse, “**Get away!**”

“No!” cried Cecy.

The girl looked at Tom. Cecy made her drop the bucket and the man ran up. Cecy was looking at him from her secret place the girl’s head. She liked the turn of his head and the shine eyes. Then the girl’s pretty mouth opened: “thank you”.

“I’ve gone mad!” the girl added.

“You have,” he said, smiling. “Why don’t you run, Ann? **I’m not stopping you.** Will you go dancing with me tonight?”

“No,” said Ann.

“Yes!” cried Cecy. “I’ve never danced. I’ve never known what it’s like to be in a woman, dancing. Dogs, cats, insects, leaves, but never a woman in a long dress. Oh, please - we must go to that dance!”

“Yes,” said Ann, “I’ll go. I don’t know why, but I’ll go to the dance with you tonight, Tom.”

Then she was in the bath, the soap on her white shoulders and Cecy in her head. There must be no pause! Wash here, soap there, now out!

Ann caught herself in the mirror. “Who are you tonight? I’ve rented my body to an April witch, **for sure.**”

“Ann, Tom’s back!” her mother called.

“I’m not going to that dance. Tell him to go away!”

Cecy got frightened. She had left Ann’s body only for a moment! She decided to find Tom and see what it was like to be in a young man. But now, like a bird to a cage, she flew back into Ann’s head.

“Put on your coat!” thought Cecy and Ann put on her coat.

“Now, go!”

“Good night, Mum. I’ll be home late” said Ann and ran into the spring evening.

Around, around, around, danced Ann with Cecy in her head.

“You’re strange,” said Tom, “you’re not the girl I knew.”

“No not at all,” answered Cecy. “No not at all,” said the lips.

“Why did you come with me?”

“I didn’t want to come,” said Ann.

“Why, then?”

**“Something made me.”**

“What?”

“I don’t know,” said Ann.

“Oh, but I know,” said Cecy. “You’re tall and you’re the finest-looking man in all the world. This is a good evening I’ll always remember, being with you.”

“But,” said Tom, “you are always changing. When we were standing at the well, I knew something had changed. You were different. There was something new and soft, something about your voice. And I’m in love with you.”

“No,” said Cecy. “With me, with me. I’d love you with all my heart! Ann, say it to him, say it for me.”

Tom got closer to the girl. “I’m going away. I’ve got a job a hundred miles from here. Will you miss me?”

“Yes,” said Ann and Cecy.

**“May I kiss you good-bye, then?”** and he placed his lips to the strange mouth. Ann sat like a white statue, like a wooden doll in the moonlight.

“I love you,” whispered Cecy. “It’s me you saw in her eyes.”

He moved away. “I don’t know what’s happening. **But never mind.** Shall I take you home now?”

On their way home Cecy thought, it would be worth everything to be with him from this night on. I wouldn’t need to fly through the spring nights, I wouldn’t need to live in birds, I need only to be with him.

“Tom, if you ever come in Green Town a few miles from here, will you do me a favour? Will you visit my friend? Cecy Elliott, 12 Willow Street, Green Town, Illinois,” Ann said it in a strange voice and gave a small piece of paper to Tom.

“Why?”

“She’s a good friend. I’ve told her of you. Promise?”

**“What has this to do with us?”** he cried. They were near Ann’s house.

I’m tired, thought Cecy. I have to go home. But before I go...

“... before I go,” said Ann and kissed Tom.

“This is me kissing you,” said Cecy.

Tom looked at Ann and then he looked deep, deep inside. Then he turned and without saying “good night” went away.

Cecy left Ann’s body and started her way home. In the eyes of a cricket Cecy saw the spring night world. In the eyes of a frog she sat for a moment by a pool. In the eyes of a night bird she looked down from a tall tree and saw the light from the faraway farm. She thought of herself and her strange power.

“Tom?” “Have you still got the paper, Tom? Will you come by someday, to see me? Will you recognize me then?”

Tom was asleep. In one hand, there was a small piece of paper. His fingers held it tightly. And he did not notice when a blackbird stopped near his window and flew away over the sleeping earth.

### Notes

**Get away!** – Убирайся!

**I'm not stopping you.** – Я не держу тебя.

**for sure** – наверняка

**Something made me.** – Что-то заставило меня.

**May I kiss you good-bye, then?** – Можно я поцелую тебя на прощание?

**But never mind.** – Не обращай внимания.

**What has this to do with us?** – Какое это имеет отношение к нам?

### Activities

#### *Reading*

**1. Circle *T* if the sentence is true. Circle *F* if the sentence is false.**

- |  |          |          |
|--|----------|----------|
| 1) Cecy was a wicked witch.  | <b>T</b> | <b>F</b> |
| 2) Tom was in love with Ann.   | <b>T</b> | <b>F</b> |
| 3) Tom felt something went wrong with Ann.                             | <b>T</b> | <b>F</b> |
| 4) On a dancing party Ann fell in love with Tom.                       | <b>T</b> | <b>F</b> |
| 5) Tom didn't throw away the small piece of paper with Cecy's address. | <b>T</b> | <b>F</b> |

**2. Circle the letter of the correct answer to complete the sentence.**

- 1) The story happened in \_\_\_\_\_.
- a) spring
- b) summer

c) winter

2) \_\_\_\_\_ was a witch.

a) Cecy

b) Ann

c) Tom

3) That night Cecy wanted to \_\_\_\_\_.

a) to be in love with somebody

b) to make somebody love her

c) learn how to dance

4) Cecy \_\_\_\_\_ in Ann's body.

a) enjoyed being

b) disliked being

c) felt uncomfortable

5) For the first time in her life Cecy \_\_\_\_\_.

a) flew over the trees

b) visited a dancing party

c) turned into the blackbird

6) Cecy thought, "It would be worth everything \_\_\_\_\_ from this night on."

a) to have my magic power

b) to be with Tom

c) to stay in Ann's body

### ***Vocabulary Drill***

**1. Complete the sentences with the right prepositions: *away, to, over, out, near, in, at, up, from.***

Cecy flew \_\_\_\_\_ the trees and thought:

"I want to be \_\_\_\_\_ love but I don't want to lose my magic power."

\_\_\_\_\_ a farmhouse well she saw a girl. Cecy fell into the well, then into water drop, then in a cup. The girl lifted the cup \_\_\_\_\_ her lips. The next moment Cecy looked \_\_\_\_\_ from the girl's eyes. It was a good body and she liked being there.

“Tom, get \_\_\_\_\_!” the girl cried to a tall man.

“No!” cried Cecy.

The girl looked \_\_\_\_\_ Tom. Cecy made her drop the bucket and the man ran \_\_\_\_\_. Cecy was looking at him \_\_\_\_\_ her secret place the girl's head. She liked the turn of his head and the shine of his eyes.

## 2. Translate from Russian into English using Active Vocabulary.

- 1) Пап, я думаю это всего лишь сверчок.
- 2) Думаю, нам лучше вернуться в фермерский дом.
- 3) Не могли бы вы сделать мне одолжение, пожалуйста?
- 4) Он знал наверняка, что она будет существовать и через 2000 лет.
- 5) Не прижимайте его слишком сильно.

### *Grammar*

**Report the dialogue between Ann and Tom at the dancing party. Try to use different verbs to report: *wonder, add, nod one's head, shake one's head, promise, agree, disagree, explain, offer.***

“You're strange,” said Tom. “You're not the girl I knew.”

“No, not at all.”

“Why did you come with me?”

“I didn't want to come,” said Ann.

“Why, then?”

“Something made me.”

“What?”

“I don't know,” said Ann.

“But,” said Tom, “you are always changing. When we were standing at the well, I knew something had changed. You were different. There was something new and soft, something about your voice. And I’m in love with you. I’m going away. I’ve got a job a hundred miles from here. Will you miss me?”

“Yes,” said Ann.

“May I kiss you good-bye, then? I don’t know what’s happening. But never mind. Shall I take you home now?”

### *Speaking*

#### **Say who in the story:**

- wanted to be in love that April night;
- was in love;
- was not in love.

#### **Give your reasons and try to prove your point of view beginning with:**

As far as I know... / The matter is that... / I am sure that... / I suppose that... / I believe that... / To sum it up, ... / All things considered, ... / As a result of this... / In addition... / What this means is... / ... because/since... / as... / ... in order to... / Moreover, ...

#### **Retell the story as if you were:**

- Cecy;
- Ann;
- Tom.

### *Writing*

Imagine: what will happen with Cecy, Ann and Tom then.

### *Further reading and comprehension*

**1. Find the Russian equivalents to the following proverbs and use them in situations of your own.**

- 1) Affection blinds reason.
- 2) Love cannot be compelled.
- 3) Love makes the world go round.
- 4) Love will find a way.

**2. Write a monologue on one of the following points.**

- 1) It was love at first sight.
- 2) It was a mutual love.
- 3) I've fallen out of love.



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